

Academic Integrity Policy for the IB Diploma Programme at the Literargymnasium Rämibühl

1. Philosophy

“Education means acquiring knowledge, understanding correlations, gaining new perspectives, and developing one's personality. [...] We interact with appreciation and trust [...] and nurture individual responsibility. Community is based on trust and reliable relationships. We treat each other with respect and empathy and thus create an atmosphere of appreciation and commitment. We have confidence in each other.”¹

The Literargymnasium is of the firm opinion that academic dishonesty must be sanctioned. Our aim, however, is to prevent academic malpractice from happening by transparently informing and coaching our students. We recognize that students must be taught what constitutes good academic practice and their understanding of the expectations of the school regarding academic integrity will help them to act in a responsible way.

2. Rights and responsibilities of the school community

The *Information zur Plagiatserkennung an Schulen der Sekundarstufe II* (see Appendix 1) written by the educational board of the canton of Zurich and www.copy-stop.ch are the basis for all our work on Academic Honesty.

Students are expected to understand what constitutes academic misconduct and act according to the academic integrity policy. This is monitored by frequent meetings between teachers, supervisors and students.

At the Literargymnasium Rämibühl the Coordinator for “Maturaarbeit” (an equivalent of the IB DP Extended Essay) supports teachers and students by regularly updating and informing all stakeholders in the “Leitfaden für Maturaarbeiten” which is regularly discussed (Appendix 2). All members of the Literargymnasium are expected to be familiar with the expectations of the Literargymnasium, the canton of Zurich, and the IB regarding academic integrity.

Students submit their EE / Maturaarbeit with the following declaration: “I declare that I have written this paper and/or produced this work myself, that it is neither plagiarized nor in any other way subject to academic misconduct, that all parts taken from and inspired by other works and authors are correctly indicated, cited and bibliographed and that I have only used the aids and materials mentioned. I have been informed of the consequences of non-compliance with these rules.

I also acknowledge that my work will be checked using software (plagiarism detection tool) to verify that the sources are correct and complete. For my own protection, the software will also be used to electronically compare subsequently submitted work with my work and thus prevent copying and infringement of my copyright. If there is any suspicion that my copyright has been infringed, I agree that the school may hand over my work for verifying purposes.”

The IB coordinator is expected to make this policy available on the school's website and to hold yearly meetings with all teachers in order to create a yearly schedule with an evenly distributed workload, which is manageable by students. All guidelines and policies are easily located both in printed format in the library and electronic in the school's web portal.

Teachers are expected to instruct students about academic integrity as an ongoing part of their education (see below) and inform students about the consequences of malpractice before they start their projects. In a yearly meeting teachers do their best to evenly distribute the workload in all subjects, so it is manageable

¹ Quotes from the Mission Statement of the Literargymnasium. https://www.lgr.ch/fileadmin/user_upload/Dokumente/Schule/Leitbild20_en.pdf

for students. We believe that this reduces the likelihood of students being tempted by academic malpractice.

All written assignments / written tasks etc. and the extended essay and the Maturaarbeit have to be checked for plagiarism by the respective supervisors with the anti-plagiarism software “copy stop” (www.copy-stop.ch). This software is the official software of the Canton of Zurich. The student is informed that the all works are checked against plagiarism using this software.

3. Instructing the students

Academic integrity is an important lesson content throughout school, starting when the students enter the Literargymnasium. The following table offers an overview of how the school’s academic integrity policy is implemented throughout the 6 years that students spend at the Literargymnasium Rämibühl.

4 years before the start of the IB DP	Guidelines on usage of digital media (see Appendix 3)	
4 years before the start of the IB DP	“Netiquette” (see Appendix 4)	
1 year before the start of the IB DP	Introduction to the Zentralbibliothek Zürich (university library) by a librarian. Focus on correct citations.	
August IB DP year 1	Introduction of “Academic Honesty in the IB Diploma Programme” by IB DP Coordinator. Main focus on all Assignments for the IB	Power Point Presentation. Students sign the academic honesty policy. (Appendix 5)
March IB DP year 1	Coordinator for Maturaarbeiten / Extended Essay together with IB DP coordinator. Main focus on Maturaarbeit / EE.	Power Point Presentation in German (Appendix 6)
During IB DP year 1 and 2	Subject teachers inform about plagiarism etc. and citation etc. in their subject prior to starting the IA	All papers are checked for plagiarism (www.copy-stop.ch).
Ongoing throughout all years	Teachers instruct students about academic integrity and inform the students about the consequences of malpractice before they start their projects	

4. Examples and consequences of malpractice

The measures that need to be taken depend on the extent of the academic malpractice, the age and level of training of the student and range from

- instructing the student on academic honesty,
- informing the student’s parents and/or the school’s principal about the malpractice,
- a grade deduction,
- the rejection of the work and having to work on a given topic under close supervision,
- deferral by one year,
- to exclusion from the school.

5. Review process

This policy will be evaluated and updated yearly.

Appendix 1: Information zur Plagiatserkennung an Schulen der Sekundarstufe II



Information on recognising plagiarism at upper secondary schools

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1. Justification behind the need to prevent plagiarism

Final assignments at upper secondary level constitute a decisive examination component of the diploma or the Federal Certificate of Competence at both secondary schools and vocational colleges. In the event that parts of these assignments are plagiarised, final certificates will be issued for work not completed.

Plagiarism is also a breach of copyright and carries civil and criminal law implications.

Plagiarism harbours a public problem for schools when final assignments are presented or published. The authors, the copyrights of whom have been breached, may then come forward, damaging the school's reputation.

It is important to ensure that preventive measures are in place to prevent plagiarism from occurring in Swiss upper secondary schools, so that neither certificates are issued for work that has not been completed nor are schools that publish work containing unrecognised plagiarised texts accused by the authors concerned.

Prevention primarily consists of fostering the information skills of learners and conveying methodological knowledge. One thing that should not be missing, however, has to be an effective control tool that every teacher can use to check written work for plagiarism on a routine basis and with little effort.

Plagiarism prevention is a hallmark of a school's quality. The correct handling of third-party

texts and the scientific knowledge provided by others forms an important part of upper secondary level education. The tertiary level owes us a great debt of gratitude whenever we make the handling of third-party work and the awareness that there are a variety of standard methods for writing a paper an educational concern for secondary schools and vocational colleges.

2. Structure of the plagiarism detection tool

The Secondary and Vocational Education and Training Office of the Canton of Zurich commissioned the creation of a web interface that gives teachers access to the professional plagiarism detection software "docoloc" from the Technical University of Braunschweig and Hanover by means of personal user identification. The software has been reprogrammed in such a way that the work to be checked is not only compared with published internet texts, but also with all previously checked and scanned upper secondary level work, allowing full plagiarism (copies of previously submitted work) to be detected. In this case, every time a plagiarism check is carried out, the work is stored in a closed database which is also searched by the checking software.

3. Data protection in connection with detecting plagiarism

It is necessary for data protection reasons that the work is completely anonymised in the database. This means that neither the name of the authors or of third parties or the teacher may be included in the file name or in the text itself (title page, header or footer, etc.). As long as all personal data is deleted, there are no problems with storing the work in the closed database. If full plagiarism is suspected, the Secondary and Vocational Education and Training Office of the Canton of Zurich will, upon request by the relevant school, issue a printout of the work that may have served as a basis. The original work is identified solely based on the file name; the author of the work is also unknown to the Secondary and Vocational Education and Training Office Zurich. The name of the author holds no relevance, because it is always the person declaring someone else's text as their own work who is at fault.

4. Aspects of copyright law

The copyright of the student is then encroached upon if the "docoloc" test computer in Braunschweig temporarily stores the work in the working memory during the plagiarism check. Loading the work into the working memory of the checking computer is considered a reproduction within the context of copyright law, even if the work is not visible during the plagiarism check and is deleted immediately after the check has been completed.

