

Notes and guidance: Artificial intelligence (AI) guidance

A-level French (7652), German (7662) and Spanish (7692) NEA components

Individual research project (IRP)

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*, existing AQA Modern Foreign Languages (MFL) specifications and the latest AQA *Instructions for conduct of the exams*.

Key expectations

- All work submitted for assessment must be the **learner's own original work**.
- Learners must not submit 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 (CRFs) confirming the authenticity of submitted work.

Valid use of AI in A-level Modern Foreign Languages NEA

AI may be legitimately used by learners within this component, for example to:

- Identify sources of information and resources.
- Carry out preliminary research of a chosen topic area.
- Summarise a long article and identify key points of information.

AI tools for language learning are many and varied and can be used to develop and improve all four language skills of speaking, listening, reading and writing. In this guidance, the focus is on AI tools that are relevant to the Individual research project (IRP) of the NEA.

There are a number of developing AI tools relevant to this area of the MFL assessment, for example:

- [ChatGPT](#): a generative AI assistant which can respond to questions and compose written content, including articles, essays, code and research summaries.
- [Zotero](#): a free, easy-to-use tool to help collect, organise, annotate and share research.
- [Mendeley](#): an AI tool that can select articles in different languages on selected topics and subjects, though these tend to be drawn from academic sources.
- [Google Gemini](#): an AI tool which is very similar to ChatGPT.

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 and check it is valid use.

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

Since there is no written element for the NEA in these subjects, any AI use by the learner must be referenced on the CRF.

Where AI tools are used, learners must clearly indicate:

- **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.
- **Short description** of how AI content was adapted, refined, and integrated into their own work.

The learner must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot).

Teachers should support learners to add the AI references to the CRF. An example reference for the use of AI for the CRF is shown below.

Where AI tools are used, in the box below please indicate:

- **The AI tool used**, including version and access link
- **Prompts or search terms entered** to generate content
- **Short description** of how AI content was adapted, refined, and integrated into their own work

e.g. <https://chatgpt.com> (4.0) was used to generate preliminary research on my chosen topic. It generated sources 2 & 3 which were used as part of my research. Prompt used was 'Give me some information and sources relating to <subject>' [Click here to enter text.](#)

Unacceptable use of AI in A-level Modern Foreign Languages NEA

It is crucial to cross-reference, and apply to the use of AI, the points set out in the specification and the [Instructions for conduct of the exams](#) regarding what teachers are and are not allowed to do in terms of the help they can give learners.

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 of AI misuse are:

- Generating the entire content of the 2-minute presentation.
- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the learner's own.
- Generating discussion questions in the target language for the teacher-examiner to ask in the 9 to 10 minute IRP discussion.
- Generating responses in the target language to such discussion questions or to discussion questions suggested by the teacher.
- Copying or paraphrasing whole responses of AI-generated content in response, for example, to discussion questions.
- Using AI to complete or refine elements of the assessment so that the work does not reflect the learner's own skills, work, analysis and evaluation.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tool use.

Reducing the risk of AI misuse

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

- Ensure that learners fully understand that an unacceptable use of AI by the learner will mean the CRF, a compulsory document to be submitted with the recorded speaking test, cannot be signed off.
- Ensure that learners fully understand the consequences of an invalid CRF in terms of the awarding of a mark for the speaking test.
- Ensure that learners fully understand the consequences of malpractice in their preparation and delivery of material for the IRP.
- Consider restricting access to online AI tools on centre provided internet and software.
- Set reasonable deadlines for the 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.

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.

Further support

For subject-specific queries, teachers should contact the MFL Subject Support team at mfl@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.