English A: Language and Literature – Standard and Higher Level – Predicted Paper 1 Model Answer

Higher Level: 2 hours 15 minutes

Standard Level: 1 hour 15 minutes

Instructions to candidates:

- Do not open this examination paper until instructed to do so.
- Use the guiding question provided or propose an alternative technical or formal aspect of the text to focus your analysis.
- **Higher Level:**
  - Write a guided analysis of text 1 *and* text 2
  - The maximum mark for this examination paper is **[40 marks]**.
- **Standard Level:**
  - Write a guided analysis of *one* of the following texts.
  - The maximum mark for this examination paper is **[20 marks]**.

Write a guided analysis of the following text.

1. The following opinion article was published on the LSE Impact Blog, which seeks to maximise the impact of academia in the world of social sciences

Daniela Duca June 5th, 2024

Universities need more than off-the-shelf AI solutions

3 comments | 30 shares

Estimated reading time: 7 minutes

Following the release of ChatGPT Edu, OpenAI's enterprise offer to universities, **Daniela Duca** *assesses the landscape of AI adoption in higher education and the different and emerging AI options available to universities.*

Last week, OpenAI unveiled ChatGPT Edu, an enterprise offering developed through a collaborative effort with institutions like Arizona State University, marking their first foray into sector-specific solutions. However, the increased token limits and enhanced security, while appealing, may not be enough to significantly accelerate the adoption of generative AI across higher education.

At present most universities likely fall into one of three categories:

Innovators

These trailblazers have already partnered with OpenAI, Microsoft, or developed their own custom solutions using open-source models. These include Arizona State University, the University of Michigan, the University of Tennessee Knoxville, UC Irvine, Harvard University, Northwestern University, Washington University, LSE and probably a few others.

Stewards

This group has been actively developing comprehensive guidelines as they explore institution-wide adoption. They're utilising tools like Microsoft Copilot for administrative tasks and may be about to roll out solutions specifically for teaching and learning or research. Many universities, including Delaware, UT Austin, Cornell, Carnegie Mellon, and several Canadian institutions like Queen's, Ottawa, Wilfrid Laurier, McMaster, Toronto Met, and Western, are in this category. The Russell Group institutions in the UK developed a series of principles, providing extensive guidance and resources on AI across the consortium.

The hmm... crew

Finally, many medium- and small-size institutions might be still pondering their options or simply waiting. The Educause AI landscape report reveals that a significant 11% of institutions (respondents) haven't even begun strategising about AI integration.

So, which genAI flavour will campuses choose?

With ChatGPT Edu, there are now three major enterprise off-the-shelf options: Microsoft Copilot, Google Gemini, and OpenAI's offering. The challenge for larger institutions lies in enabling seamless access across the entire campus. Microsoft and Google have made this relatively easy, but ChatGPT still presents a hurdle, potentially becoming yet another app to manage. However, its sheer brand recognition might prevent it from getting lost in the shuffle.

With ChatGPT Edu, there are now three major enterprise off-the-shelf options: Microsoft Copilot, Google Gemini, and OpenAI's offering

— How does the writer use language and structure to present concerns about the future of AI?

Table of Language and Structural Features

Feature Type	Example	Effect / Purpose
Structural	Categorisation of universities into 'Innovators,' 'Stewards,' and 'The hmm… crew'	Highlights inconsistency and lack of cohesion in AI adoption strategies.
Textual (Language)	Use of modal verbs: *"may not be enough to significantly accelerate adoption"*	Introduces uncertainty and scepticism about AI's effectiveness in education.
Textual (Language)	Colloquial phrasing: *"which genAI flavour will campuses choose?"*	Injects irony and raises concern about how casually decisions are being made.
Structural	Highlighted quote in red italics: *"With ChatGPT Edu, there are now three major enterprise..."*	Visually draws attention to corporate dominance in AI tools for education.
Textual (Tone)	Irony and informal tone in names like *"The hmm… crew"*	Emphasises the writer's discomfort with unprepared institutions.
Textual + Structural	Juxtaposition of brand familiarity vs. practical challenges in AI integration	Reinforces tension between branding appeal and real-world functionality.
Structural	Listing of specific	Supports argument

	institutions under each category	**through real-world examples, making concerns more credible.**
Textual (Language)	**Critique of commercial solutions as *"off-the-shelf"*, implying lack of customisation**	**Suggests that convenience may be prioritised over thoughtful, educational use.**

