

Visit

FREETESTPAPER.com

for more papers



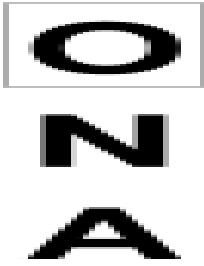
Website: [freetestpaper.com](http://www.freetestpaper.com)



[Facebook.com/freetestpaper](https://www.facebook.com/freetestpaper)



[Twitter.com/freetestpaper](https://www.twitter.com/freetestpaper)



聖嬰中學

HOLY INNOCENTS' HIGH SCHOOL



Candidate Name

Class

Index Number

**PRELIMINARY EXAMINATION 2023
SECONDARY 4 EXPRESS
ENGLISH LANGUAGE
PAPER 2 COMPREHENSION – INSERT**

1184/02

Date: 7 Aug 2023

Duration: 1 h 50 min

Additional Materials: Question Paper

READ THESE INSTRUCTIONS FIRST

This Insert contains Text 1, Text 2, Text 3 and Text 4.


Set by: Ms Siti Aisyah

Vetted by: Ms Hazel Lee


Section A

Study the advertisement (**Text 1**) and a social media post (**Text 2**) and answer Questions 1-4 in the Question Paper.


Text 1 is taken from an advertisement found in National Geographic magazine.



**2022
World Car
of the Year**




**2022
UK Car
of the Year**




We


**2022
German Car
of the Year**




**2022-2023
Japan
Import Car
of the Year**




**2023
MotorTrend
SUV
of the Year**





must shift towards clean mobility now more than ever.

Sir ... IONIQ 5 ... another face in
 the ...  **HYUNDAI** ... of distinguished
 accolades, IONIQ 5 has taken meaningful steps into welcoming a clean mobility era.

www.hyundai.com/worldwide

Text 2 is taken from a social media post about the Hyundai IONIQ 5 car.

If you've only seen the Hyundai IONIQ 5 in photographs, you might assume it's just an ordinary family car, but that's where looks can be deceiving – it's actually a really big electric car! Indeed, at 4.6 metres tall, the IONIQ 5 is almost as big as a limousine car. In fact, the three-metre distance between the front and rear of the car provides a remarkable amount of space. It's about time we hop on the trend of driving eco-friendly cars without sacrificing space, comfort and design. Definitely one of the more affordable electric car options out there.

Section B

Text 3

The text below is about the writer and her family's holiday to the Canadian Arctic.

Read the text carefully and answer Questions 5–14 in the Question Paper.

- 1 Our small ship shuddered and sliced through an iceberg, causing our assembled group to lose our balance during our first daily briefing from Adam, a veteran tour guide. It hit home that this was to be an expedition, not a relaxing holiday. Only Adam and his young Inuit trainee guide, Willie who is a native, looked unconcerned as we ploughed through the ice floes of eastern Canada's Lower Arctic. 5
- 2 Our Inuit-run company was not an exotic cruise line, and our decrepit Russian ship was not going to win any beauty pageants. Hearty but pungent moose stews replaced fine dining. The adventure did not take long to get started. We received our first glimpse of a polar bear in Ungava Bay, when an eerie ghost ship of an iceberg appeared. As it loomed closer, the hulking yellowy-white bear came into view, lumbering heavily across the blinding ice. It was a grisly yet compelling introduction to this remote region. 10
- 3 The iceberg slowly twisted and turned until Akpatok Island was revealed, home of the thick-billed murrets – birds famous for their spectacular diving skills as they hunt for fish amid the icy water. The boats took us through ominous black clouds of them as they sought to avoid the glaucous gulls that eyed them with cold-eyed disdain from the rocks. 15
- 4 We did most of our sailing at night. Some of us had hoped for daytime excursions on sleds pulled by huskies, but soon, it became clear that our land expeditions were a good opportunity to stretch our legs. Adam, rifle strapped to his back, was our intrepid polar bear monitor. We followed with some apprehension as he painstakingly picked out our route, his head moving from left to right as regularly as a pendulum. Sometimes a hand flicked behind him would command our silence and immediate cessation of movement. Then, he would cup his ear and lean in the direction where we presumed such a creature lurked, his expression at once alert and apprehensive. At other times, he would return back to our group, where he would stealthily pad around us like a mother lion. Only once, to our perturbation, did we catch him issuing a broad wink at Willie, who quickly turned away to suppress apparently uncontrollable giggles. 20 25
- 5 At Diana Island, Adam led us to a local man, perched on his canoe on the gravelly shoreline. The local was carefully shucking mussels with a hunting knife. He offered them to us as a meal with seal entrails and a large brown seaweed called kelp. Alarmed, we started to politely decline until the local, grinning broadly, pulled a small portable stove and cooking utensils out of his large rucksack. Willie giggled again. Adam, with a sharp look at Willie, distracted us from his trainee's merriment. 30
- 6 Polar bears remained high on everyone's wish list, so the last two days of the voyage were dedicated to finding more of the mesmerising yet menacing creatures. We were thrilled when a large male joined us for the last leg of our journey, paddling furiously between ice floes as we cruised past Frobisher Bay's dark mountains, wedged with glaciers and ice mirages that stood like skyscrapers on the horizon. 35
- 7 Back at the little airport on our final day at Iqaluit, Nanavut's capital, we waited for our flight back home with Adam and Willie engaged in their own animated conversation. I

