

## Art Design: Fine Art/Graphic Communication/Textile Design/Photography

### NEA Guidance

Subject:	Art Design: Fine Art; Graphic Communication; Textile Design; Photography
Qualification:	GCSE
Course Code:	AQA: 8202/8023/8204/8206
Guidance:	<p>NEA guidance: -</p> <p>8202: <a href="#">AQA   Art and Design   GCSE   GCSE Art and Design (Fine art)</a></p> <p>8203: <a href="#">AQA   Art and Design   GCSE   GCSE Art and Design (Graphic communication)</a></p> <p>8204: <a href="#">AQA   Art and Design   GCSE   GCSE Art and Design (Textile design)</a></p> <p>8206: <a href="#">AQA   Art and Design   GCSE   GCSE Art and Design (Photography)</a></p> <p>JCQ Guidance for the Integrity of Assessments: <a href="#">Home - JCQ Joint Council for Qualifications</a></p>
NEA task summary	<p><i>Students develop a personal and meaningful project based on a theme, demonstrating creative exploration, experimentation, and refinement of ideas through sustained practical work and contextual research.</i></p> <p><b>Component 1: Portfolio (out of 96 marks, 60% of GCSE)</b></p> <ul style="list-style-type: none"> <li>Students must select and present a portfolio representative of their course of study which in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions, and a selection of further work undertaken during the student's course of study.</li> <li><b>Students must identify and acknowledge both visual and written sources which are not their own.</b></li> </ul> <p><b>Component 2: Externally set assignment (out of 96 marks, 40% of GCSE)</b></p> <ul style="list-style-type: none"> <li>Students respond to one chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</li> <li>The ESA provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point through to their realisation of intentions in the 10 hours of supervised time.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Students must identify and acknowledge both visual and written sources which are not their own.</b></li> </ul> <p><i>Both Components 1 and 2 are Non-exam assessment (NEA) set and marked by the school, and moderated by AQA during a moderation visit. Moderation will normally take place in June.</i></p>
AI Category	<b>AI RESTRICTED</b>
Head of Department:	JWC and team of HODs
SLT Link:	JID
Date of review:	10.06.2025

## Permitted Use of AI (Specific Instructions)

### ✓ Permitted:

- Exploring initial ideas or concepts using image generators as part of a wider research process, appropriately cited
- Using AI to research artists, techniques, or contextual influences, appropriately cited.
- Understanding vocabulary (e.g., what is chiaroscuro?)
- Experimenting with composition ideas or visual planning (as part of sketchbook development), appropriately referenced

### ✗ Not Permitted:

- Submitting AI-generated images as original artwork
- Using AI to enhance or complete student practical work
- Presenting AI work as personal experimentation or development
- Rephrasing artist analysis or contextual writing using AI
- Using AI to evaluate or critique work on behalf of the student

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>DALL-E</i>
<b>Purpose</b>	<i>Generating ideas</i>
<b>Specific Use</b>	<i>Exploring ideas around the theme of 'decay'</i>
<b>Prompt Used</b>	<i>What ideas are suggested by the theme 'decay' in fine art</i>
<b>Date Used</b>	<i>10.06.25</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to suggest some ideas about decay because I thought it might generate ideas I wouldn't have otherwise have had. I've used its output to do my own research.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Authentication Mechanisms

- Authentication Prompt**  
 Add a prompt requiring students to attach sketches, annotated drafts or planning documents produced under supervision.
- Supervised Work Declaration**  
 Teachers note that X hours/dates of drafting were completed under controlled conditions without AI.
- Evidence Attachment Check**  
 Require students to attach screenshot/text-file copies of any AI-generated content they used — per JCQ expectations:  
<https://www.aqa.org.uk/blog/updated-jcq-guidance-use-of-artificial-intelligence-in-assessments>  
[Information for candidates documents - JCQ Joint Council for Qualifications](#)  
[Notes and guidance: Practical guidance for NEA](#)

- **References Section**

*Add explicit guidance: for any AI-sourced material, students must note tool name, date/time accessed, and prompt used — reflecting JCQ’s referencing requirement*

## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Lack of historiography referencing
- Lack of source referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

## Child Development L3

### AI Use & Misuse Audit Template for NEA:

Subject:	BTEC AAQ Early Childhood Development
Qualification:	BTEC Level 3
Course Code:	610/3966/4
Guidance relevant for this audit:	
AI Category	AI RESTRICTED
NEA task summary	Students research a given brief by exam board. 1 - Students describe and explain types and stages of play and affects on development 2- Create 2 activity plans for children of given age and area of focus. 3- Describe and explain theoretical perspectives and curriculum approaches and affects on development
Head of Department:	SF KMC
SLT Link:	JID
Date of review:	30.06.2025

### Permitted Use of AI (Specific Instructions)

#### Permitted:

- Exploring possible activities (without copying or submitting them)

#### Not Permitted:

- Planning activities
- Generating full NEA content, discussion or analysis
- Rephrasing or rewriting student work
- Citing AI as a source of technical knowledge
- Using AI to evaluate factors affecting development
- Using AI to identify milestones
- Using AI to mark work

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_

2. **Declaration** (tick as appropriate):

I have not used AI tools during any part of this NEA work.

I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Purpose</b>	<i>Clarifying</i>
<b>Specific Use</b>	<i>Clarifying suitable activities for children</i>
<b>Prompt Used</b>	<i>Give me a list of activities that show physical play for a two year old.</i>
<b>Date Used</b>	<i>10.06.25</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to give me an idea of appropriate activities to use, I did not use it to write my activity plans.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Authentication Mechanisms

- **Authentication Prompt**

Students are required to submit the notes that they bring into supervised writing sessions.