We are obliged as an educational institution to respect the copyright and to protect the data of the authors of the assignments. The author's consent is required if the copyright problem is to be resolved correctly.

Another possibility is to integrate the objective of this declaration in an

examination regulation or suchlike. In this case, see <http://www.mba.zh.ch/medio>, download

5. Use of the service in all cantons of the three language regions

The prevention of plagiarism will be all the more effective when more cantons in the same language region introduce plagiarism detection in their upper secondary schools, since the electronic transmission of texts knows no cantonal borders. This is why the Secondary and Vocational Education and Training Office of the Canton of Zurich also places its plagiarism detection service at the disposal of other cantons for a fee. The service is also offered to public schools throughout German-speaking Switzerland.

The same option also applies to the French-speaking cantons. The partner organisation for plagiarism prevention is the Centre fri-tic, Fribourg.

6. Procedure at the level of the individual school

The school management of the school interested in participating in the programme should send a registration email to martin.ludwig@mba.zh.ch

The secretary's office then asks the school management to announce the date - typically a convention - from which all teachers at the school will be informed of the school management's resolution to participate in the plagiarism detection programme. Experience has shown that it is crucial to provide complete information. This is the only way of obtaining the teachers' consent for the school to pass on their e-mail addresses.

First level support is provided at the individual school, whereas second level support is provided by EB Zurich.

7. Financial matters

The costs amount to CHF 1.10 for secondary schools and CHF 0.85 for vocational schools. The number of students is calculated from the total number of students who are enrolled at the respective school.

8. Changes

Changes to the teaching staff must be reported to us each year at our request.

9. Measures in the event of plagiarism

The measures to be implemented depend on the extent of the plagiarism and the student's level of education.

10. **Copy-paste plagiarism, paraphrasing plagiarism, plagiarism with hidden source**

These three forms are all notable for the fact that the source citation is missing or hidden. The first thing that needs checking is whether the offending student received information during their time at upper secondary school as to how the school in question requires sources to be cited. If it is found that the student in question has repeatedly ignored the information available to them regarding correct citation of sources, then the action taken ranges from a grade deduction for incorrect citation of sources, as previously defined by the school management, to having the work rejected.

If work is rejected, the rules of the responsible office must be followed.

10.1 **Ghostwriting**

Ghostwriting is very difficult to pin down. If a student gives their work to their mother to check for spelling and grammatical problems, there is nothing wrong with that. Any further assistance must be declared. We recommend that students are asked to sign a declaration in which they attest that they have written the paper themselves. Progress reports and multiple interim meetings also serve a good purpose.

10.2 **Full plagiarism**

Full plagiarism or fraudulent plagiarism is the name given to an electronic copy of a piece of work that has already been handed in at the same school or at another school in the relevant language region. If the professional plagiarism detection software docoloc reveals a match of 60% or more and if this match affects the parts of the text that the author claims to have written (no quotations in inverted commas, no references), then we can conclude that the text is a full or fraudulent plagiarism.

The teacher is able to find the name of the original work that the student has plagiarised in the origin report generated by the docoloc software each time a plagiarism check is carried out. The name is, for example: <http://d1.dcp.docoloc.de/980-285833674>. The teacher is not able to view the original work, they only receive its internet address.

On suspicion of full plagiarism, the respective school requests the release of the original work by sending an email to martin.ludwig@mba.zh.ch.

10.3 **Measures in the event of full plagiarism**

In the event of full plagiarism, the rules of the responsible office must be followed.

If there are no such rules, then the following considerations may suggest the advantages and disadvantages of certain measures.

The spectrum of measures at secondary schools ranges from exclusion to deferment

for a year to a second chance.

The deferment for one year costs the state more than thirty thousand francs. Exclusion from school will cause the student and their parents to seek all available legal remedies.

It is difficult in some cases to prove full plagiarism in a manner that is legally sound. It is particularly problematic to draw clear quantitative boundaries. The question arises, for example, as to whether an assignment that has been two-thirds written independently and in the correct form, but in which an important component, for example the statistical data of an in-depth study, has been copied without being declared, should already be regarded as an attempt at fraud and entail the same measures as full plagiarism, or whether intermediate measures should be taken. The second chance (in the remaining months until the diploma, the student must work on a specified topic under close supervision) may seem an inappropriate sanction for attempted cheating. This measure has the advantage that the offending pupil generally does not take legal action and therefore exploit the personal advantages of their social status or their parents' profession, i.e. advantages that are not available to many other pupils, but that they see the second chance as an educational measure and get to work with a great deal of stress and effort. It is virtually inconceivable that their parents would want to avoid this lesson and spend a lot of money on legal action.

The circumstances are different for students at vocational colleges. The general principle is that the advanced coursework must be completed before the first practical examinations begin. If there is not enough time for a new assignment, the learner must be moved back a year. The costs of such a move are much lower than at secondary school, and in many cases the learner has to pay them themselves.

It is hoped that the preventive measures will have a comprehensive impact and that full plagiarism will be kept to a minimum.

Appendix 2: Leitfaden für Maturaarbeiten

Diploma assignment guide

Dates, guidelines, instructions

Issue 2024/25



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1 Timetable for diploma assignment (Maturaarbeit) 2025

Presentation of the diploma assignment 2024	February 2nd, 2024	CW 05
Introductory event for 5th class diploma assignments 2025	March 4th, 2024	CW 10
Students search for a topic and supervisor and the supervisor registers the diploma assignment on the intranet	by April 3rd, 2024	CW 14
Entry of provisional topic and provisional brief description by students on the intranet	by April 10th, 2024	CW 15
Submission of concept with list of pending tasks, schedule and table of contents to supervisor	May 29th, 2024	CW 22
Writing week	Sept. 30th to Oct. 4th, 2024	CW 40
Submission of 1st version of the assignment to the supervisor	by October 23rd, 2024	CW 43
Final specification of title and short description by students on the intranet - no more changes are possible thereafter	by November 27th, 2024	CW 48
Supervisors records experts on the intranet	by November 27th, 2024	CW 48
Submission of the diploma assignments	December 11th, 2024 at the secretary's office by 16:00	CW 50
Registration of products for the exhibition	December 11th, 2024	CW 50
Exhibition of diploma assignments in/in front of the media centre	January 14th to March 21st, 2025	
Submission of VEGL and UNESCO award proposals	by January 17th, 2025	CW 03
Colloquium on the diploma assignments 2025	Friday, January 31st, 2025	CW 05
Submission of award proposals for Impuls Mittelschule	still open	
Information on the procedure for awards, documents and other award options: Intranet B_File_plan_Intranet → 3 Students → 32 Graduation_leaving → Diploma_assignment → 05 Awards		
Final discussion between supervisor and student	by March 7th, 2025	CW 10
Submission of the assessment form to the secretary's office	by March 14th, 2025	CW 11

2 Guidelines

2.1 Legal foundations

The legal foundations of these guidelines are:

- the regulations of the Swiss Conference of Cantonal Directors of Education (EDK) on the recognition of baccalaureate certificates (MAR) with amendments dated June 14th, 2007
- the regulations for the diploma examinations at the grammar schools of the Canton of Zurich of 1998 with resolutions of the Board of Education dated May 26th, 2008 and August 30th, 2010
- the resolution of the Headmasters' Conference of the Secondary Schools of the Canton of Zurich (SLK), guidelines on the diploma assignments dated July 7th, 2010

2.2 Objective

- The students plan and compose a larger, independent, written or annotated work with a scientific-propaedeutic component, which is presented in the framework of a colloquium and the creation process of which is critically reflected and documented by the students.

