

Section A [5 marks]

Refer to the poster (**Text 1**) and the online testimonial (**Text 2**) of pages 2 and 3 of the Insert and answer Questions 1- 4. Text 1 is taken from a poster about Skills Future

Look at the poster (Text 1). Tick (✓) the correct answer for the statement.

- 1 The main aim of the advertisement is to encourage people to

improve their job prospects through skill upgrading.

[1] LA

(Clue: 'main aim' – Candidates should be aware of the main purpose of the advertisement)

- 2 Look at the image in the poster (Text 1). How does the image support the message of the advertisement?

The image shows Lynette being guided by another colleague in hands-on training in a healthcare setting suggesting that she is actively learning new skills to become a nurse. This reinforces the advertisement's message about the need to reskill for career development.

X Reskilling/upgrading/improving her skill (as it is part of description and this is not the image)
X Stay employable/better at their job (not the message)

(Candidates must describe the image and link to the message. Underlined phrase must be mentioned to earn the full mark.)

[1] HA

- 3 Identify the sentence in Text 2 which best supports the message in Text 1 that SkillsFuture can 'expand your career options'.

'Today, I can say with confidence that SkillsFuture showed me that I could succeed in roles beyond the industry I had always known.'

[1] MA

- 4 Look at Texts 1 and 2 and statements (a) and (b) below.

Tick (✓) the correct answer for each statement.

- (a) Text 1 and Text 2 suggest that SkillsFuture programmes

help potential participants keep their skills relevant ✓

[1] LA

- (b) The tone of Text 2 is

appreciative ✓

[1] MA

('optimistic' is not specific to the tone of the writer in the text. It is quite evident that the writer appreciates the fact that SkillsFuture programmes have truly benefitted him.)

Section B [20 marks]

Refer to **Text 3** on pages 4 and 5 of the Insert for Questions 5 – 15.

- 5 In Paragraph 1, what **two** factors would affect the situation in flooded caves? LA
 (i) **weather** [1]
 (ii) **precipitation/ rain(fall)** [1]

X Weather / precipitation is misspelt

- 6 What does 'escapable' (line 3) tell you about the writer's state of mind? MA
He was optimistic/ hopeful [1]

X positive (too general)

X confident / assured (too strong)

- 7 'the cave's mood had darkened considerably' (lines 3 - 4) LA
 a) What is the writer comparing the cave to? MA
 b) Explain what the writer means by this expression.

a) A person / an angry person / human being [1]
 [1]

X mood / emotions / feelings / a person who has emotions (suggests there are those who do not have emotions) a person who is able to experience emotions / an upset / grumpy person (too weak)

b) The situation had become more threatening / hostile / dangerous (appropriate adjectives to reflect 'darkened')

X worse (too generic)

X more challenging

- 8 Paragraph 1 describes the dangers of moving through the flooded caves. **Explain how the language used in this paragraph emphasises the different dangers.** Support your answer with **two** details from Paragraph 1.

For credit, students must

- 1) *identify and present 2 distinct dangers (e.g. a/b/c + d)*
- 2) *comment on the effects of specific key word / words, reflecting the intensity*
- 3) *link explanation to quote*

X if quote includes details that aren't unpacked / explained

X if explanation uses the same key words in the quote / is too general or vague

- HA **a) 'the water inside them whirlpooled / frothed like the rapids of some ferocious river' suggests that that one could be overcome by the great volume/force and speed of the waters OR**

- b) 'sucked underneath (and drowned)' shows that the undercurrents might pull one forcefully into the water, causing suffocation / death
 OR 'the entrance floor and some of the chambers beyond were now submerged to a considerable depth' shows that the caves were flooded to the point that one could drown / had difficulty breathing
- c) 'Anybody wading through the churn was at risk of being swept away' suggests that one would not be able to withstand the force of the waters

X if explanation merely represents the speed / volume / force e.g. the waters moved quickly

- MA d) 'smashed against the rocks' shows that one might be battered / hit violently against the rocks. *(need to show intensity)

[2]

- 9 Explain in **your own words** why the writer felt 'Psychologically it was tough going' (line 8). HA
 MA

There was a sense of foreboding / imminent danger / feeling that something bad is going to happen [1] [2]

X unsettling / uneasy / bad / eerie / evil / despair

and he had to be vigilant / on the lookout / hyperaware [1]

X careful / cautious / wary / aware / attentive / focused (nothing to do with concentration)

From passage, an ominous feel to our situation and my senses were on high alert

- 10 In Paragraph 2, the writer describes himself to be in a 'playground' (line 12). Why is this description unusual? MA
 HA

A playground is normally associated with fun and enjoyment [1] [2]

X play / safety / lighthearted

but the writer had to brave and overcome (dangerous) obstacles / on an important rescue mission. (need to specify the danger / severity)

X it was a serious / dangerous situation

- 11 In Paragraph 2, the writer found it challenging to move through the cave. Give **three** pieces of evidence from lines 13 - 16 and explain how they show the writer's opinion.