- **Supervised Work Declaration**

Teachers note that **X** hours/dates of production were completed under controlled conditions without AI.

- **Evidence Attachment Check**

Students are required to submit screenshot/text-file copies of any AI-generated content they used

- **References Section**

For any AI-sourced material, students must note tool name, date/time accessed, and prompt used.

## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

## Child Development L1-2

### AI Use & Misuse Audit Template for NEA:

Subject:	BTEC Tech Award Child Development
Qualification:	BTEC Level 1/2
Course Code:	603/7058/0
Guidance relevant for this audit:	
AI Category	AI RESTRICTED
NEA task summary	Students research a given brief by exam board. 1 – Describe milestones for specific age and area and growth of child at the given age. Give milestones for age for given areas of development and discuss factors affecting development from 2 case studies. 2- Describe stages of play and types of play for given age of child. Create 2 activity plans for children of given age and area of focus.
Head of Department:	SF KMC
SLT Link:	JID
Date of review:	19.06.2025

### Permitted Use of AI (Specific Instructions)

#### Permitted:

- Exploring possible activities (without copying or submitting them)

#### Not Permitted:

- Planning activities
- Generating full NEA content, discussion or analysis
- Rephrasing or rewriting student work
- Citing AI as a source of technical knowledge
- Using AI to evaluate factors affecting development
- Using AI to identify milestones
- Using AI to mark work

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_

2. **Declaration** (tick as appropriate):

I have not used AI tools during any part of this NEA work.

I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Purpose</b>	<i>Clarifying</i>
<b>Specific Use</b>	<i>Clarifying dietary requirements</i>
<b>Prompt Used</b>	<i>What are the dietary requirements of a diabetic child?</i>
<b>Date Used</b>	<i>10.06.25</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to give me an idea of appropriate activities to use, I did not use it to write my activity plans.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Authentication Mechanisms

- **Authentication Prompt**

Students are required to submit the notes that they bring into supervised writing sessions.

- **Supervised Work Declaration**

Teachers note that **X** hours/dates of production were completed under controlled conditions without AI.

- **Evidence Attachment Check**

Students are required to submit screenshot/text-file copies of any AI-generated content they used

- **References Section**

For any AI-sourced material, students must note tool name, date/time accessed, and prompt used.

## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

## AI Specific Instructions - Dance

Subject:	DANCE
Qualification:	GCSE and A Level Dance
Course Code:	AQA GCSE Dance: 8236 AQA A Level Dance: 7237
Guidance relevant for this audit	AQA Dance Specification Guidance : <a href="https://www.aqa.org.uk/subjects/dance">https://www.aqa.org.uk/subjects/dance</a> Additional Subject support for AI : <a href="https://www.aqa.org.uk/blog/updated-jcq-guidance-use-of-artificial-intelligence-in-assessments">https://www.aqa.org.uk/blog/updated-jcq-guidance-use-of-artificial-intelligence-in-assessments</a>
AI CATEGORY	<b>AI RESTRICTED</b>
NEA task summary	GCSE Dance: Component 1 – Performance and Choreography. 60% of GCSE. Material is split between Performance and Choreography. Internally assessed, externally moderated.  A Level Dance: Component 1 - Performance and Choreography. 50% of A Level. Material is split between Performance and Choreography. Externally examined.
Head of Department:	V. Brooks-Nevin
SLT Link:	J. Filmer
Date of review:	01/10/2025

## Permitted Use of AI (Specific Instructions)

### Permitted:

For both courses, students are permitted to use AI to generate movement ideas for the Performance in a duet/trio assessment task at GCSE and at A Level the Performance in a Quartet task. Material for this area of the course can be student led, teacher led, or generated by student and teacher collaboration.

### Not Permitted:

For both courses, students must not use AI for the generation of material for the Choreography task. Ideas and movement material must be that of the candidate only. Students will need to sign a CRF to confirm the work is their own and the task conducted in controlled conditions.

Supervision during the creative process will be in place during lesson time. Any work produced without supervision will be compared to work produced with supervision in order to ensure of consistency in levels of skill.

For both courses, students must produce a programme note to detail their creative work. Students are not permitted to use AI to complete the written programme that is submitted alongside the dance piece. Although the programme does not carry marks, work that cannot be authenticated will not be submitted and will jeopardise the validity of the choreography.

### Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

**Commented [J(1):** Students will have the same form, but each subject can give them an idea of what they're likely to write.

<b>AI Tool Used</b>	
<b>Purpose</b>	
<b>Specific Use</b>	
<b>Prompt Used</b>	
<b>Date Used</b>	
<b>AI Output Reference</b>	
<b>How this AI use supported my understanding</b>	

**Commented [J(2):** Helpful to include an example that is subject-specific here

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Teacher Review & Audit Notes

**1. AI Misuse Suspected?**

Yes  No

**2. Nature of Suspected Misuse (if any):**

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Lack of source referencing
- Other: \_\_\_\_\_

**Commented [J(3):** Think through what suspected misuse might be, in this subject

**3. Additional Authentication Steps:**

- Use of AI Checker
- Viva
- Work completed in controlled conditions

**Commented [J(4):** Think through how a teacher could authenticate work, in this subject.

**4. Action Taken:**

- Work returned to student for resubmission
  - Internal record logged
  - Senior leader informed
  - Academic misconduct procedure initiated
  - Guidance re-issued to student cohort
-



