

International GCSE English Literature (4ET1 03) guidance on the use of artificial intelligence (AI) in coursework and other contexts

JCQ guidance on use of AI in assessments

For full guidance on teacher and centre responsibilities regarding the use of AI in coursework please see JCQ's [‘AI use in assessments: protecting the integrity of qualifications’](#).

All work submitted for qualification assessments must be the student's own.

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

- Students should not use AI tools to help **research, plan, source quotes, check, write or improve their coursework assignments**. If a section of work is produced using AI **that section cannot contribute towards the final mark awarded by the teacher**.
- Students should not use AI tools to interpret and evaluate the texts chosen for their coursework assignments. As candidates must show knowledge and understanding of ways to interpret and evaluate texts independently, **this work must be their own and AI generated responses cannot contribute towards the final mark awarded by the teacher**.

Other contexts

Whilst this guidance is primarily intended to advise centres on AI in the context of coursework, it also applies to any work produced for the qualification, as students must understand the need to reference the use of source material in all work produced.

Centres must also ensure that students sitting exams on laptops or PCs only have access to ‘locked down’ machines with no Internet access and no access to AI tools.

The JCQ guidance above all advises on AI in these contexts.

Referencing AI use (AI use is not advised)

The student must capture the prompt provided to AI and the output, with the date the prompt was used and include this in their bibliography. The section of the coursework affected must be marked with a footnote or inline reference to the more extensive information in the bibliography.

This information is provided as an example of how AI could be referenced, but we do not advise that students use AI **as such work cannot be credited because it is not the student's own**.

Full guidance on correct referencing is in the JCQ guidance above.

Failing to declare/reference AI use

If a student uses AI tools in such a way that the work they submit is not their own, and fails to refer to this on the work, then they will have committed malpractice. Where teachers have doubts about the authenticity of the work they must investigate and take appropriate action.

Coursework authentication sheet

Students and teachers are required to sign the coursework authentication sheet to declare that the work submitted is the student's own.

If undeclared use of AI is discovered after the student has signed the authentication sheet, this must be reported to the [Pearson malpractice team](#).

Other possible AI applications

Students for whom English is not their first language, may not compose their coursework in another language and use a translation tool to translate their words into English.

What measures are available to teachers to ensure that AI is not misused in coursework and that malpractice does not occur?

1. Use different coursework titles for each class and use new titles for each coursework cycle.
2. Make use of the [JCQ AI posters and presentations](#) to inform staff and students on the use of AI.
3. Write to both students and their parents before the students start coursework to inform them what constitutes AI and the rules around its use. You can use the [sample letter](#) provided as a basis for your own letter.
4. Explain the rules around AI to students in class and ensure they are aware they will need to sign a declaration stating that they have not used it.
5. Coursework may be administered as 'controlled assessment' with some or all the work completed in class under controlled conditions, without Internet access if desired.
6. Teachers should ensure that they have a sample of students' writing from controlled conditions work to compare to the coursework in production for the purpose of identifying stylistic differences and as an indication of the usual standard of a student's work.
7. Teachers with small cohorts can regularly discuss students' coursework with them whilst it's being produced.
8. Students can be asked to plan their coursework prior to commencing it and to submit the plans with the first and final draft.
9. Teachers may use Google Classroom or other platforms which provide visibility of the production of the coursework as it is written. This allows teachers to explore any sudden change in content with students.
10. Teachers may choose to allow coursework to be produced outside the classroom but if they have concerns about authenticity at first draft stage, they can require the student to complete the work under controlled conditions. Teachers may also require students to discuss the work orally to establish whether the student can explain how they arrived at the work presented. A student can also be required to sit Paper 2 rather than coursework if there are doubts concerning the authenticity of their work.
11. Pearson does not endorse any commercially available plagiarism checking software, but the JCQ AI guidance provides a list of providers.