

Notes and guidance: Artificial intelligence (AI) Support

GCSE Art and Design (8201 – 8206) NEA components

A-level Art and Design (7201 – 7206) NEA components

This support document provides information and advice regarding the valid and unacceptable use of artificial intelligence (AI). It includes the steps to take if you suspect AI misuse.

Introduction

AI tools are becoming more developed in their capabilities and prevalent within operating systems and software, so it is important to consider the use of these tools in the context of this component.

This guidance should be read alongside JCQ's *AI Use in Assessments: Protecting the Integrity of Qualifications* and existing AQA Art and Design specifications.

Learners may not receive direct credit for the AI content itself. They must demonstrate evidence of decision making, interpretation and reflection on the output of the AI tool. This guidance should be read alongside JCQ's *AI Use in Assessments: Protecting the Integrity of Qualifications* and existing AQA Art and Design specifications.

Key expectations

- All work submitted for assessment must be the **learner's own original work**.
- Learners must not submit written work that is copied, paraphrased, or heavily derived from any other source, including AI-generated content, without appropriate development and referencing.
- Teachers and learners must sign candidate record forms confirming the authenticity of submitted work.
- Learners must demonstrate their skills and knowledge in relation to the assessment objectives for Art and Design.

Valid use of AI in GCSE and A-level Art and Design NEA

AI may be legitimately used by learners within Component 1 and 2, for example to:

- Support initial research into artists, styles, or approaches.
- To generate material to aid learners' understanding of contextual and other sources, visual language, and materials, processes and techniques.
- AI can be used as a supporting tool to assist in investigating, generating, developing and refining ideas, but learners must demonstrate their understanding, decision-making, creativity and skills in their own work.
- It is important that learners document how they used AI to inform their decisions.

When using AI learners must always try to:

- **Extend, adapt, and develop** AI-generated content whilst demonstrating their own skills, knowledge, and creativity.
- Show a clear **understanding of techniques** used, through written analysis, practical testing, and critical reflection.

There are a number of developing AI tools relevant to this subject, for example:

- [ChatGPT](#): a generative AI assistant which can respond to questions and prompts, and compose or summarise written content.
 - [Midjourney](#): can transform prompts into customised images, and designs, produce short videos from uploaded still images and combine historical styles.
 - [Runway](#): can produce images from prompts and transform and enable editing of uploaded images and designs, with applications including art, graphics, animation, fashion, textiles, 3D modelling, photography and video.
 - [PromeAI](#): can respond to prompts to produce images, designs, patterns, layouts, visuals, storyboards, video, screenshots from modelling software, and rendered drawings.
- Uploaded images and designs can be transformed, edited, and visualised in context.

Where learners use AI, they must acknowledge its use and show clearly how they have used it in order that teachers can acknowledge this use, check it is valid use and recognise it when applying the assessment criteria during marking and moderation.

The lists of suppliers of AI-related products are for information purposes only and do not constitute an endorsement by AQA. It is each centre's or individual's responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier's products. The lists provided are not exhaustive.

Referencing AI use

Where AI tools are used for written or artwork that is submitted for credit in assessment, learners must clearly reference:

- **The AI tool used**, including version and access link.
Example: ChatGPT 3.5, <https://openai.com/blog/chatgpt/>, generated on 25/01/2023
If the AI tool does not provide such details, learners should ensure that they independently verify the AI-generated content and reference the sources used to do this.
- **Prompts or search terms entered** to generate content.
- **Annotated screenshots** showing use of the tool and outputs generated.
- **Settings or parameters used** within the tool to achieve specific results.
- **Written explanation** of how AI content was adapted, refined, and integrated into their own work.

Teachers should support learners to embed these references within their sketchbooks, digital portfolios, or accompanying annotation documents.

Unacceptable use of AI in GCSE and A-level Art and Design

The final submission must be the product of the learners' own independent work and independent thought.

AI misuse is where a learner has used one or more AI tools but has not appropriately acknowledged this use and/or has submitted work for assessment when it is not their own.

Some examples are:

- Presenting AI generated images and designs as learners' own work without modification or acknowledgement of the AI tool used.
- Producing AI generated images and designs, presenting them as original works and failing to demonstrate learners' decision-making and technical skills.
- Using AI to complete or refine elements of the work in a manner that does not provide evidence of the learner's own skills, knowledge and understanding.
- Inadequate acknowledgement or failing to acknowledge the use of AI tools including intentionally incomplete, misleading or omitted references to disguise the extent of AI use.
- Copying or paraphrasing whole responses or sections of AI generated content so that the work submitted for assessment is not the learner's own work.

Reducing the risk of AI misuse

The following suggestions could be applied by centres to reduce the risk of AI misuse.

- Record prompts and/or screenshots.
- Consider restricting access to online AI tools on centre provided internet and software.
- Set reasonable deadlines for submission of work and provide regular reminders.
- Allocate time for portions of preparatory stages and final work to be completed in class under direct supervision.
- Examine and retain intermediate stages of the work to ensure the work represents a natural continuation of earlier stages.
- Consider a short verbal discussion with the learner about their work to ascertain that they understand it and that it reflects their own independent work.
- Investigate in the case of a learner producing work which is different to their usual output.
- Teachers can recommend how learners can find reliable sources of information on the internet, for example, online galleries for information on artists.

Reporting malpractice

The JCQ [AI Use in Assessments guidance](#) discusses the potential indicators of AI misuse and lists some AI detection tools which can be used to assess if AI has been used in the production of a learner's work.

If your suspicions are confirmed and the learner has not signed the declaration of authentication, your centre doesn't need to report the incident to AQA. You should follow the steps detailed in your centre's internal malpractice/plagiarism policy.

Teachers must not accept work which is not the learner's own. Ultimately the Head of Centre has the responsibility for ensuring that learners do not submit inauthentic work.

If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to AQA following the process detailed on the [malpractice page](#) of our website.

Marking considerations

Holistic assessment approach

When awarding marks:

- Teachers should evaluate whether the learner has **demonstrated their own creative and technical skills**.
- AI use must not replace or undermine assessment objectives relating to independent thought, development of ideas, and application of skills.
- Where evidence is heavily derived from AI-generated content with minimal personal development, marks must reflect the lack of independent achievement.

Non-Examined Assessment (NEA) authentication

Updated declaration requirements

The NEA candidate record form has been updated to include a declaration on AI use. Both teachers and learners must sign to confirm:

- the work submitted is the learner's own
- all AI tools used have been referenced appropriately.

Teachers' use of AI during marking

AI tools must not be used as the **sole method of marking** learner work. Teachers' professional judgement, based on observation of skills and understanding, remains essential to ensure fair, valid assessment decisions.

Further Support

For subject-specific queries, teachers should contact the AQA Art and Design subject team at art@aqa.org.uk for clarification and support.

Joint Council for Qualifications (JCQ)

- [AI Use in assessments blog](#) contains:
 - a guidance document
 - a poster for learners
 - information sheet for teachers
 - presentations on preventing AI use for teachers and senior leaders.
- [Guidance on plagiarism](#)
- [Instructions for the conduct of non-examination assessments and coursework.](#)

AQA

The [malpractice page](#) of our website covers the prevention and reporting of malpractice to us.