## AI Use & Misuse Audit Template for NEA

Subject:	DRAMA
Qualification:	GCSE Drama
Course Code:	1/DRO
Guidance relevant for this audit	Component 1 : Devising Drama Portfolio and Performance
AI CATEGORY	AI RESTRICTED
NEA task summary	<ul style="list-style-type: none"> <li>● Create and develop a devised piece from a stimulus (free choice for centre).</li> <li>● Performance of this devised piece or design realisation for this performance.</li> <li>● Analyse and evaluate the devising process and performance. ● Performer or designer routes available.</li> </ul> <p><b><u>AO1, AO2 and AO4 are assessed.</u></b></p> <ul style="list-style-type: none"> <li>● Internally assessed and externally moderated.</li> <li>● There are two parts to the assessment:             <ol style="list-style-type: none"> <li>1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks, 30 marks assessing AO1 and 15 marks assessing AO4). The portfolio submission recommendations are: - can be handwritten/typed evidence between 1500–2000 words or - can be recorded/verbal evidence between 8–10 minutes or - can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)</li> <li>2) a devised performance/design realisation (15 marks, assessing AO2).</li> </ol> </li> </ul>
Head of Department:	Ali Hunt
SLT Link:	Joe Omar
Date of review:	29.09.25

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.

## Permitted Use of AI (Specific Instructions)

### ✔ Permitted:

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

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/pearson-edexcel/performing-arts/assessment-guidance/malpractice).

### ✗ Not Permitted:

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

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

**Commented [J(1):** Students will have the same form, but each subject can give them an idea of what they're likely to write.

<b>AI Tool Used</b>	
<b>Purpose</b>	
<b>Specific Use</b>	
<b>Prompt Used</b>	
<b>Date Used</b>	
<b>AI Output Reference</b>	
<b>How this AI use supported my understanding</b>	

**Commented [J(2):** Helpful to include an example that is subject-specific here

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher Review & Audit Notes**

**1. AI Misuse Suspected?**

Yes  No

**2. Nature of Suspected Misuse (if any):**

- o Work is of an unexpected standard
- o Presence of unusual spellings/phrasings
- o Lack of research referencing
- o Lack of historiography referencing
- o Lack of source referencing
- o Other: \_\_\_\_\_

**Commented [J(3):** Think through what suspected misuse might be, in this subject

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
  - Internal record logged
  - Senior leader informed
  - Academic misconduct procedure initiated
  - Guidance re-issued to student cohort
- 

**Commented [J(4):** Think through how a teacher could authenticate work, in this subject.

# English Language and Literature

## AI Use & Misuse Audit Template for NEA

Subject:	English Language and Literature
Qualification:	A-Level
Course Code:	WJEC/Eduqas A710QS
Guidance	NEA guidance: <a href="https://www.eduqas.co.uk/media/kvdiInqg/eduqas-english-a-level-managing-ai-in-nea-guidance-for-centres.pdf">https://www.eduqas.co.uk/media/kvdiInqg/eduqas-english-a-level-managing-ai-in-nea-guidance-for-centres.pdf</a> JCQ Guidance for the Integrity of Assessments
AI CATEGORY	<b>AI RESTRICTED</b>
NEA task summary	Critical and Creative Genre Study – 20% of A Level.
Head of Department:	MAE/DXS/GJM
SLT Link:	JID
Date of review:	14.07.2025

### Permitted Use of AI (Specific Instructions)

#### Permitted:

- **Brainstorming** topic choices
- **Clarifying** understanding of concepts or terminology (e.g., what is a transitive/intransitive verb? what is a synecdoche?)
- Suggesting ideas for further **research**

#### Not Permitted:

- Generating analysis or arguments or questions
- Producing drafts, paragraphs, or full NEA responses
- Rewriting or rephrasing student work
- Citing AI as a source
- Using AI to summarise academic texts, unless fully cited as such
- Using AI to mark or otherwise comment on work

### Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_

2. **Declaration** (tick as appropriate):

- I have not used AI tools during any part of this NEA work.  
 I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Purpose</b>	<i>Clarifying</i>
<b>Specific Use</b>	<i>Clarifying terminology</i>
<b>Prompt Used</b>	<i>What is 'hauntology' in relation to understanding gothic texts?</i>
<b>Date Used</b>	<i>10.06.25</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to get a clear and simple explanation of the concept of 'hauntology' to help me understand its meaning and significance when applied to gothic literature. This helped me grasp Derrida's ideas about how the past persists and influences the present when related to a central gothic trope.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## **Authentication Mechanisms**

- Allocate time for sufficient portions of written work (e.g., essays, creative writing, investigations) to be done in class under direct supervision.
- Allocate time for sufficient portions of preparatory work to be done in class under direct supervision.
- Examine intermediate / planning stages of production work and keep evidence of planning / draft work.
- Investigate instances where candidates produce work which is different to their usual style or quality.

- Do not accept work for assessment which it is suspected has been created by AI tools.

## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Lack of historiography referencing
- Lack of source referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

# English Literature

## AI Use & Misuse Guidance

Subject:	English Lit
Qualification:	A-Level
Course Code:	AQA 7712
Guidance relevant for this audit	NEA guidance <a href="https://www.aqa.org.uk/subjects/english/a-level/english-7712/specification/non-exam-assessment-administration">https://www.aqa.org.uk/subjects/english/a-level/english-7712/specification/non-exam-assessment-administration</a> JCQ Guidance for the Integrity of Assessments
AI CATEGORY	<b>AI RESTRICTED</b>
NEA task summary	Comparative critical study of two texts, at least one of which must have been written pre-1900. One extended essay (2500 words) and a bibliography. 20%
Head of Department:	EMS
SLT Link:	JID
Date of review:	15/07/2025

### Permitted Use of AI (Specific Instructions)

#### ✔ Permitted:

- **Brainstorming** topic choices
- **Clarifying** understanding of concepts or terminology (e.g. What is meant by 'unities' in the context of Aristotelian Tragedy?)
- Suggesting ideas for further **research**

#### ✘ Not Permitted:

- Generating analysis or arguments
- Producing drafts, paragraphs, or full NEA responses
- Rewriting or rephrasing student work
- Citing AI as a source
- Using AI to summarise academic reading or other secondary sources
- Using AI to mark or otherwise comment on work

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Purpose</b>	<i>Clarifying</i>
<b>Specific Use</b>	<i>Clarifying keyword</i>
<b>Prompt Used</b>	<i>What is meant by 'unities' in the context of Aristotelian Tragedy?</i>
<b>Date Used</b>	<i>10.06.25</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to get a clear and simple explanation of the concept of 'unities' to help me understand its meaning and significance when analysing tragedy. This helped me understand how contemporary tragedy might use or subvert this notion of 'unities'.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Authentication Mechanisms

- **Controlled environment for coursework write-up** students use the SLE for their drafting process so that we are able to look at previous versions for evidence of sudden changes in direction etc.
- **Evidence Attachment Check**  
Students are required to submit screenshot/text-file copies of any AI-generated content they used
- **References Section**  
For any AI-sourced material, students must note tool name, date/time accessed, and prompt used.

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## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Lack of historiography referencing
- Lack of source referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

## Food Preparation and Nutrition L3

### AI Use & Misuse Audit Template for NEA:

Subject:	Food Science and Nutrition
Qualification:	Diploma
Course Code:	601/4552/3
Guidance relevant for this audit:	
AI Category	AI RESTRICTED
NEA task summary	Students research a given brief, plan, prepare, cook, and evaluate a menu of dishes to demonstrate their technical skills, nutritional knowledge, and understanding of food science and presentation
Head of Department:	SF KMC
SLT Link:	JID
Date of review:	19.06.2025

### Permitted Use of AI (Specific Instructions)

#### ✓ Permitted:

- Clarifying dietary requirements or food functions
- Understanding nutrition-related terminology or concepts
- Exploring general recipe ideas (without copying or submitting them)

#### ✗ Not Permitted:

- Planning tasks (e.g., time management or sequencing)
- Generating full NEA content or analysis
- Designing or writing recipes for submission
- Rephrasing or rewriting student work
- Citing AI as a source of technical knowledge
- Using AI to evaluate dishes or practical performance
- Using AI to mark work

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_

2. **Declaration** (tick as appropriate):

I have not used AI tools during any part of this NEA work.

I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Purpose</b>	<i>Clarifying</i>
<b>Specific Use</b>	<i>Clarifying dietary requirements</i>
<b>Prompt Used</b>	<i>What are the dietary requirements of a diabetic child?</i>
<b>Date Used</b>	<i>10.06.25</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to get a clear and simple explanation of the dietary requirements of a diabetic child. I used this as a starting point for further research and then checked that my recipe was appropriate.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Authentication Mechanisms

- **Authentication Prompt**

Students are required to submit the notes that they bring into supervised writing sessions.

- **Supervised Work Declaration**

Teachers note that **X** hours/dates of production were completed under controlled conditions without AI.

- **Evidence Attachment Check**

Students are required to submit screenshot/text-file copies of any AI-generated content they used

- **References Section**

For any AI-sourced material, students must note tool name, date/time accessed, and prompt used.

## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

# Geography A-Level

## Use and Misuse of AI Specific Instructions

Subject:	Geography
Qualification:	A-Level
Course Code:	A110QS
Guidance relevant for this audit	Newsletter (April 25) update: <a href="https://www.eduqas.co.uk/media/jathqkpi/eduqas-gce-geography-newsletter-april-25-1.pdf">https://www.eduqas.co.uk/media/jathqkpi/eduqas-gce-geography-newsletter-april-25-1.pdf</a> NEA guidance (specification): <a href="https://www.eduqas.co.uk/media/ln4locyz/eduqas-a-level-geography-spec-from-2016-e-24-01-2020.pdf">https://www.eduqas.co.uk/media/ln4locyz/eduqas-a-level-geography-spec-from-2016-e-24-01-2020.pdf</a>
AI CATEGORY	AI RESTRICTED
NEA task summary	The Eduqas A-Level Geography NEA is a 4,000-word independent investigation based on fieldwork, worth 20% of the grade, assessing research, data analysis, and evaluation skills.
Head of Department:	JDH
SLT Link:	RDM
Date of review:	18/06/2025

## Permitted Use of AI (Specific Instructions)

### Permitted:

#### 1. Planning and Organisation

- Generating ideas for investigation titles (as long as the final title is independently chosen).
- Generating ideas for geographical theories or appropriate case study material.
- Structuring timelines or project plans.
- Creating checklists for fieldwork preparation.

#### 2. Data Presentation

- Assisting in the creation of graphs, charts, or maps from student collected data (e.g., using spreadsheet tools or GIS software).
- Formatting tables or visual aids for the written report.

### **3. Technical Support**

- Clarifying how to use software (e.g., Excel, ArcGIS, Google Earth).
- Explaining statistical techniques or geographical concepts and models (e.g., Spearman's Rank, Chi-squared).

### **4. Proofreading and Grammar**

- Checking spelling, grammar, and clarity of expression (as long as the content remains the candidate's own).

