# AI is for understanding NOT authorship

## Definitions
**Artificial Intelligence (AI)** refers to the simulation of human intelligence by machines, especially computer systems. It enables machines to perform tasks that typically require human intelligence, such as understanding natural language (e.g., speech recognition), recognizing images or patterns, making decisions and learning from data (machine learning).

**Generative AI** is a subset of AI focused on creating new content. Instead of just analysing or predicting based on data, generative AI **generates original outputs** such as text, images, audio, code, and video. It uses models trained on large datasets to produce new content such as text, images and code, that mimics human creativity. Examples of generative AI include Chat GPT, DeepSeek and DALL·E.

## Purpose of the policy
Harristown State High School (HSHS) recognises the benefits of utilising AI as a tool to assist learning and the importance of teaching responsible and ethical uses of AI systems.
Students must become familiar with permitted use and prohibited use of AI, as outlined in the school policy.

## Authenticity Requirements
It is the responsibility of the student to demonstrate and document the development of an authentic response to a task.  To do so, students are expected to:
- Complete checkpoints in the format required by the class teacher including planning and drafts.
- Use version history to track the development of the response, saving at critical junctures.
- Participate in student/teacher conferences and class activities.
- Submit a final assessment response that is supported by evidence of its development.
- Submit a final assessment response via Q-Learn, as instructed by teachers.

## Permitted use:
**Student may use AI to assist learning.**   AI may be used by students to support their knowledge and understanding of concepts and tasks, provided its use is referenced, ethical and does not substitute for the student's own thinking.  AI is for understanding, **not** authorship.

### Appropriate uses of AI by students include:
- Brainstorming.
- Researching topics and broadening understanding.
- Clarifying key concepts or unfamiliar terminology.
- Creating flashcards to help memorise definitions, key terms or concepts.
- Summarising or simplifying complex texts to improve understanding.
- Exploring and refining potential ideas, topics or directions relevant to a task.
- Identifying potential sources or quotes.  (These must be independently verified through trusted databases or original texts.)

## Prohibited use
The use of AI by students must not compromise the authenticity of their response to assessment tasks. This means, that AI responses MUST NOT be used for aspects of a task formally evaluated using the marking guide.

**The following uses of AI would breach QCAA (Queensland Curriculum & Assessment Authority) and/or HSHS principles of academic integrity and are prohibited:**
- Generating any portion of a final assessment response.
- Writing contentions, thesis statements or structured arguments.
- Creating any passages of text that are submitted as student work.
- Organising ideas or suggesting improvements to expression or content.
- Proof-reading or editing student-written responses.

- Using word spinners or text generation tools to 'humanise' AI generated responses or to improve on a student's own writing.
- The development of any creative response.

## Referencing expectations

You must verify that you are allowed to use generative AI before using it in your assessment.

If the use of generative AI is permitted, you must acknowledge its use. You will be required to describe how you used the tool in your text, cite it and/or provide the prompts and results within the text or an appendix. If using content generated by the software, use quotation marks or a block quote just like any other quoted text.

- Use must be cited and referenced within responses and recorded in the academic integrity statement on the task sheet.
- Students must produce a transcript of material cited from AI sources, in the form of screen captures or PDF logs, to verify the accuracy of their citation.

### Referencing text

The author is the individual or group that has proprietary rights to a program, e.g., Open AI for ChatGPT or Microsoft for Copilot. The date is the year of the version you used.

**In-text:**
(Author, Year)  e.g. (OpenAI, 2023)
Reference:
**Reference**:
Author, A.A. (Year). *Title* (Version x.x) [Format/Description].
Publisher. https://xxxxxxxxx.xxx
e.g. OpenAI. (2023). *ChatGPT* (May 24 version) [Large language model]. https://chat.openai.com/chat

### Referencing images

Figure X
[AI generated image of... ]
[IMAGE]
Note. Image generated using [name of GenAI tool/software], year (URL**)**
e.g.
Figure 1
(insert image)
[AI generated image of describe/use prompt]
*Note.* Image generated using ChatGPT, 2025
(https://chatgpt.com/)

## School response to suspected prohibited AI use

If prohibited AI use is suspected, a student will be provided with a further opportunity to authenticate their response, in Years 7 -10 and in Senior units 1 and 2.

**These opportunities may include:**
- Rewriting suspected paragraphs/sections under supervised conditions.
- Student teacher conferencing.
- Interview students to determine their understanding of, and familiarity with, their responses.
- Discussion about the task or the student response including questions about vocabulary, content and structure.
- An opportunity to submit further evidence to authenticate work including drafts saved at critical junctures.
- Conducting a writing analysis comparison by comparing a 'suspicious' piece of text with a known student sample.
- In cases where students are unable to provide sufficient evidence of the authenticity of their response, the version of the task that can be verified as authentic will be marked.

Opportunities to authenticate assessment work in **Senior units 1 and 2** can be provided because the assessment tasks for these units are formative.

Student work in Senior units 3 and 4, that is suspected of including prohibited AI use, will not be marked. Instead, the teacher will mark the version of the task that can be verified as authentic.  The summative nature of assessment in these units underpins the processes that can be used in response to suspect prohibited AI use.

A faculty that uses an alternative process to this, will communicate this to students and parent/carers.