2.3 Task assignment

- The students compose a humanities, social or natural science project, write a literary work or produce an artistic or technical product. A written commentary accompanying a work or product documents and reflects on the creative process.
- The volume of a humanities or social science assignment is 6000-8000 words (approx. 12 to 16 pages of text).
- The volume of a scientific assignment is 4000-5000 words (approx. 8 to 10 pages of text).
- The volume of the written commentary accompanying the work is 3000-4000 words (approx. 6 to 8 pages of text).
- More comprehensive work is possible in consultation with the supervisor.
- The diploma assignment is an individual assignment. Group work (up to three people) is permitted in exceptional cases. Exceptions are authorised by the school management.
- Students are required to submit a concept as well as a timetable for the diploma assignment to the supervisor at the beginning of the work process. The students also keep a work journal documenting the individual work steps. The student discusses how the work journal is to be specifically managed with the supervisor (→ work journal).
- Students are allocated two weekly lessons (Friday afternoons) in the autumn semester of the final school year for their diploma assignment.
- There is also a writing week before the autumn holidays without lessons (→ timetable).

- Students must submit the first version of their diploma assignment to their supervisor in the first week after the autumn holidays. "1st version" means that the essential content of the diploma assignment is available in written form (→ timetable).
- The total workload should amount to approx. 100 hours.
- The school is unable to provide any financial resources.

2.4 Use of AI systems

- Generative AI systems (genAI systems) are digital tools, the technologies of which are based on machine learning. They generate content (outputs) such as texts, images, videos, sounds or programme codes on the basis of instructions or questions (prompts) and existing data or further process entered data.
- Since the diploma assignment is a piece of work composed independently by the students, the main content is based on the thoughts of the author and the author is responsible for all parts of the work.
- The students are therefore also responsible for the content that is generated by genAI systems as well as for compliance with copyright regulations as well as for the scientific integrity of their performance record.
- The students must clarify with their supervisor which aids are permitted as soon as possible.
- The use of non-authorized aids is considered as dishonesty and may lead to (disciplinary) measures.
- The use of genAI systems must be made transparent and documented. It must be possible for third parties to clearly recognise which parts were generated by a genAI system and the extent to which they were generated. As a general rule, there is an obligation for students to make a declaration for all genAI systems used that influence the quality of a work in terms of content and language (→ Dealing with external knowledge and work journal).
- A genAI system does not in principle constitute a quotable or authorised source, meaning that neither verbatim nor contextual quotations may be used, except where the output of genAI systems is itself the subject of the study.
- It must always be taken into account when using genAI systems that they sometimes **"hallucinate"**. This means that they create answers from existing sources, some of which may be associative or simply wrong. Anyone using such tools must carefully check the relevant information. The responsibility for dealing with genAI systems and consequently for the content of their own work lies exclusively with the students.

2.5 Supervision

- The students are supervised by a teacher who works at the Literargymnasium. External supervisors may be authorised in exceptional cases following consultation with the diploma assignment coordinators.
- It is the task of the supervisor to advise the students on the choice of topic, the research question, the choice of methods, the search for materials and

the preparation of the concept and timetable. The supervisor also guides the students during the work process, gives advice and suggestions and carries out exemplary corrections to the content and form of parts of the first version.

- In consultation with the student, the supervisor usually sets three to four meeting dates based on the timetable.
- The supervisor can inspect the work journal at the meeting dates.
- In the end, the supervisor assesses and grades the work process, written work and colloquium. The written work and colloquium sections are assessed and evaluated by the supervisor together with the co-examiner.
- The maximum number of diploma assignments that a teacher can supervise is 4. A teacher can also take on a maximum of 6 responsibilities, i.e. supervision and expertises (e.g. 4 supervisions and 2 expertises).

2.6 Co-examiners (experts)

- Co-examiners are teachers who teach at the Literargymnasium. External co-examiners may be authorised in exceptional cases following consultation with the diploma assignment coordinators.
- The task of the co-examiners is to assess and grade the written work and colloquium sections in collaboration with the supervisor (→ assessment).
- The co-examiners are appointed by the respective supervisors. In the case of external supervisors, the co-examiners are appointed by the diploma assignment coordinators.
- The supervisor independently coordinates the necessary meetings with the co-examiners.

2.7 Submission

- Students must hand in four printed and bound copies of their diploma assignment to the secretary's office on the day of submission. A copy is then sent to the supervisor and the co-examiner. Another copy is displayed in the media centre and then archived. The students receive the last copy back after the diploma examinations.
- In the case of works and products, the work or product as well as four printed copies of the accompanying commentary must be submitted to the secretary's office. The works and products are returned to the students after the assessment.
- The diploma assignment must also be submitted electronically in two versions: The first version corresponds to the printed diploma assignment in PDF format. The second version corresponds to the anonymised printed diploma assignment without images and graphics in text format (e.g. as a Word file). This second version is required to check for plagiarism.
- All students must also hand in their work journals to the secretary's office.
- All diploma assignments and accompanying comments are issued after submission. There are also additional exhibition options for products. If students are interested in taking advantage of this

additional opportunity, then they must contact the relevant contact person by the deadline for submitting their diploma assignment.

2.8 Colloquium (presentation with technical discussion)

- The students present their diploma assignment during an assessed colloquium at the school in the presence of their supervisors, the co-examiners and anyone else who is interested, such as parents, relatives and students.
- The assessed colloquium takes a total of 30 minutes and is made up of the presentation, a subsequent technical discussion between the student and the supervisor or co-examiner and questions from the audience. Allocate 10 to 15 minutes for the presentation and around 10 minutes for the technical discussion. There will be around 5 minutes for any questions from the audience. The supervisor leads the technical discussion.
- The technical discussion examines how far the students are capable of further and more in-depth thematic or methodological considerations based on their performance.
- The students contact the supervisor before the colloquium and talk about possible key aspects of the content.

2.8 Assessment

- The foundation for the assessment is the assessment form and the criteria it contains. The assessment comprises three sections: Work process, written work as well as colloquium. The written work section includes written work as well as products, written accompanying commentaries, documentation, posters, sketches, audio recordings, etc.
- The work process is assessed and graded by the supervisor alone. The written work and the colloquium are assessed and graded by the supervisor together with the co-examiner. The school management will make the decision if no agreement is reached.
- In the case of a work or product, both the actual work or product as well as the accompanying written commentary are assessed in the written work section. The work or product makes up two thirds of the assessment and rating, the accompanying commentary one third.
- The three sections are assessed with grades between 1 and 6.
- Grade 1 must be awarded in the following cases for the entire work process section, for the entire written work section or for the entire colloquium section: if insights into the work process were not possible, the written work is not submitted or not submitted on time or in the case of failure to attend the colloquium without valid excuse.
- The grades are calculated without rounding using the following weighting to give the final grade and consequently the diploma grade for the diploma assignment: Work process 25%, written work 50% and colloquium 25%. The final grade is rounded to half a grade and entered on the diploma certificate as one of 13 diploma grades.
- All diploma assignments are subject to an electronic check for plagiarism.

- The supervisor discusses the diploma grade with the student based on the assessment form. In this case, the supervisor explains the assessment of the individual criteria. This discussion, and with it the announcement of all grades and the final diploma grade, is only held after the colloquium. The students are given a signed printout of the assessment form.
- Diploma assignments cannot be corrected.
- Students who do not pass the diploma examination and repeat the final school year may repeat the diploma assignment. However, another topic must be dealt with.

2.9 Measures in case of plagiarism

- As per § 15 para. 3 of the regulations for the diploma examinations at the schools of the Canton of Zurich dated March 10th, 1998 (LS 413.252.1), § 12 applies mutatis mutandis with respect to irregularities in diploma assignments:
- The corresponding application of § 12 leaves a certain leeway for appropriate measures in cases of plagiarism. Notwithstanding this discretionary power, however, the measures must always be proportionate and take into account the seriousness of the offence and fault.
- The school management decides on how to qualify the plagiarism (partial or full plagiarism) and the severity of the measure after having consulted the supervisor and granted the student concerned the right to be heard.
- Should there be *partial plagiarism*, a proportionate deduction of grades will be made from the written work.
- Should there be *full plagiarism*, the entire diploma assignment is regarded as failed. The school management will decide on whether the student concerned can repeat the written part of the work or whether a new diploma assignment must be submitted. If the written work is to be repeated, the maximum grade for the revised written work is 4.0.