## **✗ Not Permitted:**

### **1. Title and Question Formulation**

- Candidates must devise their own investigation title and research questions. AI-generated titles that are not independently adapted are not permitted.

### **2. Data Collection**

- AI must not fabricate or simulate primary data. All data must be collected by the candidate through fieldwork or valid secondary sources.

### **3. Analysis and Interpretation**

- AI must not perform the analysis or draw conclusions on behalf of the candidate.
- Candidates must demonstrate their own understanding of geographical processes and data interpretation.

#### 4. Writing the Report

- AI must not write any part of the investigation report.
- Paraphrasing or summarising content using AI tools is not allowed if it replaces the candidate's own context, analysis or evaluation.

#### 5. Referencing and Citations

- AI must not generate or insert references. All sources must be properly cited by the candidate using accepted academic conventions.
- 

#### Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	
<b>Purpose</b>	
<b>Specific Use</b>	
<b>Prompt Used</b>	
<b>Date Used</b>	
<b>AI Output Reference</b>	

<b>AI Tool Used</b>	
<b>How this AI use supported my understanding</b>	

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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### Teacher Review & Audit Notes

**1. AI Misuse Suspected?**

Yes  No

**2. Nature of Suspected Misuse (if any):**

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Lack of historiography referencing
- Lack of source referencing
- Other: \_\_\_\_\_

**3. Additional Authentication Steps:**

- Use of AI Checker
- Viva
- Work completed in controlled conditions

**4. Action Taken:**

- Work returned to student for resubmission
  - Internal record logged
  - Senior leader informed
  - Academic misconduct procedure initiated
  - Guidance re-issued to student cohort
-

# History

## AI Specific Instructions

Subject:	History
Qualification:	A-Level
Course Code:	7042
Guidance relevant for this audit	NEA guidance <a href="https://www.aqa.org.uk/subjects/history/a-level/history-7042/specification/subject-content/component-3-historical-investigation-non-exam-assessment">https://www.aqa.org.uk/subjects/history/a-level/history-7042/specification/subject-content/component-3-historical-investigation-non-exam-assessment</a> JCQ Guidance for the Integrity of Assessments
AI CATEGORY	<b>AI RESTRICTED</b>
NEA task summary	4,500 words responding to an enquiry question, incorporating historiography and source evaluation.
Head of Department:	KLO
SLT Link:	JID
Date of review:	17.06.2025

## Permitted Use of AI (Specific Instructions)

### ☑ Permitted:

- **Brainstorming** topic choices
- **Clarifying** understanding of historical concepts or terminology (e.g., what is historiography? What is nationalism?)
- Suggesting ideas for further **research**

### ✗ Not Permitted:

- Generating historical analysis or arguments
- Producing drafts, paragraphs, or full NEA responses
- Rewriting or rephrasing student work
- Citing AI as a source
- Using AI to summarise historical readings or secondary sources
- Using AI to mark or otherwise comment on work

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Purpose</b>	<i>Clarifying</i>
<b>Specific Use</b>	<i>Clarifying historical keyword</i>
<b>Prompt Used</b>	<i>What is meant by 'natural rights' in the context of the French Revolution?</i>
<b>Date Used</b>	<i>10.06.25</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to get a clear and simple explanation of the concept of 'natural rights' to help me understand its meaning and significance during the Enlightenment period. This helped me grasp why ideas about natural rights influenced revolutionary thinkers and contributed to the causes of the French Revolution.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Authentication Mechanisms

- **Controlled environment for coursework write-up** students use the SLE for their drafting process so that we are able to look at previous versions for evidence of sudden changes in direction etc.
- **Evidence Attachment Check**  
Students are required to submit screenshot/text-file copies of any AI-generated content they used

- **References Section**

For any AI-sourced material, students must note tool name, date/time accessed, and prompt used.

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## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Lack of historiography referencing
- Lack of source referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

## Media Studies

### AI Use & Misuse Audit Template for NEA

Subject:	Media Studies
Qualification:	A-Level
Course Code:	Eduqas A680Q
Guidance:	NEA guidance: <a href="https://www.eduqas.co.uk/media/t4apqvhe/ai-in-nea-media-and-film_guidance-for-centres_23-11-23.pdf">https://www.eduqas.co.uk/media/t4apqvhe/ai-in-nea-media-and-film_guidance-for-centres_23-11-23.pdf</a> JCQ Guidance for the Integrity of Assessments
AI CATEGORY	<b>AI RESTRICTED</b>
NEA task summary	Cross-Media Production – 30% of A Level.
Head of Department:	DXS
SLT Link:	JID
Date of review:	17.06.2025

#### Permitted Use of AI (Specific Instructions)

‘Any use of AI to create content for assessment is not permitted. Candidates must submit work for assessment which is their own, original work and which applies the knowledge, skills and understanding developed through their Media and Film qualifications. Any use of AI which means candidates have not independently produced their own, original work is malpractice. ‘

Any work that is created by AI should not form part of the candidate’s assessment and must be declared. Where it is permitted that found footage forms a small part of the production, it would be permitted that AI is used. For example, in Film Studies, candidates are allowed to submit up to 10 seconds of found footage for short films. This is not assessed nor included in the total running time. In Media Studies, candidates are required to create original material with specific exceptions that are detailed in each year’s NEA brief. Candidates must provide a full acknowledgement of the content that is generated for the non-assessed 10 seconds or less, with the full name of the AI source and date the content was generated, e.g., <https://www.midjourney.com/home> (06.12.23). Centres and candidates should be aware that poor referencing constitutes malpractice.