felt every drop of energy drained from my body after experiencing a five-day holiday that 40
felt like torture. I put my body through the unthinkable, almost experienced frostbite and
even encountered precarious situations with creatures we are not meant to disrespect
with our uninvited presence. Yet I felt, dare I say it, longing for more? I could not believe
I did it. In my reverie, I was snapped back to reality by Willie's gentle nudging. He
asked, 'Would you do something like this again?' 45

'Only if you two continue to be my guides,' I responded thoughtfully. 'This was actually a
life-changing holiday.'

Adapted from <https://www.wanderlust.co.uk/content/arctic-canada-inuit-adventure-cruise/>

Section C

Text 4

In the article below, experts explain the problems concerning ChatGPT, a powerful artificial intelligence (AI) chatbot.

Read the article carefully and answer Questions 15–20 in the Question Paper.

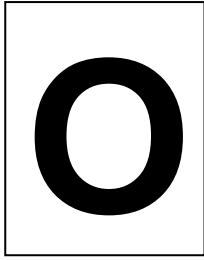
- 1 ChatGPT is a powerful artificial intelligence (AI) chatbot that is quick to impress, yet plenty of people have pointed out that it has some serious pitfalls. From security breaches to privacy concerns to the undisclosed data it was trained on, there are plenty of concerns about the AI-powered chatbot, yet the technology is already being incorporated into apps and used by millions of users. 5
- 2 According to the creators, ChatGPT is essentially a large language model designed to produce natural human language. Much like having a conversation with someone, you can talk to ChatGPT and it will remember things you have said in the past while also being capable of correcting itself when challenged. It was trained on all sorts of text from the internet. Think Wikipedia, blog posts, books and academic articles. Alongside responding to you in a human-like way, it can recall information about our present-day world plus pull up historical information from our past within seconds. Learning how to use ChatGPT is simple and it is easy to be fooled into thinking that the AI system performs without any trouble. However, in the months following its release, key problems emerged around privacy, security and its wider impact on people's lives, from jobs to education. 10 15
- 3 In March 2023, a security breach meant that some users on ChatGPT saw conversation headings in the sidebar that did not belong to them. Accidentally sharing users' chat histories is a serious concern for any tech company, but it is absolutely unacceptable considering how many people use the popular chatbot. As reported by Reuters, ChatGPT had 100 million monthly active users in January 2023 alone. While the bug that caused the breach was quickly patched, the Italian data regulator demanded that OpenAI stop all operations that processed Italian users' data. This is not the only way that ChatGPT poses a security threat either. It is just as easy to accidentally share confidential information as a user. One good example is how Samsung employees shared company information with ChatGPT several times as they confided in ChatGPT and sought advice about their work problems. 20 25
- 4 Following the massively popular launch of ChatGPT, many people have questioned how OpenAI trained its model in the first place. Even with improved changes to OpenAI's privacy policies following the incident with Italian regulators, it may not be enough to satisfy the data protection laws that cover Europe. It is highly likely that OpenAI scooped up personal information when it trained ChatGPT. While the laws in the United States are less definitive, European data laws still protect a person's personal data, whether they post that information publicly or privately. Similar arguments against training data are being waged by artists who say they never consented for their work to train an AI model. At the same time, Getty Images sued StabilityAI for using copyrighted images to 30 35

train its AI models. Unless OpenAI publishes its training data, the lack of transparency makes it difficult to know whether it was done lawfully.

