Section A [5 marks]

Refer to the advertisement (**Text 1**) and the social media post (**Text 2**) on page 2 of the Insert for Questions 1–4.

1	Look at Text 1. Tick (✓) the **most effective title** based on the **images** in this advertisement. ☐ A sleek electric car ☐ An award-winning luxury car ☑ An eco-friendly car with quality features	Inference [1]
2	The advertisement states that 'We must shift towards clean mobility now more than ever'. What does the word 'must' suggest? The word 'must' suggests that it is important/necessary/essential/imperative/crucial/vital that we change our consumer habits and focus on environmentally-friendly vehicles. Accept: ● 'there is a need to..' (explanation must still be valid) ● suggests that people should … (explanation must still be valid) ● people should stop … (explanation must still be valid) ● an action that everyone is required to take ● … something that we definitely have to do Reject: ● immediate (suggests time but not the nature/attitude; suggests urgency but doesn't not precisely suggest importance) ● right time to do it ● compulsory / mandatory (it suggests a rule or law but not appropriate in this context) ● forcefulness ● 'do not have a choice' (same idea as compulsory) ● 'no other option' (same as no choice) ● 'sense of urgency' / 'urgent' ● and if the student's first adjective is wrong ● we have to (too vague) ● 'have to start changing'	Lang. Use [1]

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3	Identify the phrase in Text 2 which reflects the aim in Text 1 of shifting 'towards clean mobility'? The phrase is '(hop on the trend of) driving eco-friendly cars'. Minor careless/transference errors accepted. Accept without quotation marks (but give feedback).		Quote / Lang. Use [1]
4	Look at Texts 1 and 2 and statements (a) and (b) below. Decide whether the statements refer to Text 1, Text 2, both texts, or neither text. Circle the answer you have chosen for each statement.		Inference / Lang. Use
	(a)	Readers are encouraged to join the writer in taking action. Text 1 / Text 2 / (Both) / Neither	[1]
	(b)	The tone suggests the writer understands what the reader wants to know. Text 1 / (Text 2) / Both / Neither	[1]

Section B [20 marks]

Refer to **Text 3** on pages 3 and 4 of the Insert for Questions 5–14.

5	**(a)**	With reference to Paragraph 1, identify **one** phrase that shows the writer's **realisation** that she was embarking on an adventure. The phrase is '(It) hit home (that this was to be an expedition)'. Minor careless/transference errors accepted. Accept without quotation marks (but give feedback).		Lang Use / Quote [1]
	(b)	The writer stated that her holiday was going to be an 'expedition, not a relaxing holiday' (line 3).		Literal [1]

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		From Paragraph 1, give **two** pieces of evidence that the ship she was on was on a difficult journey. The ship <u>shuddered and sliced through an iceberg</u>, and had to <u>plough through ice floes</u>. *Both needed to score 1m. Direct quotation allowed.* *Students are reminded to be concise when picking out the evidence.*		
6		In Paragraph 1, why do you think the tour guides looked 'unconcerned' (line 4) when navigating through the ice floes? The writer's main tour guide, Adam, is an <u>experienced/skilled/expert</u> [1] guide, while Willie was someone who had <u>grown up/lived in an area</u> [1] where there were icebergs and ice floes. 1m for explaining <u>experience in navigating i.e. being a 'veteran'</u> (accepted other paraphrased versions of this idea) ● skilled ● expert ● done it before / many times ● been through the same situation before ● knows how to navigate ● they are not new to navigating ● accustomed to the navigation 1m for <u>familiarity with the area/knowing the area well i.e. being a 'native'</u> (accept other paraphrased versions of this idea) ● used to the area ● live in the area Reject: ● 'veteran' / 'native' without explanation of what it means ● used to 'it' - not clear enough whether it is referring to the area		Inferenc e [2]

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7	In Paragraph 2, the writer said that their 'decrepit Russian ship was not going to win any beauty pageants' (lines 6–7). What does this description suggest about how the writer felt in this moment? The writer was <u>not impressed/not excited/not enthusiastic/less confident</u> by the ship they were on as it was old / did not look like it was in a good state/condition. Accept: ● let down ● disappointed ● disheartened ● unsatisfied ● unhappy/displeased Rejected: ● pessimistic ● embarrassed ● apprehensive ● worried ● doubtful ● unsure ● uncertain ● unease/uneasy/uncomfortable ● nervous ● hopeless ● critical/cynical ● annoyed ● moody ● scared/scary ● defeated ● disgusted ● solemn ● concerned ● irritated ● disdain ● terrified ● unhappy ● upset ● all other imprecise answers		Inferenc e [1]
8	Referring to Paragraph 2, explain in **your own words** why the writer felt that her travel was 'grisly yet compelling' (line 11). Her travel was <u>frightening/scary/disgusting/dangerous</u> as <u>there were icebergs that could have affected her ship's navigation</u> / as she <u>had to consume pungent moose stews instead of fine dining</u> (explaining disgusting) [1], but it was also <u>exciting/fascinating/interesting</u> as she was <u>able to see animals such as polar bears</u> amid the ice. [1]		IYOW [2]