We are aware that AI is built into programmes such as Photoshop. Candidates are permitted to use these programmes to manipulate and edit their original images to remove unwanted elements; however, learners are not permitted to use Photoshop or any other software to generate content using a text prompt to add to their original images.

Candidates must disclose any software that they have used in the production of the NEA on their cover sheet.’ [https://www.eduqas.co.uk/media/t4apqvhe/ai-in-nea-media-and-film\\_guidance-for-centres\\_23-11-23.pdf](https://www.eduqas.co.uk/media/t4apqvhe/ai-in-nea-media-and-film_guidance-for-centres_23-11-23.pdf)

Current examples of relevant AI tools include: ChatGPT to create screenplays and written analyses; image generators such as Midjourney; and Deforum AI to generate mise-en-scène and lighting in moving image productions.

**✓ Permitted:**

- **Brainstorming** topic choices
- **Clarifying** understanding of concepts or terminology (e.g., what is representation? What is the male gaze?)
- Suggesting ideas for further **research**

**✗ Not Permitted:**

- Generating analysis or arguments
- Producing drafts, paragraphs, or full NEA responses, particularly for the Statement of Aims
- Rewriting or rephrasing student work
- Citing AI as a source
- Using AI to summarise academic texts, unless fully cited as such
- Using AI to mark or otherwise comment on work

### Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Purpose</b>	<i>Clarifying</i>
<b>Specific Use</b>	<i>Clarifying terminology</i>
<b>Prompt Used</b>	<i>What is meant by 'mainstream' in the context of the magazine industry?</i>

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Date Used</b>	<i>10.06.25</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to get a clear and simple explanation of the concept of 'mainstream' to help me understand its meaning in relation to the magazine industry. This then informed the sort of ideas I would include in my own magazine production.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Authentication Mechanisms**

- Consider restricting access to online AI tools on centre devices and networks
- Allocate time for sufficient portions of written work (e.g., screenplays, Statement of Aims and Intentions, DVD/Blu-Ray blurbs, text for magazines or websites, reflective analysis) to be done in class under direct supervision
- Allocate time for sufficient portions of pre- and post-production work to be done in class under direct supervision
- Examine intermediate / planning stages of production work and keep evidence of planning. In Media Studies, this should be detailed in Section A of the Cover Sheet. (please note that planning is not submitted to WJEC / Eduqas for assessment)
- For moving image work, teachers could set tasks in class where candidates practice camerawork and could then compare this with their final submitted work
- Examine unused production footage such as outtakes
- Investigate instances where candidates produce work which is different to their usual style or quality

- Do not accept work for assessment which it is suspected has been created by AI tools.

## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Lack of historiography referencing
- Lack of source referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

## Media Studies

### AI Use & Misuse Audit Template for NEA

Subject:	Media Studies
Qualification:	GCSE
Course Code:	Eduqas C680QS
Guidance:	NEA guidance: <a href="https://www.eduqas.co.uk/media/t4apqvhe/ai-in-nea-media-and-film_guidance-for-centres_23-11-23.pdf">ai-in-nea-media-and-film_guidance-for-centres_23-11-23.pdf</a> JQC Guidance for the Integrity of Assessments
AI CATEGORY	<b>AI RESTRICTED</b>
NEA task summary	Cross-Media Production – 30% of GCSE .
Head of Department:	DXS
SLT Link:	JID
Date of review:	17.06.2025

#### Permitted Use of AI (Specific Instructions)

‘Any use of AI to create content for assessment is not permitted. Candidates must submit work for assessment which is their own, original work and which applies the knowledge, skills and understanding developed through their Media and Film qualifications. Any use of AI which means candidates have not independently produced their own, original work is malpractice. ‘

Any work that is created by AI should not form part of the candidate’s assessment and must be declared. Where it is permitted that found footage forms a small part of the production, it would be permitted that AI is used. For example, in Film Studies, candidates are allowed to submit up to 10 seconds of found footage for short films. This is not assessed nor included in the total running time. In Media Studies, candidates are required to create original material with specific exceptions that are detailed in each year’s NEA brief. Candidates must provide a full acknowledgement of the content that is generated for the non-assessed 10 seconds or less, with the full name of the AI source and date the content was generated, e.g., <https://www.midjourney.com/home> (06.12.23). Centres and candidates should be aware that poor referencing constitutes malpractice.

We are aware that AI is built into programmes such as Photoshop. Candidates are permitted to use these programmes to manipulate and edit their original images to remove unwanted elements; however, learners are not permitted to use Photoshop or any other software to generate content using a text prompt to add to their original images.

Candidates must disclose any software that they have used in the production of the NEA on their cover sheet.’ [https://www.eduqas.co.uk/media/t4apqvhe/ai-in-nea-media-and-film\\_guidance-for-centres\\_23-11-23.pdf](https://www.eduqas.co.uk/media/t4apqvhe/ai-in-nea-media-and-film_guidance-for-centres_23-11-23.pdf)

Current examples of relevant AI tools include: ChatGPT to create screenplays and written analyses; image generators such as Midjourney; and Deforum AI to generate mise-en-scène and lighting in moving image productions.

