

# Developing artificial intelligence capabilities

## Guidance for students and parents/carers

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Understanding what artificial intelligence (AI) technology is, its strengths and limitations is important to help ensure students have the 21st century skills needed to become discerning global citizens. You can use this understanding to strengthen your decision-making, critical and creative thinking, and problem-solving skills when considering the use of AI and generative AI tools.

## Ethical scholarship and generative AI

Recognising the importance of ethical scholarship and academic integrity will enhance your opportunities for lifelong learning, certification, employment and university entry.

Acting with integrity:

- means acting morally and ethically
- builds trust and respect
- requires the demonstration of academic responsibilities that adhere to school procedures and guidelines
- emphasises the importance of honestly representing your learning and valuing the completion of your own authentic work.

If you use generative AI tools and present the work as your own, you put your integrity at risk and may bear the consequences of such academic misconduct as plagiarism or a lack of referencing, or fabrication or impersonation of another's work.

## Limitations of generative AI

Not all information freely available on the internet is accurate. Although the tone of responses from a generative AI system may be intelligent and authoritative, these responses are based on an attempt to make data from a pre-trained database sound meaningful. That does not mean that the data is accurate, or that the interpretation of the data is logical, so you need to critically evaluate the responses, e.g. information provided may be:

- incorrect. Generative AI tools often 'hallucinate'. This occurs when the tool generates a plausible but false response based on the prompt. This happens because generative AI is trained to predict the most probable response, not the most factually accurate one
- incomplete. A response may not cover all the relevant aspects of the prompt or leave out some important details
- biased. Stereotypes and biases can be exacerbated due to the data the generative AI has been trained on
- unoriginal. Generative AI is designed to predict the most likely response to a prompt, which means the information it provides may lack originality.

## Protecting your personal data

As with using other online services, using generative AI carries privacy concerns. You must understand the terms and conditions that govern the use of each platform, including age restrictions and implications for how your information may be used.

For instance, some platforms may seek to create profiles based on what prompts and data users provide, e.g. photographs and authentic work. Others may seek to retain or sell users' personal or sensitive information.

## Authenticating your work

For school-based assessment, teachers make judgments to determine students' achievements. It is essential that these judgments are based on accurate and authentic assessment information. Schools use a variety of strategies to authenticate student work, which may include:

- allocating classroom time on a task so the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with students
- requiring students to document specific stages of the development of work, e.g. topic choice, listing resources and conducting preliminary research in class
- collecting copies of each student's work at given checkpoints.

Students should understand:

- there is currently no agreed way to reference or cite information generated by AI
- the premise of referencing information is to direct readers to a particular source, which is challenging because generative AI tools do not always acknowledge the sources from which they generate responses
- sources 'cited' by generative AI tools (often in the form of links to webpages) may or may not be credible or reliable, and you must think critically to verify the information and check for missing, misleading and incorrect information
- sources 'cited' by generative AI tools may not contain the information that the response claims. Where responses do provide references to sources, these should be verified
- the school's academic integrity policies and procedures in relation to referencing all sources used in assessment and classwork
- any legal obligations cited in the terms and conditions of use of each generative AI tool
- how to demonstrate ethical scholarship by completing the QCAA's academic integrity course for students in Years 10 to 12 via the Student Portal (<https://myqce.qcaa.qld.edu.au>).

Teachers may also require:

- formal acknowledgment and declaration of information used and assistance provided. This clarifies and legitimises such support and teaches the principle of academic honesty
- a brief annotation, summary or discussion, written in class, exploring further some aspect of the subject matter or the process of text production. This should help to indicate the extent of each student's understanding and involvement in the task
- an interview with the student, or some other spoken discussion or presentation, following the submission of the task to explore further or seek clarification.

# A national approach to safe, ethical and responsible generative AI in schools

The [Australian Framework for Generative Artificial Intelligence in Schools](#) (the Framework) was released in December 2023 and provides national guidelines relevant to ‘policy makers, school leaders, teachers, support staff, parents and students’ who are involved in ‘Australian school-based education’. It aims to establish the standards for using generative AI in ‘safe, ethical and responsible’ ways. The Framework is designed to help ‘Australian school communities’ by providing principles that ‘support better school outcomes’.

## Useful terms

A more detailed explanation of generative AI and associated terms has been provided by the Australian Curriculum Assessment and Reporting Authority (ACARA) on its Australian Curriculum version 9 website at <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-curriculum-connection/artificial-intelligence/>

## More information

The new *Years 7–9 academic integrity toolkit* supports the understanding and development of ethical scholarship for students in junior secondary. Students and parents/carers can find this resource on the [QCAA website](#).

If you would like more information about academic integrity and assessment in the QCE system, please visit the [QCAA website](#).

For more information about academic integrity and schools, you can refer to the *QCE and QCIA policy and procedures handbook* on the [QCAA website](#).

Alternatively, email [qau@qcaa.qld.edu.au](mailto:qau@qcaa.qld.edu.au).

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