'scrambled over jagged rock' shows he had to climb over sharp edges of rock that might hurt him. MA

'along perilous, muddy banks so slippery' / 'it would have been quite easy to skid, lose footing and fall' suggests that he had to tread carefully along the slippery banks to avoid tripping. MA

'saddled with lead weights in my belt, air cylinders attached to my waist and a helmet and a hood' shows his movement was impeded by the heavy equipment he carried. (full quote needed) HA [3]

***X 'I kept my mask on' - does not address the question
X if students merely repeated the key words from quote in explanation or included aspects in quote that aren't addressed in explanation***

12 What did the writer mean by 'I imagined the impossible was happening' (line 19)? **MA**
He thought he had found (some of) the boys / Wild Boars. [1]

X ED if students go on to include that the Wild Boars were alive

13 What is effective about comparing the rescue of the workers to 'an underwater wrestling match' (lines 30-31)? HA

It highlights how both the rescuers and workers had to jostle each other / how the rescuers had to overcome the physical opposition of the workers to get them to move. [1]

Idea of fighting an opponent / opponent's resistance needs to be clear in answers

X: physically demanding / a lot of effort put in to ... / it was difficult to bring the workers out (need to show the idea of 'wrestling with an opponent')

X: difficulty of dragging thrashing workers to the surface (copying 'thrashing' from the RP without addressing the idea of 'fighting against' workers will not earn credit)

14 'we were dependent on one another, and the strong currents on the way back to make a speedy exit before our air supply expired. The clock was ticking' (lines 38-39). HA
Explain how the writer creates a contrast between these two sentences.

The writer uses a longer sentence to list the possible factors in their favour to escape before they ran out of oxygen / how they had to exit quickly and contrasts with the (more ominous) shorter sentence that time was limited. [1]

X: used a long sentence, followed by a short one

X: to show that they were in a dire/urgent situation (vague)

X: any answer that listed the meaning of the first half without drawing a contrast

- 15** In this text, the rescue team searched for the Wild Boars. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage. There are some extra phrases in the box you do not need to use.

<i>MA</i>	Paragraphs 1-2: Facing difficult circumstances (Dist: Feeling overwhelmed by the dangers)
<i>MA</i>	Paragraph 3: Encountering unexpected complications Paragraph 4: Feeling a sense of urgency
<i>LA</i>	Paragraph 5: Experiencing a favourable development (Dist: Trying a new approach)

[3]

Section C [25 marks]

Refer to **Text 4** on pages 6 and 7 of the Insert for Questions 16 – 21.

- 16 From Paragraph 1, identify **one** difference between learning in the past and learning today. MA [2]
Answer in your own words.

*RP: In the past, learning was like scaling a peak—it involved **researching, debating, losing one's way, meandering and eventually earning the panorama at the summit.** Today, information arrives **instantly, packaged in fluent paragraphs, bullet points and step-by-step solutions.***

Any **one** of the following:

	Learning in the past	Learning today
TIME	• Took a lot of time/ gradual/ long process/ slow	• Information is obtained almost immediately/ without delay/ quickly/ fast X automatically
MANNER	• Required investigation/ study/ discussion/ perseverance/ struggle/ effort/ more difficult/ arduous/ needed many steps/ involved trial and error X arguing with others/ use critical thinking/ learning was complicated (not the same as 'the learning process was complicated')	• Ready-made answers /results are available/ learning is easy/ convenient/ without difficulty/ thinking/ required no struggle/ effortless X clearly/ direct answer (vague)/ guided/ simple (not the same as easy)

One mark awarded for a valid point about learning in the past and one mark for a valid contrasting point about learning today.

-1m if students:

- give more than one difference (ED)
- the points are not matched/ contrasting (e.g. time vs manner)
- repeat the same word for both aspects (e.g. learning in the past required effort but learning today did not require effort)

X same root word as text e.g. search, lost, instant/ instantaneous

X use of figurative language e.g. deep-dive the Internet

- 17 From Paragraph 2, what do you think is the writer's attitude towards learning with AI? MA [1]
critical/ disapproving/ unsupportive/ does not support/ against the use of AI

X pessimistic/ dismissive/ looks down on/ discouraging/ skeptical/ negative (too vague)

ED applies?

- 18 Explain fully the writer's concern when people's use of AI becomes 'GPS for the mind' (line 15) HA [2]

*RP: While it offers the convenience of quick answers, it can **dull our ability to build the internal map we need to navigate complex problems in times when we do not have technology to guide us.***

**GPS is a navigational tool that provides automated directions for users. [1]
Therefore, the writer is worried that people would lose the ability to/ become unable to think independently/ critically/ effectively/ for themselves/ to overcome difficult situations on their own/ without AI. [1]**

No marks if students lift the whole sentence/ paragraph.