**✓ Permitted:**

- **Brainstorming** topic choices
- **Clarifying** understanding of concepts or terminology (e.g., what is representation? What is the male gaze?)
- Suggesting ideas for further **research**

**✗ Not Permitted:**

- Generating analysis or arguments
- Producing drafts, paragraphs, or full NEA responses, particularly for the Statement of Aims
- Rewriting or rephrasing student work
- Citing AI as a source
- Using AI to summarise academic texts, unless fully cited as such
- Using AI to mark or otherwise comment on work

**Student Declaration of AI Use**

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>Purpose</b>	<i>Clarifying</i>
<b>Specific Use</b>	<i>Clarifying terminology</i>
<b>Prompt Used</b>	<i>What is meant by 'mainstream' in the context of the magazine industry?</i>
<b>Date Used</b>	<i>10.06.25</i>

<b>AI Tool Used</b>	<i>ChatGPT</i>
<b>AI Output Reference</b>	<i>250610_1</i>
<b>How this AI use supported my understanding</b>	<i>I used AI to get a clear and simple explanation of the concept of 'mainstream' to help me understand its meaning in relation to the magazine industry. This then informed the sort of ideas I would include in my own magazine production.</i>

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Authentication Mechanisms**

- Consider restricting access to online AI tools on centre devices and networks
- Allocate time for sufficient portions of written work (e.g., screenplays, Statement of Aims and Intentions, DVD/Blu-Ray blurbs, text for magazines or websites, reflective analysis) to be done in class under direct supervision
- Allocate time for sufficient portions of pre- and post-production work to be done in class under direct supervision
- Examine intermediate / planning stages of production work and keep evidence of planning. In Media Studies, this should be detailed in Section A of the Cover Sheet. (please note that planning is not submitted to WJEC / Eduqas for assessment)
- For moving image work, teachers could set tasks in class where candidates practice camerawork and could then compare this with their final submitted work
- Examine unused production footage such as outtakes
- Investigate instances where candidates produce work which is different to their usual style or quality
- Do not accept work for assessment which it is suspected has been created by AI tools.

## Teacher Review & Audit Notes

### 1. AI Misuse Suspected?

Yes  No

### 2. Nature of Suspected Misuse (if any):

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Lack of historiography referencing
- Lack of source referencing
- Other: \_\_\_\_\_

### 3. Additional Authentication Steps:

- Use of AI Checker
- Viva
- Work completed in controlled conditions

### 4. Action Taken:

- Work returned to student for resubmission
- Internal record logged
- Senior leader informed
- Academic misconduct procedure initiated
- Guidance re-issued to student cohort

# 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](mailto: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.

Version 1.0

December 2025

## AI Use & Misuse Audit Template for NEA

Subject:	MUSIC
Qualification:	EDUQAS GCE A Level & GCSE
Course Code:	A Level: A660QS & GCSE: C660QS
Guidance relevant for this audit	<a href="https://www.eduqas.co.uk/media/ha3pjdsx/may-newsletter-eduqas-music -1.pdf">https://www.eduqas.co.uk/media/ha3pjdsx/may-newsletter-eduqas-music -1.pdf</a>
AI CATEGORY	AI RESTRICTED
NEA task summary	<p>Both courses are 60% coursework. GCSE: 30% performance, 30% composition A Level: The weighting is either 25/35, depending on the student's preference</p> <p>The performances have to be performed live, in school, and as such the use of AI only needs to be considered with reference to composition.</p>
Head of Department:	Michael Hartley
SLT Link:	Judith Daniels
Date of review:	24 September 2025

### Permitted Use of AI (Specific Instructions)

#### Permitted:

Candidates are permitted to use AI to generate lyrics. There are no marks awarded for the words – and candidates are permitted to use poems, existing lyrics etc. Candidates should consider the lyrics when writing the music, as there may for example be opportunities for word painting. Please give details in the log, of any lyrics taken from elsewhere, including the prompt given to the AI if used

#### Not Permitted:

Candidates are not permitted to use AI to compose or improve the music they compose. Whilst students are free to work on compositional ideas between lessons (both at home and in study periods), enough work has to be completed within lesson time to enable

the teachers to state with absolute confidence that each composition is entirely the original work of the student.

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	
<b>Purpose</b>	
<b>Specific Use</b>	
<b>Prompt Used</b>	
<b>Date Used</b>	
<b>AI Output Reference</b>	
<b>How this AI use supported my understanding</b>	

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Teacher Review & Audit Notes

1. **AI Misuse Suspected?**
  - Yes  No
2. **Nature of Suspected Misuse (if any):**
  - Work is of an unexpected standard
  - Presence of unusual spellings/phrasings

- Lack of research referencing
- Lack of historiography referencing
- Lack of source referencing
- Other: \_\_\_\_\_

**3. Additional Authentication Steps:**

- Use of AI Checker
- Viva
- Work completed in controlled conditions

**4. Action Taken:**

- Work returned to student for resubmission
  - Internal record logged
  - Senior leader informed
  - Academic misconduct procedure initiated
  - Guidance re-issued to student cohort
-

## AI Use & Misuse Audit Template for NEA

Subject:	PE – Sports Studies
Qualification:	603/7107/9
Course Code:	J829
Guidance relevant for this audit	
AI CATEGORY	AI RESTRICTED
NEA task summary	Sport and the Media – R186 Performance & Leadership – R185
Head of Department:	AJR
SLT Link:	JNF
Date of review:	17 11 2025

### Permitted Use of AI (Specific Instructions)

#### ✔ Permitted:

Generating ideas for parts of the coursework aspects, including fitness testing, can be supported by AI. AI tools can provide great ideas and develop concepts. For example, a student could use ChatGPT to provide ideas for designing fitness tests and then to interpret the data they produce.

AI tools could also be used to identify similar ideas or types of projects. This may speed up the research process. However, it's also important that this stage is not solely driven by using AI tools.

