Use of generative AI at Sha Tin College

	At Sha Tin College, we encourage our students to be curious about new technologies and their potential applications. Students are therefore encouraged to make appropriate use of generative AI in the course of their learning experiences.		As and when students do make use of generative AI, they are expected to do so responsibly, demonstrating an awareness of the need to engage in positive academic conduct at all times. This document provides students and teachers with guidance on the responsible use of generative AI.

Level	Descriptor	Instructions	Rationale	Sample scenario
AI is not used	Learning is completed entirely without AI assistance. Students rely solely on their own knowledge, understanding, language, ideas, and skills.	AI must not be used at any point during the learning task. If AI is used, it will be considered **academic misconduct**. When submitting work, students must provide a declaration confirming that they have not used AI.	Many tasks will not include elements that can or should be outsourced to AI, as every aspect of the task is used to demonstrate students' learning.	-
AI assists understanding	AI, such as Magic School, can be used to help students understand content.	The work submitted to the teacher must include a transparency statement disclosing how AI was used, including transcripts of interactions with AI.	Students can and should use their initiative to use the tools available to them to aid their understanding. However, it is essential for teachers to understand what material a student may not have understood, so that they can provide them with appropriate support in future.	Student asks AI for a summary of key points for an essay and some references to cite and then reads these sources to understand them. (**IB Scenario #1**) Student asks AI to translate material into their native tongue. Student asks AI to simplify a complex text.
AI supports ideation	AI, such as Magic School, can be used for brainstorming, creating structures, and generating ideas.	No AI-generated or AI-assisted content is allowed in the final piece of work. The work submitted to the teacher must include a transparency statement disclosing how AI was used, including transcripts of interactions with AI.	Students can use AI to help them generate ideas on how to approach a task. This is comparable to doing research for inspiration. However, a student should always declare where their ideas have come from. Not giving credit to the original source of an idea is academic misconduct.	Student asks AI for a summary of counter-positions and alternative viewpoints in response to a question or issue, and the student explores these further. (**IB Scenario #2**) Student asks AI tools to generate a template for the structure of their essay. (**IB Scenario #3**) Student gets AI to write them a paragraph or two for the essay, such as the introduction or summarising an argument and then uses this as a model of what to write (in their own words). (**IB Scenario #6**) The students uses AI tools to generate a template for the structure of their essay. (**IB Scenario #13**)
AI supports improvements	AI, such as Magic School, can be used to suggest	The draft of the work that was submitted to the AI	The IB specifically forbids the use of AI by IB	Student uses AI to suggest improvement to

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	improvements to the clarity or quality of student-created work.	for analysis must be submitted alongside the improved piece of work. AI can be used to identify areas for improvement, but cannot be used to make those improvements.	Diploma and Careers Programme students to improve their work. Teachers may allow students following other courses to use AI in this way, but it is essential that it is always clear to the teacher how the work has been improved by the use of the AI. This ensures that the teacher is aware of the extent to which the work has been improved.	their grammar and sentence construction, but not a wholescale rewrite. (**IB Scenario #9**) Student uses AI to 'mark' their work and give feedback so that they can improve. (**IB Scenario #10**)
AI assists creation 	AI, such as Magic School, is used to create certain elements of the task, as allowed by the teacher. The elements of the task should not be those being assessed by the teacher.	The teacher must make clear which elements of the final task can be completed using AI. The AI-generated elements of the task must be clearly labelled. The work submitted to the teacher must include a transparency statement disclosing how AI was used, including transcripts of interactions with AI.	Some elements of a task may not relate to the learning that is being assessed. Given this, it is acceptable for students to use AI for those elements.	Student creates images for inclusion in a piece of work where a students' conceptual understandings and writing skills are being assessed.
AI assists with all aspects of work	There should be no circumstances where a student uses AI for the completion of all aspects of a learning task. A task that allows students to use AI for all aspects is highly unlikely to result in any learning by the student. A student who uses AI for all aspects of a piece of work will, therefore, be engaging in academic misconduct.			

* All IB Scenarios are taken from *Evaluating 13 Scenarios of AI in student coursework*, International Baccalaureate, 2024

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