



Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework

There are no hard rules when dealing with AI. Educators should use their discretion with each student. If in doubt, refer to the following key principles:

1. Did the student use AI to help them learn, if so then it is acceptable.
2. Did the student use AI to pretend they did something they did not? Then this is not acceptable.

It is the school's responsibility to authenticate any student work submitted to the IB as wholly created by the student.

#1 A student uses AI for a summary of key points for their essay and suggests references to cite.

Acceptable: As a teacher, ensure that the student truly understands the points that are being made.

#2 A student uses AI for a summary of counter-positions or alternative viewpoints on a question or issue and explores these further.

Acceptable: If the student has used the ideas offered by AI to investigate and understand alternative views similar to how students would explore counter-positions in textbooks. But it is not acceptable for students to present arguments exactly as presented in a textbook, or as generated by AI.

#3 A student uses AI to find quotes on the essay topic and simply copies them without investigating further.

Not acceptable: The student is not using AI to identify sources to investigate but is using AI to replace part of the thinking process. A student must actively read and engage with the sources and references suggested by AI, not just simply acknowledge that they were found through AI.

#4 A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.

Not acceptable: A student should work with their teacher or supervisor to identify the subject and topic of interest and may then instruct AI to provide examples of research questions in this area. This is not dissimilar to reviewing past essays/projects in a school library for inspiration.

#5 A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (translating it into their own words).

Not acceptable: This is like a student finding an essay online or borrowing an essay from a former student to inspire all the ideas for their essay. The student's understanding of the content should be tested using a viva or oral quiz. If they can demonstrate their understanding, allow the student to submit the work without penalty, while emphasising that using AI in this way misses wider learning opportunities. If the student does not display clear understanding of the content, it can be treated as plagiarism.

#6 A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument and then uses this as a model for their own content.

Acceptable. If the student has used AI to provide references and examples.

Not acceptable. If the student has used AI to replace their own thinking.

#7 A student writes an essay, then copies it into AI and asks the tool to rewrite it for them.

Not acceptable. The teacher should mark the original essay, but teacher judgement is required. The IB requires teachers to be strict with IB assessment tasks, requiring students to submit their original work. Teachers may exercise more discretion in the context of in-class work.

#8 A student writes the essay in one language and then uses AI to translate it into another language for submission.

Not acceptable. The IB certifies that the student has studied the subject in a particular language. Universities and employers are likely to assume the student can work in this language based on their IB certificate.

#9 A student uses AI to suggest improvements for grammar and sentence construction but not a wholesale rewrite.

Acceptable. Good practice would be for the student to state somewhere (at least to the teacher) that they have used AI in this way.

#10 A student uses AI to "mark" their work and provide feedback for improvement.

Not acceptable. For IB assessments, this use of AI is discouraged because it violates the "one set of written feedback" rule. The IB believes that the teacher is better placed to provide that feedback. Acceptable. In a non-assessment context, using AI for feedback can be a valuable educational tool.

#11 A student asks AI to "reflect" on a topic, process or question and uses this unchanged in their assessment.

Not acceptable. Reflection requires students to think about the process they have been through, evaluate it, and decide what – for them – has been valuable, and what they can learn from the experience. Teachers and supervisors attest to authenticity when they upload work for assessment and submitting an AI-generated reflection would constitute fabrication.

#12 A student tries to hide their use of AI.

Not acceptable. Ethical use of AI involves being clear and transparent about its use. This means informing the teacher who is authenticating the work for the IB even if the use of AI does not need referencing.

#13 A student uses AI to generate a template for the structure of their essay.

Acceptable. If the student acknowledges the use of AI when submitting their work for assessment, it presents no misconduct, similar to using sample essays or textbooks to obtain a framework for their essay.