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		1m for recasting and explaining 'grisly', and 1m for recasting and explaining 'compelling'.		
9	**(a)**	Identify **one** phrase in Paragraph 3 which suggests that there was a large number of thick-billed murres. The phrase is, ● 'ominous black clouds' ● 'black clouds' ● 'black clouds of them' ● 'clouds of them' ● 'ominous black clouds of them' *Do not penalise if missing quotation marks or for minor transference errors. Reject excess.*		Quote- / Lang. Use [1]
	(b)	Give **two** pieces of evidence from Paragraph 3 which suggests that the thick-billed murres felt intimidated by the other birds. **(i)** The thick-billed murres 'sought to avoid' the gulls. / They 'sought to avoid the glaucous gulls.' [1] They avoided the other birds. Accept: 'sought to avoid' **(ii)** The gulls eyed the thick-billed murres with 'cold-eyed disdain'. / The gulls 'eyed them with cold-eyed disdain (from the rocks).' [1] Reject: 'cold-eyed disdain' without mentioning the specific birds or without mentioning the specific action of eyeing e.g. 'The evidence is cold-eyed disdain.' Excess denied.		Literal / Quote / Lang. Use [2]
10	In Paragraph 4, the writer was taken on a potentially dangerous land expedition. Explain how the language used in this paragraph makes Adam, the tour guide, seem protective of his group. Support your answer with **two** details from Paragraph 4. ● The first detail, 'rifle strapped to his back (was our intrepid bear monitor)', suggests that Adam was ready to use a weapon/the gun to defend his group from any vicious attacks from polar bears. [1] reject: answers that repeated the word 'rifle' without further explanation			Lang. Use [2]

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	• The second detail, '(he would return back to our group,) stealthily pad around us (like a mother lion)', suggests that Adam would move quietly/carefully around the group so as not to attract polar bears while being ready/alert/quick to defend the group in the event of an attack. [1] Reject: answers that did not explain 'stealthily' clearly and sufficiently Most answers repeat the word "protective" which is the root word of the question. Marks not awarded for explanation with words repeated in quoted "detail" e.g. regularly • The detail, '(we followed with some apprehension as he) painstakingly picked our route', suggests that Adam took great care/effort in selecting a safe route for the group to travel on. [1] • The detail, '(his) head moving from right to left as regularly as a pendulum', suggests that Adam would constantly be checking the surrounding/paying very close attention to the surroundings/alert to his surroundings for any signs of potential danger. [1] *Any 2 ideas for 2m.* *Quotation marks are not required but students must still pick out the right details with the necessary key words (as underlined above).* *Reject:* *'expression at once alert and apprehensive' - does not show action, it shows reaction instead* 'rifle strapped to his back' suggests Adam *could keep his group safe at all times by keeping a rifle strapped to him -did not explain that weapon is to defend group*		
11	In Paragraph 5, the writer and her group had 'started to politely decline' (line 30) the meal offered by a local. Why do you think they rejected the meal at first? The writer and her group had politely declined the meal offer at first as they did not wish to consume raw/uncooked [1] mussels/seal entrails/food. Also accept: They thought it was unsafe to consume the food/the food was not cooked. [1] Reject: The meal had seal entrails and large brown seaweed which made the writer feel alarmed and disgusted. -answer can be		Inference [1]