3 Instructions

The following explanations provide students with practical advice on writing their diploma assignments. It is possible to deviate from the procedure suggested here and from the structures demonstrated following consultation with the supervisor.

3.1 Finding a topic

The students choose the topic of their diploma assignment independently and contact those teachers who are suitable for supervision.

3.2 Concept

A diploma assignment is always based on reading specialist literature. This foundation helps the students to gain an overview of the topic and to plan the further detailed procedure. The students must explain the procedure in detail in a concept.

The concept comprises the following points:

- the provisional working title.
- the reasons for choosing the topic (motivation)
- the objectives or the problem or question of the work; i.e. which aspects of the work are to be analysed or dealt with?
- the methods by which the investigation is to be conducted and the objectives are to be achieved.
- a provisional table of contents. It may be possible for this to be annotated (i.e. keywords for the intended content of the respective chapters).
- a timetable detailing what needs to be done and when in the period leading up to the submission of the assignment;
e.g. when should material be collected? When should assessments be conducted? At what point will work begin on the final version of the assignment (layout, linguistic fine-tuning, etc.)?
- a list of the literature, sources and materials compiled up to this point.

3.3 Structure of the diploma assignment

3.3.1 Humanities and social sciences

1) Cover page

- Name of the school, diploma assignment and year in which the students complete the diploma.
- Name of the author
- Class
- Title of the work
- Name of the supervisor

2) Declaration of Originality (on a new page)

Students accept and sign the following mandatory passage for the Declaration of Originality:

I confirm that I have written this work myself, that it is neither plagiarised nor falsified, that all parts adopted are correctly referenced, cited and bibliographed and that I have only used the resources mentioned. I have been informed of the consequences that non-compliance with these points will entail.

I also acknowledge that my work will be checked using software (plagiarism detection tool) to ensure that the sources are correct and complete. The software is also used for my own protection to electronically compare works submitted at a later date with my own work in order to prevent copying and infringement of my copyright. Should there be any suspicion that my copyright has been breached, I hereby consent to the school management handing over my work for verification purposes.

Place, date: _____ Signature: _____

An English, Spanish, French and Italian version of the Declaration of Originality can also be found in the appendix.

3) Table of contents (on a new page)

- Main and sub-chapters, including page numbers.

The cover page, the Declaration of Originality and the table of contents are not provided with page numbers. The page numbering starts on the introduction page.

4) Introduction (on a new page)

The introduction encompasses the following sections:

- **Introduction to the topic.** This section introduces the reader to the topic being addressed by describing the initial situation and motivation.
- **Key problem and research question(s).** This section describes which question or questions are being investigated and for what reason, and what exactly is to be analysed.
- **Narrowing the topic.** This section explains why the study concentrates on a particular area or focus and which aspects are left out.

- **Sources and literature.** This section provides a brief description of the sources and materials available for the work.
- **Method(s) applied.** This section briefly explains the fundamental methodological approach.
- **Structure of the work.** This section briefly describes how the work is structured.

5) Main part (on a new page)

The main part is the actual core of the diploma assignment and must be divided into individual chapters and logical sections. Students answer their own question(s) in the main part and, depending on the question, describe, contextualise, analyse, interpret or compare the material (sources, texts, images, films, etc.).

Only assessments of the material are included in the main part, not the material itself (e.g. no interviews).

6) Closing remarks (on a new page)

A final summary should bring together the key results and findings and discuss them in relation to the formulated question(s). The closing remarks also include a critical examination of the investigation and the work process. Possible suggestions for improvement that would have made it possible to answer the question (better) can be listed here, for example. Further questions can also be briefly discussed.

7) List of sources and literature (on a new page)

All literature cited or paraphrased and sources used in the diploma assignment are listed in this chapter. In this case, the list is organised in alphabetical order based on the surnames of the authors/editors (→ Dealing with external knowledge).

8) List of aids (on a new page)

This chapter lists all the digital aids (e.g. genAI systems) used in the context of the diploma assignment. In this case, the list is organised in alphabetical order based on the names of the aids (→ Dealing with external knowledge).

This chapter is left out if no digital aids have been used.

9) Appendix (on a new page)

Supplementary materials such as questionnaires used, transcribed interviews, extensive sources, raw data or image and overview charts are included in the appendix.

Appendices with different contents have to be numbered, supplemented with appropriate headings and provided with corresponding references (e.g. Appendix 1: Legal foundations) so that they can be referred to in the main part.

3.3.2 Natural sciences

1) Cover page

- Name of the school, diploma assignment and year in which the students complete the diploma.
- Name of the author
- Class
- Title of the work
- Name of the supervisor

2) Declaration of Originality (on a new page)

Students accept and sign the following mandatory passage for the Declaration of Originality:

I confirm that I have written this work myself, that it is neither plagiarised nor falsified, that all parts adopted are correctly referenced, cited and bibliographed and that I have only used the resources mentioned. I have been informed of the consequences that non-compliance with these points will entail.

I also acknowledge that my work will be checked using software (plagiarism detection tool) to ensure that the sources are correct and complete. The software is also used for my own protection to electronically compare works submitted at a later date with my own work in order to prevent copying and infringement of my copyright. Should there be any suspicion that my copyright has been breached, I hereby consent to the school management handing over my work for verification purposes.

Place, date: _____ Signature: _____

An English, Spanish, French and Italian version of the Declaration of Originality can also be found in the appendix.

3) Table of contents (on a new page)

- Main and sub-chapters, including page numbers.

The cover page, the Declaration of Originality and the table of contents are not provided with page numbers. The page numbering starts on the introduction page.

4) Introduction (on a new page)

The introduction encompasses the following sections:

- **Introduction to the topic.** This section introduces the reader to the topic being addressed by describing the initial situation and motivation.
- **Key problem and research question or hypothesis(es).** This section describes which questions are pursued and why, and which hypotheses are examined.
- **Narrowing the topic.** This section explains why the study concentrates on a particular area or focus and which aspects are left out.
- **Data and materials.** This section provides a brief description of the data and materials available for the work.

- **Method(s) applied.** This section briefly explains the fundamental methodological approach.
- **Structure of the work.** This section briefly describes how the work is structured.

5) Main part (on a new page)

The main part comprises the following sub-chapters:

- **Theory.** This chapter explains the theoretical scientific foundations of the work and defines the most important terms.
- **Material and methods.** This chapter describes and explains the selected research method. The materials used, the procedure as well as the methods for analysing the study are also explained.
- **Results.** This chapter describes the results obtained from the analysis. Please note: No interpretation of the results is provided in this chapter.
- **Discussion.** This chapter interprets and discusses the results against the theoretical background of the research question(s) and hypothesis(es). This also includes the discussion of possible reasons why hypotheses and other correlations have been refuted.
- Composing a discussion on the work does not imply that the students should express their personal opinion about the work (this could be included in the closing remarks).
- However, the discussion also includes a critical examination of the investigation. This means that possible suggestions for improvement and any further necessary investigations that would have facilitated a (better) answer to the question should be explained.

6) Closing remarks (on a new page)

This chapter encompasses a personal conclusion relating to the diploma assignment and a critical reflection on the work process.

7) List of sources and literature (on a new page)

All literature cited or paraphrased and sources used in the diploma assignment are listed in this chapter. In this case, the list is organised in alphabetical order based on the surnames of the authors/editors (→ Dealing with external knowledge).

8) List of aids (on a new page)

This chapter lists all the digital aids (e.g. genAI systems) used in the context of the diploma assignment. In this case, the list is organised in alphabetical order based on the names of the aids (→ Dealing with external knowledge).

