

## GCSE, International GCSE, and A Level Art and Design

### Artificial Intelligence (AI) Guidance

As the use of AI tools such as *ChatGPT* and *Midjourney*, and AI-based tools built into existing software like *Photoshop* becomes more prominent, we would like to provide some guidance and information on its use by learners in their work produced for assessment. This is supplementary to the [JCQ AI Use in Assessments](#) guidance.

Pearson understand that these powerful tools are being used as a valid part of creative work, but that there are also inherent risks to its use, particularly in an educational or assessment context. It is important that learners understand the appropriate and ethical use of AI in creative contexts to be prepared for a future in the creative sectors, but it is critical that they develop and demonstrate their own skills in generating ideas, research, use of technical and practical processes etc., independent of AI input.

#### 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

At present, there are a number of AI tools which have the ability to generate images in response to user prompts, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 3 (OpenAI) (<https://openai.com/dall-e-3/>)

Within the GCSE and A level Art and Design specifications learners must independently develop work beyond any AI input, evidencing their own creative skills and knowledge.

#### Acceptable use of AI

If students use AI tools for Art and Design, it must be clearly referenced in their submissions. Teachers must acknowledge and recognise this when applying the assessment criteria. AI tools may be used appropriately as part of students’ research and/or as a means of exploring techniques and processes. When AI is used by students as part of the development of creative work, it is important for teachers and assessors to:

- Ensure that they are familiar with the student’s style and method of working so that they can confidently authenticate their work.
- Monitor students’ work as it progresses through the initial and developmental phases.
- Ensure any use of AI software in the research, ideas generation, development and/or production of their creative work is **properly referenced and annotated**, including details of how the tool was used and reflection of how the results impacted their own work. This must include but is not limited to:

- Identification of the AI tool and the date content was generated - *For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023).*
- Search terms used
- Annotated screenshots of AI-based tools being used
- Settings used to achieve desired effects and/or output
- Explanation of how AI generated content has been adapted and incorporated into independent outcomes

GCSE and A level Art and Design teachers must ensure that any AI use is acceptable, appropriate and referenced before the work is authenticated and submitted.

### **Inappropriate AI use**

The [JCQ AI Use in Assessments](#) guidance states that ‘all work submitted for qualification assessments must be the students’ own.’ This means ensuring that the final product/outcome is their own work, and isn’t copied, paraphrased or heavily derived from another source, including content generated by AI. Within a creative assessment, this means that learners must independently develop work beyond any AI input to evidence their own skills and knowledge.

A student will have committed malpractice if they use AI tools without making appropriate references and in such a way that the work they submit is not their own. Where teachers have doubts about the authenticity of the work they must investigate and take appropriate action. Guidance for what centres should do in instances of candidate malpractice can be found here [Malpractice: Candidates \(pearson.com\)](#).

### **Marking candidate submission**

Teachers and assessors should take a holistic review of the work when awarding marks for each marking grid. If AI is being used by learners to produce creative content without sufficient demonstration of their own independent input, for example, where AI tools replace independent thoughts and ideas, independent decision-making or the independent application of technical skills, they cannot be rewarded for it, even where the AI tools have been referenced. Where evidence for an assessment objective(s) is heavily derived from or solely relies upon AI generated content, the overall mark must reflect this accordingly.

### **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](#).

For Art and Design, indicators of misuse could include:

- Inclusion of content which lacks references or content where the references are not accurate.
- Varying quality of written or visual content.
- 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 focused 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 visual or written 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 which will allow them 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 should 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 materials that have been gathered or used, to justify elements within the portfolio. For A level Art and Design, learners must provide a bibliography at the end of the Personal Study.

### **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---guidancefor-teachersassessors/>

JCQ Instructions for Conducting Coursework

[https://www.jcq.org.uk/wp-content/uploads/2023/08/Coursework\\_ICC\\_23-24\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/08/Coursework_ICC_23-24_FINAL.pdf)