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	explained further to show that the food is raw and uncooked. Also reject: not used to the cuisine/not keen to eat the food/wary of the food being poisonous/found the food unappealing		
12	In Paragraph 6, the writer used the phrase 'mesmerising yet menacing creatures' (line 34) to describe the polar bears. What does this phrase suggest about the writer's view of polar bears? Use **your own words** in your answer. While the writer finds polar bears fearsome/dangerous/scary/threatening/intimidating/aggressive/fierce/ ferocious animals, (explaining 'menacing') she also finds them beautiful/attractive/fascinating/captivating/interesting/majestic/magnificent*intriguing/ intriguing to watch* (explaining 'mesmerising') *Accept: The author was afraid of the polar bears but still wanted to admire them.* *Accept: violent, vicious* *Recast 'mesmerising' and 'menacing'. Both ideas needed to score 1m.* *Reject:* • *magical/enchanting/elegance/enthralling/entrancing* • *deadly - not used to describe animals* • *frightening/terrifying - used to describe situation, not animals* • *amazing* • *monstrous -describes the appearance of hideousness* • *Pulchritudinous/stunning- beauty of a human* • *unique and special* • *adore/adorable - does not mean mesmerising* • *awe/awe-inspiring - not specific enough* • *stunning* • *ruthless - used to describe humans* • *impressive* • *eye-catching - does not mean mesmerising* • *breath-taking* • *spectacular* • *admirable* *Students are advised not to give more than 2 adjectives for one description.*		Lang. Use [1]

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13	In Paragraph 7, the writer claimed that she had a 'life-changing holiday' (line 47) and could not believe she did it. Explain how this claim is supported with reference to **two** pieces of evidence from Paragraph 7. • The detail '(I felt) every drop of energy drained from my body (after experiencing a five-day holiday that felt like torture)' **OR** '(I put my) body through the unthinkable' indicates that her holiday was very physically demanding/exhausted yet she was surprised at her resilience. [1] Reject : tough situations/new experiences/impactful/unfamiliar experiences/unbelievable situations. Max 1m for this point even if students quoted the above as two separate pieces of evidence. • The writer 'almost experienced frostbite', indicating that she had experienced extreme cold conditions that could have caused serious injuries but was surprised that it did not lead to that. [1] • The writer 'encountered precarious situations with creatures (we are not meant to disrespect with our uninvited presence)' which were dangerous/life-threatening, yet she managed to complete her holiday unscathed. [1] Accept: life and death situations/went out of her comfort zone *Any of the two points for 2m* *Marks will be awarded as long as the evidence quoted is explained reasonably well and in their own words.* *Explanation must match the quote. Stringing of evidence is not sufficient.*		Lang. Use [2]
14	The structure of the text reflects the writer's experiences during her holiday to the Canadian Arctic. Complete the flow chart by choosing one phrase from the box to summarise the writer's experience at each part of the text. There are some extra phrases in the box you do not need to use. [4] **The writer's experiences during her holiday** ruminating about her holiday avoiding a large iceberg observing signs of life anticipating large creatures amazed at what had been accomplished navigating a treacherous route gaining new experiences		

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	Paragraph 1 **(i)** navigating a treacherous route [1] ↓ Paragraphs 2-3 **(ii)** observing signs of life [1] ↓ Paragraphs 4-6 **(iii)** gaining new experiences [1] ↓ Paragraph 7 **(iv)** ruminating about her holiday [1] Do not penalise minor transference errors.

Section C [25 marks]

Refer to **Text 4** on pages 5 and 6 of the Insert for Questions 15–20.

15		The writer says that the powerful artificial intelligence (AI) chatbot, ChatGPT, 'has some serious pitfalls' (line 2). With reference to Paragraph 1, what are the pitfalls concerning the use of AI chatbots? There could be <u>security breaches</u> and <u>privacy concerns</u> to the undisclosed data it was trained on. award marks when there is mention of security breaches and privacy concerns. Any other information will be marked as Excess denied. *Both ideas needed to score 1m.*	Literal [1]
16	**(a)**	According to the writer, ChatGPT is able to respond to us in a 'human-like way' (line 11). With reference to Paragraph 2, state **one** way ChatGPT is able to interact with its users in a human-like manner. • ChatGPT is able to produce natural human language.	Literal [1]

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		• Much like having a conversation with someone, users can talk to ChatGPT. • ChatGPT will be able to remember the things users have said to it in the past. • ChatGPT is capable of correcting itself when challenged. Excess Denied applies. *Any one of the above points for 1m.*	
	(b)	From Paragraph 2, give **two** features of ChatGPT which makes it useful for research. It is able to present information from the internet from • a variety of sources/(ChatGPT was) trained on all sorts of text such as Wikipedia, blog posts, books and academic articles [1] • and pull up present-day information and historical information within seconds / a very short amount of time. [1]	Literal [2]
17	Paragraph 3 says that 'a security breach meant that some users on ChatGPT saw conversation headings in the sidebar that did not belong to them' (lines 16–17). What was the reason for this security breach and why is it a serious issue? A bug [1] in the programme caused the security breach and this is a serious issue because it breaches the privacy/it accidentally shares chat histories/accidentally shares confidential information of millions of users/many users. [1]		Literal [2]
18	In Paragraph 6, the writer says that it is 'unfortunate a huge cross-section of human jobs face going away at the same time' (lines 55–56). What is the writer's tone when he makes this comment? The writer is resigned/discouraged/apprehensive/nervous/worried/concerned about the potential loss of human jobs which will likely happen if we continue to be overly reliant on AI. reject: sad/dejected,regret, dismayed, upset reject: disappointed/disheartened- it suggests that the writer has expectations which is not the case. reject: helpless -suggests weakness Reject: critical, pitiful, sympathetic, compassionate, unhappy, melancholic, empathetic, pessimistic, defeated, disapproval, anxious, devastated		Lang. Use/ Inference [1]