This chapter is left out if no digital aids have been used.

9) Appendix (on a new page)

Supplementary materials such as tables, raw data, drawings, illustrations and overview charts are included in the appendix.

Appendices with different contents have to be numbered, supplemented with appropriate headings and provided with corresponding references (e.g. Appendix 1: Legal foundations) so that they can be referred to in the main part.

3.3.3 Accompanying commentary: Literary works, artistic or technical products

1) Cover page

- Name of the school, diploma assignment and year in which the students complete the diploma.
- Name of the author
- Class
- Title of the work
- Name of the supervisor

2) Declaration of Originality (on a new page)

Students accept and sign the following mandatory passage for the Declaration of Originality:

I confirm that I have written this work myself, that it is neither plagiarised nor falsified, that all parts adopted are correctly referenced, cited and bibliographed and that I have only used the resources mentioned. I have been informed of the consequences that non-compliance with these points will entail.

I also acknowledge that my work will be checked using software (plagiarism detection tool) to ensure that the sources are correct and complete. The software is also used for my own protection to electronically compare works submitted at a later date with my own work in order to prevent copying and infringement of my copyright. Should there be any suspicion that my copyright has been breached, I hereby consent to the school management handing over my work for verification purposes.

Place, date: _____ Signature: _____

An English, Spanish, French and Italian version of the Declaration of Originality can also be found in the appendix.

3) Table of contents (on a new page)

- Main and sub-chapters, including page numbers.

The cover page, the Declaration of Originality and the table of contents are not provided with page numbers. The page numbering starts on the introduction page.

4) Introduction (on a new page)

The introduction encompasses the following sections:

- Introduction to the topic. This section introduces the reader to the topic being addressed by describing the initial situation and motivation.
- Description of the project idea. This section describes the project idea and explains the intentions being pursued with the diploma assignment.

5) Main part (on a new page)

The main part is the actual core of the accompanying commentary and must be divided into individual sub-chapters and logical sections.

The main part comprises the following sub-chapters:

- **Theoretical part.** This chapter explains an essential technical or content-related aspect of the work (e.g. art historical, social scientific, geographical, technical, etc.) and integrates the student's own work into this context.
- **Documentation of the development and creation process.** This chapter explains the work process with all its content-related and technical components. This includes e.g. statements on project development and decision-making, on conceptual considerations and on the techniques, methods and procedures applied. The statements must facilitate a comprehensible insight into the decision-making and development process of the product.
- **Product.** This chapter presents, highlights and critically comments on the actual product.

6) Closing remarks (on a new page)

This chapter encompasses a personal conclusion relating to the diploma assignment and a critical reflection on the work process.

7) List of sources and literature (on a new page)

All literature cited or paraphrased and sources used in the diploma assignment are listed in this chapter. In this case, the list is organised in alphabetical order based on the surnames of the authors/editors (→ Dealing with external knowledge).

8) List of aids (on a new page)

This chapter lists all the digital aids such as genAI systems used in the context of the diploma assignment. In this case, the list is organised in alphabetical order based on the names of the aids (→ Dealing with external knowledge).

This chapter is left out if no digital aids have been used.

9) Appendix (on a new page)

Supplementary materials such as sketches, drawings, illustrations and overview charts used are included in the appendix.

Appendices with different contents have to be numbered, supplemented with appropriate headings and provided with corresponding references (e.g. Appendix 1: Image collection Zurich 1950) so that they can be referred to in the main part.

3.4 Dealing with external knowledge

Working scientifically means that the origin of adopted content and with it the sources of the formulated thought processes are disclosed. This includes creating references to the relevant literature and sources in the text (citation and paraphrasing) on the one hand and on the other hand creating a list of literature, sources and aids at the end of the work, which contains all the literature, sources and aids used in the work (bibliography).

3.4.1 References in the text

The literal adoption of a phrase, a sentence, a longer section or an oral statement by another person is considered a quotation. Quotes are placed in inverted commas and must be reproduced without alteration. If abbreviations are necessary, three full stops are placed in square brackets at the corresponding point [...].

The reference to the corresponding source is either added as a number in superscript, numbered consecutively, referring to the footnote at the end of the respective page, in brackets directly at the end of the sentence or section, or in brackets within the body text directly after the author's name:

"On July 4th, 1942, the American bombers launched their first attack: Six aircraft set course for the Dutch airfields of Haamstede and De Kooy. [...] The civilian population sustained heavy losses owing to the wide dispersion of the bombs."¹

or "On July 4th, 1942, the American bombers launched their first attack: Six aircraft set course for the Dutch airfields of Haamstede and De Kooy. [...] The civilian population sustained heavy losses owing to the wide dispersion of the bombs." (Cartier 1987, P. 499).

or Cartier (1987, P. 499) describes the American air attack as follows: "On July 4th, 1942, the American bombers launched their first attack: Six aircraft set course for the Dutch airfields of Haamstede and De Kooy. [...] The civilian population sustained heavy losses owing to the wide dispersion of the bombs."

One of the three formats must be chosen and the sources must be referenced uniformly throughout the paper using the chosen format. The format differs depending on the subject area. The correct format is chosen in consultation with the supervisor. A footnote is always linguistically regarded as a sentence and ends with a full stop.

Paraphrasing is defined as reproducing or summarising ideas from specialist literature in your own words. Each paraphrase must also be referenced to the relevant source. Paraphrases are not highlighted with quotation marks. In the same way as with a quotation, the reference is inserted either as a number in superscript, in brackets directly at the end of the sentence or section or in brackets within the body text directly after the author's name. The reference is also introduced with the abbreviation cf. in the first two formats.

¹ Cartier 1987, P. 499.

There is a high probability of warming caused by increasing human activity in the short term.²

or There is a high probability of warming caused by increasing human activity in the short term. (cf. Bach 1982, P. 30).

or According to Bach (1982, p. 30), there is a high probability of warming caused by increasing human activity in the short term.

Irrespective of whether quoted or paraphrased and which format is adopted, the references contain the following information:

In the case of one or two authors:

The surnames of the authors or editors (with the notation ed.), the year of publication and the page number must be specified.

Bach (ed.) 1982, P. 30
Hausendorf/Kesselheim 2008, P. 141

In the case of more than two authors:

The surname of the first author must be specified. The other authors must be named with the abbreviation et al. (= et alii, "and others").

Linke et al. 2004, P. 244

In the case of an organisation or company as an author:

The name of the organisation or company should be specified instead of the author's name.

Nestlé 2015, P. 50

An abbreviation for an organisation or for a company is defined in the first reference. Subsequently, only the abbreviation is given.

World Trade Organisation (WTO) 2012, P.105
WTO 2012, P. 200

Details for references on the Internet:

All of the details described above must also be given when referring to sources on the Internet. Page numbers cannot be specified in this case. Corresponding details can often be found in the so-called imprint, often at the end of a website.

Läubli 2024

² Cf. Bach 1982, P. 30.

If no author or publisher can be identified, the institution or owner of the website must be given instead of the name of the author. Do not refer to an internet source without citing the author.

If institutions publish the information, the name of the institution is specified:

State Secretariat for Economic Affairs 2016

If an article in Wikipedia is referenced, the date of when the article was last edited and the title of the article must be included. The abbreviation n.d. ("no date") must be inserted instead of the date if no editing date is known.

Wikipedia (12.3.2018), Switzerland in the Second World War

Online media such as videos, films, podcasts, blogs, social media networks, etc. must be accompanied by the author's surname or the editor and the year of publication.

Rosling 2010
BBC 2018

In the case of references to self-conducted interviews, the name of the interviewee, the reference to the own interview and the date of the interview must be stated. If the interview is included in the appendix, this can be indicated in the first reference.

Hack, own interview, 25.10.2023 (see appendix 2.1 Interview with Karl Heiz Hack)

Information on the use of genAI systems:

The name of the genAI system, the specific question or request (prompt) must be specified as well as the date of access.