X lose the ability to think (without ref to independently/ for themselves)/ lose themselves/ become stranded/ lose their way (without ref to thinking/ decision-making)

- 19 In Paragraph 6, the writer says, 'With AI here to stay, experts believe that societies need practical guardrails rather than walls and fences.' What do the words 'walls' and 'fences' tell us about how we should manage AI? HA [2]

'Walls' suggests completely blocking/ stopping/ prohibiting/ banning the use of AI.

X contain/ avoid/ curb the use of AI/ not using AI at all/ AI should be removed

'Fences' suggests imposing restrictions/ measures/ setting boundaries/ limiting/ controlled use of AI.

X separate ourselves/ stay away from AI/ use AI less/ with caution/ protect ourselves from AI/ use AI only under certain circumstances/ avoid complete reliance on AI

X responsible/ careful/ appropriate use of AI - does not explain the use of 'fences'

Answers should be contextually appropriate & must address the question i.e. how AI should be managed, not what should not be done or how people ought to use AI

Students must address the use of the words 'walls' and 'fences' - ED for answers that address the entire quote/sentence.

- 20 Here is a part of a conversation between two students, Sophia and Alex, who have read the article.



Sophia

AI has accelerated learning, but some aspects of learning are lost in the process.

I believe that some qualities cannot be replicated by AI.



Alex

- (a) Give **two** examples from Paragraph 2 to support Sophia's view.

MA [2]

Critical thinking/ the ability to question / the ability to analyse / the ability to challenge/ (while AI takes over much of the work of gathering and transmitting knowledge, it does little to strengthen) our capacity for reasoning

Any **two** examples. 1 mark each. **Excess Denies applies**

X 'erodes our cognitive independence' (eventual outcome and not in the process)

- (b) With reference to Paragraph 8, how would Alex explain his position?

LA [1]

AI/ Technology cannot replace curiosity (that drives discovery), compassion (that strengthens relationships) or wisdom (needed to make difficult decisions).

ED if students copy the whole sentence from 'AI can provide answers...'

Name: _____ ()

Class: _____

- 21 **Using your own words as far as possible**, summarise the disadvantages of over-relying on AI and the measures taken to address them.

Use only information from Paragraphs 4 to 7 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).

Over-reliance on AI may lead to several disadvantages such as.....

CONTENT POINTS

Point	Text words	Suggested paraphrase
	Disadvantages of AI	
1	Doctors who depended on AI tools <u>to identify medical conditions</u> performed <u>less effectively</u> when the technology was removed . (identify medical condition + perform less effectively + removal of tech needed)	Doctors becoming less capable of diagnosing medical conditions without technology (HA)
2	Students who used generative AI to write essays often felt less connected to their work and demonstrated weaker engagement in the thinking process .	Students being less engaged in the thinking process (MA)
3	Such findings have raised concerns that AI may contribute to 'de-skilling' / where people <u>slowly lose abilities</u> (they once possessed.)	AI could cause 'de-skilling/ people to lose skills they previously had. (LA) Accept: weakening of skills X: inability to retain skills X: forget
4	There is also the risk of 'never-skilling'. Young <u>people</u> who rely excessively on AI from the beginning <u>may fail to develop fundamental capabilities</u> (in the first place.)	... may never develop essential/basic abilities (HA)
5	AI removes <u>the need to ask independent questions</u> .	AI discourages people from asking their own questions. (LA) X: prevents/hinders X 'ask individual questions' X 'causes us not to ask questions' X 'queries' for questions
6	to follow through the process of <u>grappling OR working through layers of meaning to arrive at understanding</u> . Cause + Effect needed	AI reduces the need to struggle through ideas to achieve understanding (HA)
	Measures taken	

7	<u>organisations</u> have introduced <u>AI-free periods</u> during which workers are required to complete tasks without the use of AI tools (If no mention of AI, still award if context is clear)	<u>Organisations have mandatory AI-free periods</u> when workers are prohibited from using AI tools to complete tasks (MA)
8	In other sectors, <u>governments</u> / institutions are also developing <u>guidelines</u> to encourage <u>responsible/ careful</u> use of AI.	Governments / institutions / workplaces are putting in place rules/regulations for ethical / responsible / careful use of AI (HA) X: diligent X: assistance X: advising X: imposing X: enforced laws' X: proper usage
9	Some schools are returning to <u>paper-based examinations, oral assessments and supervised tests</u> (accept any one - as long as it conveys <u>paper based assessment</u>) to ensure that students genuinely understand what they are learning.	Schools use paper-based, oral or supervised/conventional assessments (to ensure genuine understanding) (HA) X: standard assessments (vague) X: set exams without technology usage X: traditional methods X: non-digital exams OR non-digital tests X: lessons
10	pivot away from take-home assignments	Moving away from homework/cutting down / stopped giving ... (LA) X: avoiding/ refrain from/turn away

**NOTE: PENALTY FOR STUDENTS WHO ONLY WRITE ABOUT DISADVANTAGES.
STUDENTS ARE REQUIRED TO ADDRESS BOTH PARTS OF THE SUMMARY QUESTION.**