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19 Here is a part of a conversation between two students, Jane and Ben, who have read the article.

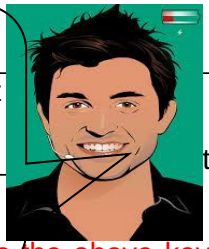
Jane



I think there's still value in embracing ChatGPT.

Ben

ChatGPT may not be secure as users can divulge restricted information.



(a) Give **two** pieces of evidence from Paragraph 6 to support

(i) ChatGPT could potentially make education more t continues to be free. [1]

do not penalise if "it continues to be free" as long as the above key words are present in the answer

(ii) ChatGPT could also make the learning process a bit easier. [1]

reject: it can change the way we learn-too vague

Literal

[2]

(b) Give **one** piece of evidence from Paragraph 3 to support Ben's view.

Samsung employees have been reported to accidentally/easily share confidential company information with ChatGPT.

Literal

[1]

20 **Using your own words as far as possible**, summarise the benefits and problems associated with AI chatbots, as outlined in the text.

Use only information from Paragraphs 4 to 5 of Text 4.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not including the words given to help you begin).

[15]

No.	From the passage	Paraphrased
	Benefits	
1	language learning / AI-powered character that you can talk to in the language you are learning	language acquisition / acquiring language / improving language skills

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2	diverse educational tool / essentially an AI tutor / can give you tailored feedback on your learning	multiple/myriad ways of learning / to gain new knowledge / an AI educator/teacher /customised/personalised/specific/ useful/detailed feedback accept: constructive criticism accept: comments/advice to improve learning reject: giving comments about our education/concise feedback/personal feedback - meaning is changed helps in tutoring	
	Problems		
3	known to produce misinformation	creates/provides/gives/generates wrong/inaccurate/false/incorrect information Reject: spread;share	
4	does not always accurately solve reasoning problems	does not precisely/effectively/adequately solve reasoning/logical problems reject: unable to solve reasoning problem- the meaning is changed reject : critical thinking reject if students did not state reasoning or logic problems	
5	unlikely to discern whether what you are reading was created by AI or an actual person	unable to distinguish/ascertain whether articles are generated by AI or a human/professional/writer no marks awarded if student did not state by AI or actual person reject: man-made content	
6	may not be enough to satisfy the data protection laws that cover Europe	insufficient efforts in adhering to data security laws/regulations Accept: they may not satisfy data protection laws	
7	highly likely that OpenAI scooped up personal information when it trained ChatGPT	used/collected/got/gathered personal/private/confidential information when training AI chatbots. reject: leaked/misused personal information	
8	Similar arguments against training data are waged by artists who say they never consented for their work to train an AI model	did not seek permission of artists/professionals when using their work to train AI models	

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	OR Getty Images sued StabilityAI for <u>using copyrighted images to train its AI models</u>	use of copyrighted/trademarked/patented images/content/material in AI training reject: pictures /develop AI model artwork or art
9	the <u>lack of transparency</u>	inadequate/inaccessible information/training records Reject: no disclosure or no transparency from creator /lack honesty
10	makes it <u>difficult to know whether it was done lawfully</u>	not easy to find out/discern if AI training methods were conducted legally

Content – 1m per each correct point, up to 8 marks
Style – 7m

<u>QUESTION 20 (summary)</u>: STYLE ASSESSMENT (7 MARKS)

Summary Style Descriptors	
Mark	
7	• Sustained and successful use of own words and structures • Consistently well organised ideas which convey the meaning of the text clearly and precisely
5–6	• Frequent and usually appropriate use of own words and structures • Mostly well organised ideas which convey the meaning of the text clearly
3–4	• Some use of own words and structures • Some attempts at organising ideas to convey the meaning of the text
1–2	• Occasional attempts at use of own words and/or structures • Attempts at conveying the meaning of the text
0	• No creditable response.

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