ChatGPT, "Generate two well-founded arguments to counter the introduction of a general speed limit reduction from 50 km/h to 30 km/h on all roads in major Swiss cities" (14.6.2023)

The abbreviation *ibid.* is used instead of the names of the authors/organisations/institutions if the same source has already been immediately cited before. The page reference may need to be adjusted.

Linke et al. 2004, P. 244
ibid. P.300

The abbreviation *ibid.* must be capitalised in a footnote.

³ *ibid.* P 350.

3.4.2 References for images

All images (e.g. illustrations, photos, etc.) must be referenced in the same way as text. This also applies to images included in the appendix. The details correspond to those for references in the text. All images must also be numbered consecutively and labelled with a heading.

Figure 1: The intervention levels and activities in "Sustainable Land Management" (Müller 1997, P. 420).

In the case of your own images, the reference reads "own illustration/photo".

Figure 2: Aerial view of Puls 5, Zurich West (own photo 2023).

For assignments with a large number of images, it may make sense, following consultation with the supervisor, to create a list of images containing all the images together with the figure numbers, headings, references and corresponding page numbers. Such a list is added on a new page following the table of contents.

3.4.2 List of references and sources

The list of references and sources contains all (but only the) literature cited or paraphrased in the work and the sources used.

The list should be structured with meaningful subheadings (e.g. printed literature, internet sources etc.) and organised in alphabetical order based on the surnames of the authors/publishers/institutions.

In the case of books:

The surnames and first names of the authors or editors, the year of publication, the book title and the location of publication must be stated. The names of organisations or companies as authors must be specified.

Bach, Wilfried (ed.) (1982): Danger for our climate. Berlin. Cartier,

Raymond (1987): The Second World War. Stuttgart.

Hausendorf, Heiko/Kesselheim, Wolfgang (2008): Text linguistics for exams. Göttingen.

Müller, Hans (1997): Small-scale processes in the Gemmi region. Bern.

World Trade Organization (2012): The WTO dispute settlement procedures. Cambridge.

In the case of articles from anthologies:

The page numbers of the article should also be specified here. "In:" signals to the reader that this is an article from an anthology.

Matt, Peter von (1990): Gottfried Keller and the brutal duel. In: Wysling, Hans (ed.): Gottfried Keller. 11 essays on his work. Zürich. P. 109-131.

In the case of newspapers or magazines:

The name of the newspaper or magazine and the exact date of publication should also be specified here.

D'Anna-Huber, Christine (2008): The number of strong men in Africa is on the decline. In: Tages-Anzeiger (15.3.2008).

In the case of internet sources:

The quality and credibility of the websites used should always be scrutinised particularly thoroughly when using internet sources.

In the case of texts available on the Internet (e.g. newspaper articles), the name of the institution, the web address (URL) and the date of access to the website must also be specified.

Läubli, Martin (2024): "Absolutely absurd": Records put climate researchers in need of an explanation. In: Tages-Anzeiger Online.
<https://www.tagesanzeiger.ch/klima-rekorde-2023-klimaforschende-in-erklaerungsnot-107851299043> (24.1.2024)

In the case of Wikipedia, the title of the article and the date when the article was last edited must also be specified. The corresponding details can be retrieved for each article on the left-hand side under "Tools" and "Cite page".

Switzerland in the Second World War. In: Wikipedia. Editing status: 12.3.2018.
https://de.wikipedia.org/wiki/Schweiz_im_Zweiten_Weltkrieg (Accessed: 15.3.2018).

In the case of organisations or companies operating websites and publishing information there, the name of the institution must be specified.

State Secretariat for Economic Affairs (2016): Unemployment insurance.
<https://www.seco.admin.ch/seco/de/home/Arbeit/Arbeitslosenversicherung.html> (16.6.2017).

In the case of online media such as videos, films, podcasts, blogs, social media networks, etc., you must include the surname of the author or the publishing organisation, the year of publication, the name of the internet portal, the name of the user, the date of upload and the web address (URL).

Rosling Hans (2010): Global Population Growth. TED Talks – Ideas worth spreading. TED@Cannes. June 2010.
https://www.ted.com/talks/hans_rosling_global_population_growth_box_by_box/transcript

When translating (online) content yourself, the "Own translation" reference must be included.

BBC (2018): Amazon Explorers. YouTube. BBC News. 18.6.2018. Own translation.
<https://www.youtube.com/watch?v=5CgowA-vePw>

The procedure is the same for all other online media not explicitly mentioned here.

In the case of self-conducted interviews, the surname and first name of the interviewee, the year when the interview took place, the "own interview" reference on the subject [*subject of the interview*] and the date of the interview must be specified. A corresponding note should be added if the interview is included in the appendix.

Hack, Karl Heinz (2023): Own interview on the subject of fog control at *Zurich Kloten Airport* (25.10.2023). (see appendix 2.1 Interview with Karl Heinz Hack)

The supervisor decides in which format interviews must be included in the appendix (e.g. as a transcript or as a link to an audio file). Discussions with the supervisor should also be held to determine what additional information about the interviewee needs to be included in the appendix.

3.4.3 List of aids for digital systems

The list of aids contains all digital aids used in the work. The list should be structured with meaningful subheadings (e.g. genAI systems etc.) and organised in alphabetical order based on the names or designations of the aids.

In the case of genAI systems:

The names of the genAI systems must be listed, including the web address (URL) and version. All chat histories must also be specified in the order in which they were used in the work, including the request or question (prompt) and the date of access.

The supervisor can also agree on a non-chronological order.

ChatGPT, chat.openai.com (Version 3.5)

ChatGPT, "Generate two well-founded arguments to counter the introduction of a general speed limit reduction from 50 km/h to 30 km/h on all roads in major Swiss cities" (14.6.2023)

ChatGPT, "Formulate a title for the following text [...]" (12.12.2023)

3.5 Work journal

Students document and reflect on their work process in the work journal, including the methods used and the results achieved.

The work journal also encompasses a digital compilation of the genAI systems used. The list corresponds to the list of aids in terms of form and content. The corresponding answers must also be inserted as screenshots when compiling the work journal.

ChatGPT, chat.openai.com (Version 3.5)

ChatGPT, "Generate two well-founded arguments to counter the introduction of a general speed limit reduction from 50 km/h to 30 km/h on all roads in major Swiss cities" (14.6.2023)



Du

Generiere zwei fundiert erläuterte Argumente gegen die Einführung einer generellen Temporeduktionen von 50 km/h auf 30km/h auf allen Strassen der Schweizer Grossstädte.



ChatGPT

Natürlich! Hier sind zwei gründlich erläuterte Argumente gegen die Einführung einer generellen Temporeduktion von 50 km/h auf 30 km/h auf allen Straßen der Schweizer Großstädte:

1. **Verkehrseffizienz und Pendelzeiten:** Eine Reduzierung der Geschwindigkeitsbegrenzung auf 30 km/h könnte die Pendelzeiten erheblich verlängern und die Verkehrseffizienz beeinträchtigen. In urbanen Gebieten sind viele Menschen auf ihre Fahrzeuge angewiesen, um zur Arbeit zu gelangen. Eine drastische Reduzierung der Geschwindigkeit könnte zu längeren Pendelzeiten führen, was nicht nur die Produktivität der Arbeitnehmer beeinträchtigen würde, sondern auch zu einer erhöhten Belastung durch den Verkehr führen könnte. Dies könnte sowohl ökonomische als auch soziale Auswirkungen haben, da längere Pendelzeiten Stress verursachen und die Lebensqualität der Menschen in den Städten beeinträchtigen können.
2. **Wirtschaftliche Auswirkungen:** Eine generelle Temporeduktion von 50 km/h auf 30 km/h könnte auch negative Auswirkungen auf die lokale Wirtschaft haben. Geschwindigkeitsbegrenzungen wirken sich direkt auf die Lieferzeiten aus, insbesondere im städtischen Bereich, wo die Lieferungen oft zeitkritisch sind. Langsamere Lieferungen könnten zu höheren Kosten führen, da Unternehmen möglicherweise mehr Ressourcen einsetzen müssen, um die gleiche Menge an Waren zu liefern. Dies könnte sich auf die Preise von Gütern und Dienstleistungen auswirken und letztendlich die Verbraucher belasten. Zudem könnte eine längere Verweildauer von Lieferfahrzeugen aufgrund der niedrigeren Geschwindigkeit zu zusätzlichem Verkehr und einer erhöhten Umweltbelastung durch Luftverschmutzung führen.

