

GCSE and GCE A Level PE Non-Examined Assessment Artificial Intelligence (AI) guidance

In response to feedback from teachers, we would like to clarify the rules around the use of Artificial Intelligence (AI) in Edexcel GCSE PE Component 4: Personal Exercise Programme (PEP) and GCE A Level PE Component 4: Performance Analysis (PA) and Performance Development Programme (PDP).

Summary

The JCQ Guidance published on the use of AI states that “all work submitted for qualification assessments must be the students’ own.” This means ensuring that the student’s submission is their own work, and is not copied, paraphrased, or heavily derived from another source, including content produced by AI tools. Both teacher and student are required to sign a declaration to this effect.

Subject Specific Guidance

Acceptable use of AI

Learners may use information from published sources (and from AI tools) when completing research for their PEP, PA and PDP. If learners do use AI tools for this research, then they must clearly reference this. An example of where and how AI can be used is shown below:

- **Learners may use AI to research current sport-specific information.**

Examples of where AI can be used include the performance analysis, in relation to accessing data tables for interpretation of fitness test data. Learners may use AI to research normative data tables, National Governing Body (NGB) information and research from technical journals to discover normative data tables that are sport specific.

Inappropriate AI use

Learners must be made aware that the use of AI tools in this component could mean they are in breach of this requirement, as exemplified below:

- **Learners should not be using AI tools to help write their PEP, PA and PD.**

If any of the sections of work are reproduced directly from an AI generated response, that section cannot contribute towards the final mark awarded by the teacher.

- **Learners should not be using AI tools to present information that forms part of the learner's own selection or justification required for the PE, PA and PDP.**

For example, if a learner uses an AI tool to help in the selection and justification of the components of fitness for their selected sport and/or position in a sports team, then they will not be able to access relevant parts of the mark scheme that reward this skill.

If a learner uses AI tools in such a way that the work they submit is not their own, and fails to refer to this on the evidence presented, then they will have committed malpractice. Please refer to further information related to malpractice in the relevant specifications; [GCSE PE pages 41-42](#) and [GCE PE page 64](#). Where teachers have doubts about the authenticity of the work they must investigate and take appropriate action.

Marking candidate submission

Teachers and assessors need to ensure that if students have relied solely upon AI generated content for elements of their work, and these elements contribute to marks given under the assessment criteria, the overall mark awarded reflects this accordingly. Assessors should take a holistic review of the work when awarding marks for each marking grid. Lower marks may need to be awarded where the work does not meet all the assessment criteria to meet a particular level in the marking grid.

Non-Examined Assessment authentication sheet

Teachers are also reminded that the coursework authentication sheet has now been updated to make clear reference to the use of AI tools. Learners and teachers are required to sign this sheet to declare that the work submitted is their own.

Where AI tools are used by teachers during the marking process, AI should not be used as the sole method of marking the learner's work.

Detecting misuse of AI tools

Potential indicators of AI misuse can be found in the [JCQ AI Use in Assessments guidance](#).

These include:

- Inclusion of content which lacks references or content where the references are not accurate.
- Varying quality of content (e.g. sections which are well-written and grammatically correct alternating with poorer quality writing).
- Sudden production of material at a pace, which is at odds with the learner's normal rate of production of work.
- Writing which is not focussed on the topic or which addresses the topic only in a general way, without detailed consideration of examples.
- Use of vocabulary which is untypical given the level of knowledge possessed by the learner.
- A writing style which is not consistent with the learner's own usual style.

Monitoring the production of work

Teachers must take steps to ensure that they have appropriate arrangements in place to make sure that they are able to authenticate the work submitted by learners.

Where appropriate, teachers should consider giving time for sufficient work to be done in class, under direct supervision, to allow the teacher to authenticate each candidate's work with confidence.

Teachers may examine at intermediate stages in the production of work, to assist in authentication decisions.

Asking learners to give a verbal presentation of work may be helpful in cases where a teacher suspects that some parts of work have been produced using more assistance than allowed by the specification (for example, if it is suspected that sections of a piece of work have been produced by an AI writer).

Centre staff should encourage learners to reference all material that has been gathered or used, to justify elements of the task and to provide a bibliography at the end of the task also.

Further guidance

For further guidance on the use of AI in coursework please see the JCQ's guidance *AI Use in Assessments: Protecting the Integrity of Qualifications* which can be found on the JCQ website:

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

Additional information and guidance can be found in the following documents:

JCQ Plagiarism in Assessments guidance

<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>

JCQ Instructions for Conducting Coursework

<https://www.jcq.org.uk/exams-office/non-examination-assessments/>