- 5 The dust is yet to settle after the rapid development and deployment of ChatGPT but that has not stopped the underlying technology from being stitched into a number of commercial apps. Among the apps which have integrated GPT-4, ChatGPT's predecessor, are Duolingo and Khan Academy. The former is a language learning app while the latter is a diverse educational learning tool. Both offer what is essentially an AI tutor, either in the form of an AI-powered character that you can talk to in the language you are learning or as an AI tutor that can give you tailored feedback on your learning. However ChatGPT in itself can be problematic when it comes to learning. ChatGPT is known to produce misinformation, and it does not always accurately solve reasoning problems. For example, when asked if both a car and a tank can fit through a doorway, it failed to consider both width and height. AI is now also being used to produce articles and website content that you may have already encountered, or as a tool in the writing process. Yet you are unlikely to discern whether what you are reading was created by AI or by an actual person. Every media consumer now needs to be more vigilant than ever in verifying accuracy in what they read. 40 45 50
- 6 On the one hand, AI chatbots could change the way we learn, potentially making education more accessible if they continue to be free and make the learning process a bit easier. But on the other hand, it is unfortunate a huge cross-section of human jobs face going away at the same time if we continue to be overly reliant on AI. 55

Adapted from <https://www.makeuseof.com/openai-chatgpt-biggest-problems/>

End of Insert



聖嬰中學

HOLY INNOCENTS' HIGH SCHOOL

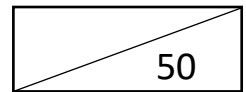


Candidate Name

Class

Index Number

**PRELIMINARY EXAMINATION 2023
SECONDARY 4 EXPRESS
ENGLISH LANGUAGE
PAPER 2 COMPREHENSION
QUESTION PAPER**



1184/02

Date: 7 Aug 2023

Duration: 1 h 50 min

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black ballpoint pen.

Do not use staples, paper clips, glue, correction fluid/tape or highlighters.

Answer **all** questions.

Write your answers in the spaces provided on the Question Paper.

The Insert contains the texts for all the sections.

The number of marks is given in brackets [] at the end of each question or part question.

Set by: Ms Siti Aisyah

Vetted by: Ms Hazel Lee

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

[1]

2 The advertisement states that 'We must shift towards clean mobility now more than ever'.

What does the word 'must' suggest?

.....
.....[1]

3 Identify the phrase in Text 2 which reflects the aim in Text 1 of shifting 'towards clean mobility'?

.....[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.

(a) Readers are encouraged to join the writer in taking action.

Text 1 / Text 2 / Both / Neither

(b) The tone suggests the writer understands what the reader wants to know.

Text 1 / Text 2 / Both / Neither

[2]

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.

.....[1]

- (b)** The writer stated that her holiday was going to be an 'expedition, not a relaxing holiday' (line 3).

From Paragraph 1, give **two** pieces of evidence that the ship she was on was on a difficult journey.

.....
.....[1]

- 6** In Paragraph 1, why do you think the tour guides looked 'unconcerned' (line 4) when navigating through the ice floes?

.....
.....
.....[2]

- 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?

.....
.....[1]

- 8** Referring to Paragraph 2, explain in **your own words** why the writer felt that her travel was 'grisly yet compelling' (line 11).

.....
.....
.....[2]

9 (a) Identify **one** phrase in Paragraph 3 which suggests that there was a large number of thick-billed murres.

.....[1]

(b) Give **two** pieces of evidence from Paragraph 3 which suggests the thick-billed murres felt intimidated by the other birds.

(i)

(ii)

[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.

.....
.....
.....
.....
.....[2]

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?

.....
.....[1]

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.

.....
.....[1]

- 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.

.....

.....