#### ✘ Not Permitted:

- Planning activities
- Generating full NEA content, discussion or analysis
- Rephrasing or rewriting student work
- Citing AI as a source of technical knowledge
- Using AI to evaluate factors affecting development
- Using AI to identify milestones
- Using AI to mark NEA work

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	
<b>Purpose</b>	
<b>Specific Use</b>	
<b>Prompt Used</b>	
<b>Date Used</b>	
<b>AI Output Reference</b>	
<b>How this AI use supported my understanding</b>	

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Teacher Review & Audit Notes

1. **AI Misuse Suspected?**
  - Yes  No

**2. Nature of Suspected Misuse (if any):**

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Other: \_\_\_\_\_

**3. Additional Authentication Steps:**

- Use of AI Checker
- Viva
- Work completed in controlled conditions

**4. Action Taken:**

- Work returned to student for resubmission
  - Internal record logged
  - Senior leader informed
  - Academic misconduct procedure initiated
  - Guidance re-issued to student cohort
-

## AI Use & Misuse Audit Template for NEA

Subject:	PE – A Level
Qualification:	601/8322/6
Course Code:	H555
Guidance relevant for this audit	
AI CATEGORY	AI RESTRICTED
NEA task summary	EAPI
Head of Department:	AJR
SLT Link:	JNF
Date of review:	

### Permitted Use of AI (Specific Instructions)

#### Permitted:

Generating ideas for parts of the coursework aspects, including fitness testing, can be supported by AI. AI tools can provide great ideas and develop concepts. For example, a student could use ChatGPT to provide ideas for designing fitness tests and then to interpret the data they produce.

AI tools could also be used to identify similar ideas or types of projects. This may speed up the research process. However, it's also important that this stage is not solely driven by using AI tools.

#### Not Permitted:

- Planning activities
- Generating full NEA content, discussion or analysis
- Rephrasing or rewriting student work
- Citing AI as a source of technical knowledge
- Using AI to evaluate factors affecting development
- Using AI to identify milestones
- Using AI to mark NEA work

## Student Declaration of AI Use

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	
<b>Purpose</b>	
<b>Specific Use</b>	
<b>Prompt Used</b>	
<b>Date Used</b>	
<b>AI Output Reference</b>	
<b>How this AI use supported my understanding</b>	

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Teacher Review & Audit Notes

1. **AI Misuse Suspected?**
  - Yes  No

**2. Nature of Suspected Misuse (if any):**

- Work is of an unexpected standard
- Presence of unusual spellings/phrasings
- Lack of research referencing
- Other: \_\_\_\_\_

**3. Additional Authentication Steps:**

- Use of AI Checker
- Viva
- Work completed in controlled conditions

**4. Action Taken:**

- Work returned to student for resubmission
  - Internal record logged
  - Senior leader informed
  - Academic misconduct procedure initiated
  - Guidance re-issued to student cohort
-

## AI Use & Misuse Audit Template for NEA

Subject:	DRAMA
Qualification:	A-Level Drama
Course Code:	9/DRO
Guidance relevant for this audit	Component 1 : Devising Drama Portfolio and Performance
AI CATEGORY	<b>AI RESTRICTED</b>
NEA task summary	<ul style="list-style-type: none"> <li>● Devise an original performance piece.</li> <li>● Use one key extract from a performance text and a theatre practitioner as stimuli.</li> <li>● Centre choice of text and practitioner.</li> <li>● Performer or designer routes available.</li> </ul> <p><b><u>AO1, AO2 and AO4 are assessed.</u></b></p> <ul style="list-style-type: none"> <li>● Internally assessed and externally moderated.</li> <li>● There are two parts to the assessment:             <ol style="list-style-type: none"> <li>1) a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4) O the portfolio submission recommendations are: - can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or - can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).</li> <li>2) the devised performance/design realisation (20 marks, assessing AO2).</li> </ol> </li> </ul>
Head of Department:	Ali Hunt
SLT Link:	Joe Omar
Date of review:	29.09.25

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.

### Permitted Use of AI (Specific Instructions)

Permitted:

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

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).

**✗ Not Permitted:**

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

**Student Declaration of AI Use**

1. **Student Name:** \_\_\_\_\_
2. **Declaration** (tick as appropriate):
  - I have not used AI tools during any part of this NEA work.
  - I have used AI tools as outlined below:

<b>AI Tool Used</b>	
<b>Purpose</b>	
<b>Specific Use</b>	

**Commented [J(1):** Students will have the same form, but each subject can give them an idea of what they're likely to write.

**Commented [J(2):** Helpful to include an example that is subject-specific here

<b>AI Tool Used</b>	
<b>Prompt Used</b>	
<b>Date Used</b>	
<b>AI Output Reference</b>	
<b>How this AI use supported my understanding</b>	

**Commented [J(2):** Helpful to include an example that is subject-specific here

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher Review & Audit Notes**

**1. AI Misuse Suspected?**

Yes  No

**2. Nature of Suspected Misuse (if any):**

- o Work is of an unexpected standard
- o Presence of unusual spellings/phrasings
- o Lack of research referencing
- o Lack of historiography referencing
- o Lack of source referencing
- o Other: \_\_\_\_\_

**Commented [J(3):** Think through what suspected misuse might be, in this subject

**3. Additional Authentication Steps:**

- o Use of AI Checker

**Commented [J(4):** Think through how a teacher could authenticate work, in this subject.

- Viva
- Work completed in controlled conditions

**4. Action Taken:**

- Work returned to student for resubmission
  - Internal record logged
  - Senior leader informed
  - Academic misconduct procedure initiated
  - Guidance re-issued to student cohort
-