ChatGPT, "Formulate a title for the following text [...]" (12.12.2023)



Du

Formuliere einen passenden Titel für den folgenden Text: Ihren bisherigen Höhepunkt erreichen die Zusammenstöße zwischen Yanomami und den Goldsuchern am 10. Mai 2021. Schauplatz ist der brasilianische Bundesstaat Roraima. Die Garimpeiros, die Goldsucher, rasen mit ihren Motorbooten den Uriracoera-Fluss auf das Yanomami-Dorf Palimiú zu und fangen an, auf die Einwohner zu feuern. Panik bricht aus, die Frauen flüchten in den Wald mit ihren Babys auf dem Arm. Doch in der Aufregung ertrinken zwei Kinder, die unten am Fluss gespielt hatten. Das bestätigte die Yanomami-Organisation Hutukara später. Ein Video dieses Angriffs verbreitete die Organisation auf den sozialen Netzwerken.

Als am nächsten Tag sechs Militärpolizisten den Fall untersuchen wollen, werden auch sie von den Garimpeiros angegriffen. Unverrichteter Dinge ziehen sie sich zurück. »Ich will keine Garimpeiros hier. Wir sind in großer Gefahr. Heute Nacht werden sie wiederkommen. Ich will nicht jeden Tag weinen vor Angst, ohne Hoffnung auf Schutz«, ruft Darlene Yanomami, eine Bewohnerin von Palimiú in die Kamera des brasilianischen Fernsehsenders Globo.



ChatGPT

"Kampf ums Überleben: Eskalation zwischen Yanomami und Goldsuchern in Brasilien"

4 Appendix

4.1 Declaration of Originality: English, Spanish, French and Italian version

Declaration of academic honesty

I declare that I have written this paper and/or produced this work myself, that it is neither plagiarized nor in any other way subject to academic misconduct, that all parts taken from and inspired by other works and authors are correctly indicated, cited and bibliographed and that I have only used the aids and materials mentioned. I have been informed of the consequences of non-compliance with these rules. I also acknowledge that my work will be checked using software (plagiarism detection tool) to verify that the sources are correct and complete. For my own protection, the software will also be used to electronically compare subsequently submitted work with my work and thus prevent copying and infringement of my copyright. If there is any suspicion that my copyright has been infringed, I agree that the school may hand over my work for verifying purposes.

Place, time: _____ Signature: _____

Confirmación escrita

Por la presente confirmo que yo personalmente he escrito este trabajo, que no es un plagio ni una falsificación, que las partes adoptadas están correctamente mencionadas, citadas y registradas bibliográficamente y que sólo he utilizado los recursos mencionados. He sido informado de las consecuencias que conlleva el incumplimiento de estos puntos.

También soy consciente de que con la ayuda de un programa informático (herramienta de detección de plagio) se comprobará el uso correcto y completo de mis citas y de mis fuentes utilizadas para este trabajo. Para mi propia seguridad, el software también se utilizará para comparar mi trabajo electrónicamente con trabajos presentados posteriormente y así evitar la copia y prevenir cualquier violación de mis derechos de autor. Si existe alguna sospecha de que mis derechos de autor han sido violados, estoy de acuerdo de que la dirección de la escuela entregue mi trabajo a fines de inspección.

Lugar, fecha: _____ Firma: _____

Confirmation

Je confirme que j'ai effectué ce travail moi-même, qu'il ne s'agit pas d'un plagiat ou d'une contrefaçon, que toutes les parties reprises ont été correctement mentionnées, citées et bibliographiées, et que je n'ai utilisé que les outils mentionnés. J'ai été informé/informée des conséquences du non-respect des points précités.

Je reconnais également que mon travail sera vérifié à l'aide d'un logiciel (outil de détection de plagiat) afin de vérifier que les sources soient correctes et complètes. Pour ma propre protection, le logiciel est aussi utilisé pour comparer électroniquement les œuvres soumises ultérieurement avec mon travail pour empêcher les copies et la violation de mes droits d'auteur. S'il y a le moindre soupçon que mes droits d'auteur ont été violés, j'accepte que la direction de l'école publie mon travail à des fins d'examen.

Lieu, date : _____ Signature : _____

Dichiarazione di autenticità

Dichiaro di aver compilato e redatto di persona il presente lavoro di maturità e di aver indicato chiaramente e coscienziosamente le parti prese dalle diverse fonti.

Prendo atto del fatto che commettere un plagio è considerato un reato, e delle conseguenze di un'infrazione delle regole.

Sono inoltre consapevole che il mio lavoro sarà controllato con un software (strumento di rilevamento del plagio) per verificare che le fonti siano corrette e complete.

Il software sarà anche utilizzato per confrontare elettronicamente dei lavori presentati in futuro con il mio lavoro perché non si violino i miei diritti d'autore. In caso di sospetto di violazione del mio diritto d'autore, accetto che la direzione della scuola rilasci il mio lavoro a scopo d'esame.

Luogo, data: _____ Firma: _____

Appendix 3: Richtlinien digitale Medien

Guidelines on the use of digital media at LG Rämibühl

1. Education

Digital media expands the didactic possibilities and is used as a teaching tool in a way that is pedagogical and suitable for the level. Teachers have the freedom to determine the frequency and manner of use in the classroom.

Personal devices are used exclusively for teaching purposes during lessons. Teachers provide support with the following measures:

- They are entitled to demand that mobile devices are switched off and/or put away during lessons.
- They are able to confiscate the mobile devices during lesson time and store them in a single location in the classroom.
- They will seek dialogue and initiate disciplinary action if a student repeatedly fails to bring his/her personal electronic device to class, does not use the device for educational purposes or breaches the guidelines.

The following rules apply in particular to the 1st and 2nd classes:

Unsupervised use of mobile devices (mobile phones and computers) is only allowed during lunch time in the lower school.

- Mobile phones stay switched off in the morning and afternoon and kept in the school bag. The work device is folded away during the break.
- It must not be possible to access games on the work device during the teaching day, i.e. they are neither installed on it at all or access is blocked.

2. Community

We understand school as a social space in which all members of the school community work together to shape and take responsibility. Personal contact and direct dialogue take centre stage at the school and are prioritised over digital channels wherever possible.

Digital media should be used discreetly and appropriately in communal areas of the school building without ostracising or disturbing others.

Mobile communication devices should not be used during lunch, especially in the canteen, as this allows social life to flourish. Digital media is switched off or silenced during lectures and school events.

Those responsible decide on the use of electronic communication devices during work, project weeks, diploma trips and special school events. In the absence of any specific instructions, the devices may be used in accordance with the usage guidelines and rules.

created on	Creator	Responsible body	Entity	Valid from
19.07.2022	Sonja Rüegg/Christine Feller	School management	School management	22.08.2022

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3. Openness

Digital media is used as a teaching aid and also as a communication and collaboration tool and forms part of everyday school life. Respect, tolerance and openness are therefore expected from all members of the school.

Respectful media use in a responsible manner means:

- I only send messages that I would like to receive myself.
- I do not put anyone (including myself) in the spotlight with comments or pictures that are personally hurtful.
- I do not publish anything without the permission of those concerned.
- I only download legal material.
- I resolve conflicts directly and in face-to-face dialogue with those directly affected, not via social media.