.....

.....

.....[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.

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

Paragraph 1 (i)



Paragraphs 2-3 (ii)



Paragraphs 4-6 (iii)



Paragraph 7 (iv)

[4]

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?

.....
.....[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.

.....
.....[1]

- (b)** From Paragraph 2, give **two** features of ChatGPT which makes it useful for research.

.....
.....
.....[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?

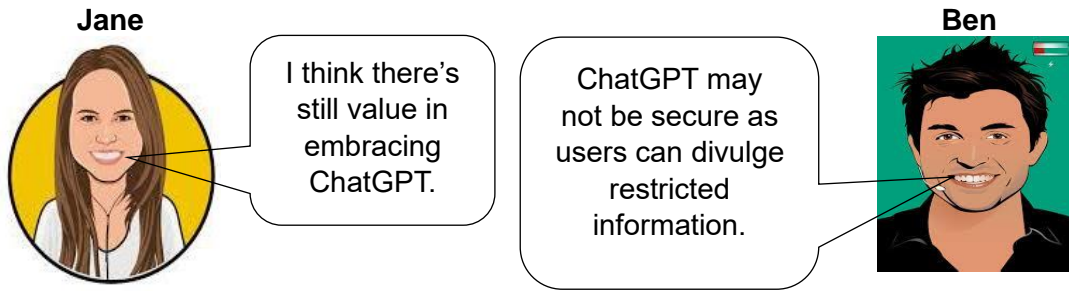
.....
.....
.....[2]

- 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?

.....
.....[1]

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



(a) Give **two** pieces of evidence from Paragraph 6 to support Jane's view.

(i)
.....[1]

(ii)
.....[1]

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

.....
.....[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).

One of the benefits associated with AI chatbots is

.....
.....
.....
.....
.....
.....

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.

<p>1</p>	<p>Look at Text 1. Tick (✓) the most effective title based on the images in this advertisement.</p> <p><input type="checkbox"/> A sleek electric car</p> <p><input type="checkbox"/> An award-winning luxury car</p> <p><input checked="" type="checkbox"/> An eco-friendly car with quality features</p>	<p>Inference</p> <p>[1]</p>
<p>2</p>	<p>The advertisement states that ‘We must shift towards clean mobility now more than ever’.</p> <p>What does the word ‘must’ suggest?</p> <p>The word ‘must’ suggests that it is <u>important/necessary/essential/imperative/crucial/vital</u> that we change our consumer habits and focus on environmentally-friendly vehicles.</p> <p>Accept:</p> <ul style="list-style-type: none"> ● ‘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 <u>required</u> to take ● ... something that we <u>definitely</u> have to do <p>Reject:</p> <ul style="list-style-type: none"> ● 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’ 	<p>Lang. Use</p> <p>[1]</p>

Suggested Answers

3	Identify the phrase in Text 2 which reflects the aim in Text 1 of shifting 'towards clean mobility'?	Quote / Lang. Use [1]
	The phrase is '(hop on the trend of) <u>driving eco-friendly cars</u> '.	
	Minor careless/transference errors accepted. Accept without quotation marks (but give feedback).	
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) <u>hit home</u> (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]

Suggested Answers

	<p>From Paragraph 1, give two pieces of evidence that the ship she was on was on a difficult journey.</p> <p>The ship <u>shuddered and sliced through an iceberg</u>, and had to <u>plough through ice floes</u>.</p> <p><i>Both needed to score 1m. Direct quotation allowed. Students are reminded to be concise when picking out the evidence.</i></p>		
<p>6</p>	<p>In Paragraph 1, why do you think the tour guides looked 'unconcerned' (line 4) when navigating through the ice floes?</p> <p>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.</p> <p>1m for explaining <u>experience in navigating i.e. being a 'veteran'</u> (accepted other paraphrased versions of this idea)</p> <ul style="list-style-type: none"> ● 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 <p>1m for <u>familiarity with the area/knowning the area well i.e. being a 'native'</u> (accept other paraphrased versions of this idea)</p> <ul style="list-style-type: none"> ● used to the area ● live in the area <p>Reject:</p> <ul style="list-style-type: none"> ● 'veteran' / 'native' without explanation of what it means ● used to 'it' - not clear enough whether it is referring to the area 		<p>Inference</p> <p>[2]</p>

