

GCSE Drama and A Level Drama & Theatre
Component 1: Devising Drama
Portfolio and Performance

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 the Pearson Edexcel Drama coursework component.

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 (the NAS document).

Subject Specific Guidance

Artificial Intelligence (AI) is becoming more common and readily available, and its use in creative disciplines has attracted much publicity and discussion in recent months. At present, AI applications are quite limited in their ability to create fully realised performance and design content that can be used for the purposes of the GCSE Drama and A Level Drama & Theatre practical elements.

However, there are a number of AI tools such as ChatGPT (a text-based system), which could be a useful research tool during the planning and development stages of the devising process, including for assistance in sourcing information on genre, style and key practitioners for the portfolio. AI tools are not appropriate to be used by students for the personal reflection and analysis required for the portfolio.

It is important that both students and teachers have an awareness of what is acceptable use of AI in Component 1 for GCSE Drama and A Level Drama & Theatre.

Acceptable AI use

AI could be used in the research stages of the devising process to provide students with access to resource materials to help with the exploration of ideas. Acceptable uses include:

- Research into performance genre/style
- Research in response to the stimulus (such as themes, historical events, statistics)
- Research into influential theatre practitioners (A Level Drama & Theatre)

If students use AI tools for the devising portfolio such as research, then they must clearly reference this in the body of their portfolio using an appropriate referencing system. Teacher-assessors must ensure that any use of AI is taken into consideration when applying the Assessment Criteria. Teacher-assessors must ensure that any AI use is acceptable before the work is authenticated and submitted for assessment.

Teacher-assessors must also ensure that, where AI has been used by a student to access resource materials to support their exploration, the mark awarded must represent the student's unaided achievement.

If a student uses AI tools in such a way that the work they submit is not their own, and fails to make reference to this on the work, they will have committed malpractice. 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 \(pearson.com\)](https://www.pearson.com/uk/qualifications/edexcel/drama/assessment-guidance/malpractice-candidates).

Inappropriate AI use

AI **must not** be used to help write any part of the devising drama portfolio which is **rewardable in the Assessment Criteria** for that qualification. Unacceptable uses include:

- The direct reproduction from an AI generated response to answer any of the six questions stipulated in the assessment specification
- The production of a 'script' or plot outline to assist with the structure or narrative of the devised performance

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 (NAS) 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

[Plagiarism in Assessments - JCQ Joint Council for Qualifications](#)

JCQ Instructions for Conducting non-examination assessments

[Instructions NEA 24-25 FINAL](#)