The use of digital media hardly has any limits in today's society, but there are laws. The police also have a presence online. Offences are committed by anyone who:

- possesses prohibited depictions of pornography, violence, racism,
- distributes them digitally,
- leaves prohibited content on their device, shows it to other children or young people, sends it or exchanges it via file sharing,
- takes photographs of acts of violence or other prohibited scenes, records them using a smartphone or other recording and storage devices, posts them on the Internet or downloads them from the Internet;
- attacks someone's honour by word, text, image, gesture or assault - directly or online (cyberbullying);
- uploads protected text, image or music files to a freely accessible Internet domain.

4. Balance

The meaningful, creative and purposeful use of digital media is addressed and reflected upon in classroom lessons, but also in special school events. Every teacher has the authority to instruct students on how to use the relevant devices appropriately. Subject teachers inform the class teacher of any repeated breaches of the rules of use and agreements.

Class teachers seek dialogue with students exhibiting problematic interaction with digital media. The class teacher may wish to agree appropriate measures with the student and, depending on their school stage, contact their parents. Class teachers can also issue special instructions on a situational basis for their classes if this is necessary for special reasons (e.g. in cases of bullying).

Students also need guidance and support in their free time if they are to learn how to use digital media safely and responsibly. Alongside balanced leisure activities, discussions about content, but also the risks of using digital media, are also crucial. We kindly ask that parents make arrangements with their children as to media times or screen-free times and, if necessary, restrict the times of use using suitable software. Useful recommendations can be found in the "[Media Competence Guide](#)" from the ZHAW Department of Applied Psychology.

Superordinate guidelines

- Disciplinary regulations of the Zurich cantonal secondary schools
- House rules of LG Rämibühl
- User guidelines for dealing with IT infrastructure and personal electronic devices

Appendix 4: Netikette

LuLaLG/Office 365 – 2 / 90 minutes

"Netiquette" - correct conduct in the "digital world"

Learning objectives:

You are familiar with the "rules of netiquette" and know how to conduct yourself correctly in the "digital world".

1. Social networks:
 - You are aware that **disclosing personal information on social networks is a danger** and develop strategies to minimise this danger.
2. Cyberbullying and "netiquette":
 - You know what is understood by "**cyberbullying**" and that the infringement of personal rights is a criminal offence.
 - You understand the courses of action available to you as a bystander and/or victim of cyberbullying incidents.
 - You establish "**netiquette**" rules for your class, which are passed on to the teachers.
3. Footprints online:
 - You recognise that you leave **footprints on the internet** when using digital media and reflect on this.
4. Guidelines on the use of digital media at LG Rämibühl
 - Drawing on what you have learnt, you go through the "**Guidelines on the use of digital media at LG Rämibühl**" again and understand the full ramifications of what is listed there.
5. You will receive the federal brochures: "The Websters" - "Season 1: Stories from the Internet" and "Season 2: Stories from everyday digital life" (<https://www.websters.swiss/de/>)
6. You know the link: [Tips and info for young people! - saferinternet.at](https://www.saferinternet.at/zielgruppen/jugendliche/) (<https://www.saferinternet.at/zielgruppen/jugendliche/>)

Appendix 5: Student Form Academic Honesty

Academic Honesty in the IB Diploma Programme

All IB students of the Literargymnasium Rämibühl are subject to the following rules and regulations, as stated in the *General Regulations: IB Diploma Programme*, 2016.

Article 20: Candidates suspected of academic misconduct

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

a) plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

b) collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

c) duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements

d) misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

e) unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

f) any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Malpractice can result in there being no grade issued for the subject, as stated in **Article 21.8**.

If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met. If the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.



I certify that ALL of the following are true:

I have read and understand the definition and consequences of malpractice as presented in this document.

I promise to submit only authentic, original work that is my own, and to acknowledge fully all sources used or referred to in my work.

As a student in the IB Programme at the Literargymnasium I will act in a responsible and ethical manner.

Student Name: (please print legibly)

Student Signature:

Date:/// (day/month/year)

Updated: 30.12.24/NiA, HeK

Appendix 6: Einführung in die Maturaarbeit am LG Rämibühl

Diploma assignment introduction

PREVENTION OF PLAGIARISM

- **Plagiarism** (derived from the Latin word *plagium* "kidnapping")
- **Is presenting another person's intellectual property or another person's work as your own or as part of your own work.**
- **This can be either an exact copy, an adaptation (reorganisation of words or sentences), a re-narration (adoption of structure) or a translation.**
- The decisive factor in academic work as to whether it is plagiarism or not is always the specification of the author's own intellectual copyright, i.e. if, for example, quotes or literature used have not been marked as third-party intellectual property.
- Anyone plagiarising may be held liable to pay damages to the author and may even be liable to prosecution under certain circumstances. Plagiarism can lead to exmatriculation at German or Swiss universities, but certainly to the worst grade. What it means at American universities is charges before the Students Court and always a severe punishment, in most cases final expulsion from the university.

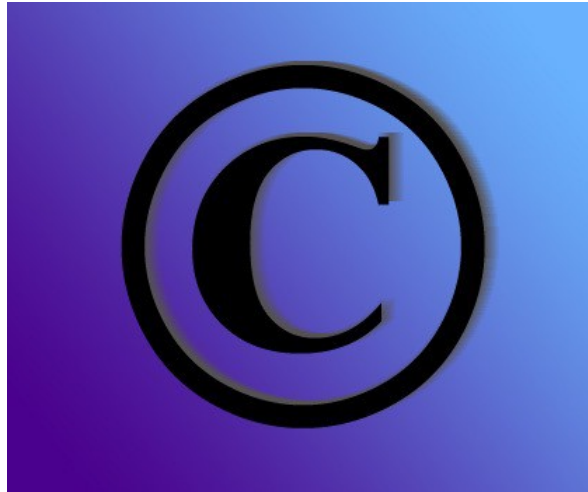
(from Wikipedia, the free encyclopaedia)

Measures in case of plagiarism at Zurich cantonal schools

- As per § 15 para. 3 of the regulations for the diploma examinations at the schools of the Canton of Zurich dated March 10th, 1998 (LS 413.252.1), § 12 applies mutatis mutandis with respect to irregularities in diploma assignments.
- The corresponding application of § 12 leaves a certain leeway for appropriate measures in cases of plagiarism. Notwithstanding this discretionary power, however, the measures must always be proportionate and take into account the seriousness of the offence and fault.
- The school management decides on how to qualify the plagiarism (partial or full plagiarism) and the severity of the measure after having consulted the supervisor and granted the student concerned the right to be heard.

- Should there be *partial plagiarism*, a proportionate deduction of grades will be made from the written work.
- Should there be *full plagiarism*, the entire diploma assignment is regarded as failed.
- The school management will decide on whether the student concerned can repeat the written part of the work or whether a new diploma assignment must be submitted. If the written work is to be repeated, the maximum grade for the revised written work is 4.0.

- **Patent protection (inventions)**



- **"Intellectual property" (intangible assets)**
"Copyright"

"Literal quote in inverted commas and with footnote!"¹

Thought or paraphrase, reproduced or explained in the author's own words, with footnote at the end of the section.²

Title with collective footnote³

- 1) Surname, first name, cited in: Title, place and year of publication, P. xxx.
- 2) Surname, first name: Title, place and year of publication, P. xxx.
- 3) This chapter refers to the following sources, unless otherwise stated: Surname, first name: Title, place and year of publication, P. xxx.

Specific tips

- **Evidence/footnotes: Every external thought must be proven!**

→ Take notes as you read!

- **Paraphrase what you have read in your own words!**

→ Read - put the text away - come up with own formulations!



<http://www.youtube.com/watch?v=Mwbw9KF-ACY>