Suggested Answers

<p>7</p>	<p>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?</p> <p>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.</p> <p>Accept:</p> <ul style="list-style-type: none"> ● let down ● disappointed ● disheartened ● unsatisfied ● unhappy/displeased <p>Rejected:</p> <ul style="list-style-type: none"> ● 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 	<p>Inference</p> <p>[1]</p>
<p>8</p>	<p>Referring to Paragraph 2, explain in your own words why the writer felt that her travel was ‘grisly yet compelling’ (line 11).</p> <p>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],</p> <p>but it was also <u>exciting/fascinating/interesting</u> as she was <u>able to see animals such as polar bears amid the ice.</u> [1]</p>	<p>IYOW</p> <p>[2]</p>

Suggested Answers

		<i>1m for recasting and explaining 'grisly', and 1m for recasting and explaining 'compelling'.</i>	
9	(a)	<p>Identify one phrase in Paragraph 3 which suggests that there was a large number of thick-billed murres.</p> <p>The phrase is,</p> <ul style="list-style-type: none"> ● 'ominous black clouds' ● 'black clouds' ● 'black clouds of them' ● 'clouds of them' ● 'ominous black clouds of them' <p><i>Do not penalise if missing quotation marks or for minor transference errors. Reject excess.</i></p>	<p>Quote- / Lang. Use</p> <p>[1]</p>
	(b)	<p>Give two pieces of evidence from Paragraph 3 which suggests that the thick-billed murres felt intimidated by the other birds.</p> <p>(i) The thick-billed murres '<u>sought to avoid</u>' the gulls. / They '<u>sought to avoid the glaucous gulls.</u>' [1] They <u>avoided</u> the other birds.</p> <p>Accept: 'sought to avoid'</p> <p>(ii) <u>The gulls eyed the thick-billed murres with 'cold-eyed disdain'.</u> / The gulls '<u>eyed them with cold-eyed disdain</u> (from the rocks).' [1]</p> <p>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.'</p> <p>Excess denied.</p>	<p>Literal / Quote / Lang. Use</p> <p>[2]</p>
10		<p>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.</p> <ul style="list-style-type: none"> ● The first detail, '<u>rifle strapped to his back</u> (was our intrepid bear monitor)', suggests that Adam was ready to <u>use a weapon/the gun to defend his group</u> from any vicious <u>attacks from polar bears.</u> [1] <i>reject: answers that repeated the word 'rifle' without further explanation</i> 	<p>Lang. Use</p> <p>[2]</p>

Suggested Answers

	<ul style="list-style-type: none"> • The second detail, '(he would return back to our group,) <u>stealthily pad around us (like a mother lion)</u>', suggests that Adam would <u>move quietly/carefully</u> around the group <u>so as not to attract polar bears while being ready/alert/quick to defend the group</u> in the event of an attack. [1] <i>Reject: answers that did not explain 'stealthily' clearly and sufficiently</i> 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) <u>painstakingly picked our route</u>', suggests that Adam took <u>great care/effort</u> in selecting a <u>safe</u> route for the group to travel on. [1] • The detail, '(his) <u>head moving from right to left as regularly as a pendulum</u>', suggests that Adam would <u>constantly be checking the surrounding/paying very close attention to the surroundings/alert to his surroundings</u> for <u>any signs of potential danger</u>. [1] <p><i>Any 2 ideas for 2m.</i></p> <p><i>Quotation marks are not required but students must still pick out the right details with the necessary key words (as underlined above).</i></p> <p><i>Reject:</i> <i>'expression at once alert and apprehensive' - does not show action, it shows reaction instead</i></p> <p><i>'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</i></p>		
<p>11</p>	<p>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?</p> <p>The writer and her group had politely declined the meal offer at first as they did not wish to consume <u>raw/uncooked</u> [1] mussels/seal entrails/food.</p> <p>Also accept: They thought it was <u>unsafe to consume the food/the food was not cooked</u>. [1]</p> <p><i>Reject: The meal had seal entrails and large brown seaweed which made the writer feel alarmed and disgusted. -answer can be</i></p>		<p>Inferenc e</p> <p>[1]</p>

Suggested Answers

	<p>explained further to show that the food is raw and uncooked.</p> <p>Also reject: not used to the cuisine/not keen to eat the food/wary of the food being poisonous/ found the food unappealing</p>		
<p>12</p>	<p>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.</p> <p>While the writer finds polar bears <u>fearsome/dangerous/scary/threatening/intimidating/aggressive/fierce / ferocious</u> animals, (explaining ‘menacing’)</p> <p>she also finds them <u>beautiful/attractive/fascinating/captivating/interesting/majestic/magnificent/intriguing/ intriguing to watch</u> (explaining ‘mesmerising’)</p> <p>Accept: The author was <u>afraid</u> of the polar bears but still wanted to <u>admire</u> them. Accept: <i>violent, vicious</i></p> <p>Recast ‘mesmerising’ and ‘menacing’. Both ideas needed to score 1m.</p> <p>Reject:</p> <ul style="list-style-type: none"> ● <i>magical/enchanting/elegance/enthralling/entrancing</i> ● <i>deadly - not used to describe animals</i> ● <i>frightening/terrifying - used to describe situation, not animals</i> ● <i>amazing</i> ● <i>monstrous -describes the appearance of hideousness</i> ● <i>Pulchritudinous/stunning- beauty of a human</i> ● <i>unique and special</i> ● <i>adore/adorable - does not mean mesmerising</i> ● <i>awe/awe-inspiring - not specific enough</i> ● <i>stunning</i> ● <i>ruthless - used to describe humans</i> ● <i>impressive</i> ● <i>eye-catching - does not mean mesmerising</i> ● <i>breath-taking</i> ● <i>spectacular</i> ● <i>admirable</i> <p>Students are advised not to give more than 2 adjectives for one description.</p>		<p>Lang. Use</p> <p>[1]</p>

Suggested Answers

<p>13</p>	<p>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.</p> <ul style="list-style-type: none"> • The detail '(I felt) <u>every drop of energy drained from my body</u> (after experiencing a five-day holiday that felt like torture)' OR <p>'(I put my) <u>body through the unthinkable</u>' indicates that her holiday was very <u>physically demanding/exhausted</u> yet she was surprised at her resilience. [1]</p> <p><i>Reject : tough situations/new experiences/impactful/unfamiliar experiences/unbelievable situations.</i></p> <p><i>Max 1m for this point even if students quoted the above as two separate pieces of evidence.</i></p> <ul style="list-style-type: none"> • The writer '<u>almost experienced frostbite</u>', indicating that she had <u>experienced extreme cold conditions</u> that could have caused serious injuries but was surprised that it did not lead to that. [1] • The writer '<u>encountered precarious situations with creatures</u> (we are not meant to disrespect with our uninvited presence)' which were <u>dangerous/life-threatening</u>, yet she managed to complete her holiday unscathed. [1] <p><i>Accept: life and death situations/went out of her comfort zone</i></p> <p><i>Any of the two points for 2m</i></p> <p><i>Marks will be awarded as long as the evidence quoted is explained reasonably well and in their own words.</i></p> <p><i>Explanation must match the quote. Stringing of evidence is not sufficient.</i></p>	<p>Lang. Use</p> <p>[2]</p>
<p>14</p>	<p>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]</p> <p>The writer's experiences during her holiday</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p> 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 </p> </div>	

Suggested Answers

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Paragraph 1 (i) navigating a treacherous route [1] </div> <div style="text-align: center; margin-bottom: 10px;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Paragraphs 2-3 (ii) observing signs of life [1] </div> <div style="text-align: center; margin-bottom: 10px;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Paragraphs 4-6 (iii) gaining new experiences [1] </div> <div style="text-align: center; margin-bottom: 10px;">↓</div> <div style="border: 1px solid black; padding: 5px;"> Paragraph 7 (iv) ruminating about her holiday [1] </div>
	Do not penalise minor transference errors.


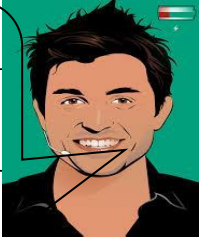
Section C [25 marks]

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. <ul style="list-style-type: none"> ● ChatGPT is able to produce natural human language. 	Literal [1]

Suggested Answers

	<ul style="list-style-type: none"> • 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. <p>Excess Denied applies.</p> <p><i>Any one of the above points for 1m.</i></p>	
	<p>(b) From Paragraph 2, give two features of ChatGPT which makes it useful for research.</p> <p>It is able to present information from the internet from</p> <ul style="list-style-type: none"> • <u>a variety of sources/(ChatGPT was) trained on all sorts of text such as Wikipedia, blog posts, books and academic articles [1]</u> • and pull up <u>present-day information and historical information within seconds / a very short amount of time. [1]</u> 	<p>Literal</p> <p>[2]</p>
17	<p>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?</p> <p>A <u>bug [1]</u> in the programme caused the security breach and this is a serious issue because it <u>breaches the privacy/it accidentally shares chat histories/accidentally shares confidential information of millions of users/many users. [1]</u></p>	<p>Literal</p> <p>[2]</p>
18	<p>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).</p> <p>What is the writer's tone when he makes this comment?</p> <p>The writer is <u>resigned/discouraged/apprehensive/nervous/worried/concerned</u> about the potential loss of human jobs which will likely happen if we continue to be overly reliant on AI.</p> <p>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</p>	<p>Lang. Use/ Inference</p> <p>[1]</p>

<p>19</p>	<p>Here is a part of a conversation between two students, Jane and Ben, who have read the article.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Jane</p>  </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e0e0e0;"> <p>I think there's still value in embracing ChatGPT.</p> </div> <div style="text-align: center;"> <p>Ben</p>  </div> </div>										
<p>(a)</p>	<p>Give two pieces of evidence from Paragraph 6 to support <u>the view that users can divulge restricted information</u>.</p> <p>(i) ChatGPT could potentially <u>make education more restricted</u> and <u>continue to be free</u>. [1]</p> <p style="color: red;">do not penalise if "it continues to be free" as long as the above key words are present in the answer</p> <p>(ii) ChatGPT could also <u>make the learning process a bit easier</u>. [1]</p> <p style="color: red;">reject: it can change the way we learn-too vague</p>	<p>Literal [2]</p>									
<p>(b)</p>	<p>Give one piece of evidence from Paragraph 3 to support Ben's view.</p> <p><u>Samsung employees</u> have been reported to accidentally/easily share confidential <u>company information</u> with ChatGPT.</p>	<p>Literal [1]</p>									
<p>20</p>	<p>Using your own words as far as possible, summarise the benefits and problems associated with AI chatbots, as outlined in the text.</p> <p>Use only information from Paragraphs 4 to 5 of Text 4.</p> <p>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).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">No.</th> <th style="width: 45%;">From the passage</th> <th style="width: 50%;">Paraphrased</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2">Benefits</td> </tr> <tr> <td style="text-align: center;">1</td> <td><u>language</u> learning / AI-powered character that you can talk to in the <u>language</u> you are learning</td> <td>language acquisition / acquiring language / improving language skills</td> </tr> </tbody> </table>	No.	From the passage	Paraphrased		Benefits		1	<u>language</u> learning / AI-powered character that you can talk to in the <u>language</u> you are learning	language acquisition / acquiring language / improving language skills	<p>[15]</p>
No.	From the passage	Paraphrased									
	Benefits										
1	<u>language</u> learning / AI-powered character that you can talk to in the <u>language</u> you are learning	language acquisition / acquiring language / improving language skills									

Suggested Answers

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

Suggested Answers

	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	<u>makes it 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

QUESTION 20 (summary): STYLE ASSESSMENT (7 MARKS)

Summary Style Descriptors	
Mark	
7	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Frequent and usually appropriate use of own words and structures Mostly well organised ideas which convey the meaning of the text clearly
3-4	<ul style="list-style-type: none"> Some use of own words and structures Some attempts at organising ideas to convey the meaning of the text
1-2	<ul style="list-style-type: none"> Occasional attempts at use of own words and/or structures Attempts at conveying the meaning of the text
0	<ul style="list-style-type: none"> No creditable response.