Essay Outline

Introduction

- **Context**: Overview of Daniela Duca's opinion piece on AI in higher education.
- **Thesis**: Duca uses structural categorisation, hedging language, and visual/tonal techniques to subtly convey her concern that AI adoption in universities is inconsistent, commercially driven, and lacking long-term strategic thought.

Body Paragraph 1 – PEEL

Point: Duca uses structural categorisation to highlight the fragmented and inconsistent ways universities are adopting AI.
Evidence: She classifies institutions into "Innovators," "Stewards," and "The hmm… crew."
Explanation: Each group carries connotations—"Innovators" are forward-thinking, "Stewards" are cautious, and "The hmm… crew" implies confusion and inaction. The informal tone and ellipsis suggest irony and frustration.
Link: This typology exposes the lack of a coordinated approach to AI and suggests that many institutions are unprepared for its long-term integration.

Body Paragraph 2 – PEEL

Point: Duca uses hedging language and corporate jargon to express doubt about the effectiveness of AI tools provided by major tech firms.
Evidence: She describes tools like ChatGPT Edu and Microsoft Copilot as "off-the-shelf" and says they "may not be enough."
Explanation: The use of modal verbs (e.g. "may," "might") signals uncertainty. The phrase "off-the-shelf" implies these tools are generic and not tailored to educational needs, while corporate terms like "enterprise offering" suggest AI is being framed as a product rather than a pedagogical tool.
Link: This language shows Duca's concern that universities are prioritising convenience over critical, future-oriented planning in their AI strategies.

Body Paragraph 3 – PEEL

Point: Duca uses visual emphasis and tonal shifts to convey unease about the dominance of corporate AI platforms and institutional indecision.
Evidence: She repeats the sentence "With ChatGPT Edu, there are now three major enterprise off-the-shelf options..." in bold red font, and uses informal phrases like "which genAI flavour will campuses choose?"
Explanation: The visual formatting draws urgent attention to the market dominance of a few tools, while the humorous tone reflects deeper discomfort with how casually and inconsistently universities are engaging with AI.
Link: These stylistic choices underscore Duca's concern that AI adoption is being driven by market forces and surface-level enthusiasm, rather than careful strategic planning.

Conclusion

- **Restate thesis**: Through categorisation, cautious language, and strategic tonal shifts, Duca conveys that the future of AI in higher education is uncertain and problematic.
- **Final thought**: The article ultimately calls for a more thoughtful and coordinated approach to AI—one that moves beyond commercial convenience toward meaningful, context-aware integration.

Model Answer 1

In the opinion article *"Universities need more than off-the-shelf AI solutions"*, published on the LSE Impact Blog, Daniela Duca explores the uneven landscape of AI adoption in higher education. While the surface tone of the piece appears measured and informative, Duca strategically uses **categorical structure**, **hedging language**, and **subtle tonal and visual techniques** to express her concerns about the over-reliance on commercial solutions and the lack of strategic planning across universities. These stylistic choices present the future of AI not as a straightforward technological progression, but as a complex and uncertain process shaped by hesitation, market forces, and systemic fragmentation.

Firstly, Duca uses a carefully structured typology to expose the inconsistencies in how universities are adopting AI, presenting this lack of cohesion as a central concern. She categorises institutions into three distinct groups—"Innovators," "Stewards," and "The hmm… crew"—and the language used to define each carries distinct connotations. "Innovators" are celebrated for working with companies like OpenAI and Microsoft, suggesting progress and leadership. "Stewards," while less pioneering, are methodical and cautiously optimistic. However, the final group—"The hmm… crew"—uses informal, even mocking language to suggest confusion or inaction. The ellipsis in "hmm…" introduces a tone of irony, signalling the writer's unease about how many universities are still "pondering their options." This structural grouping enables Duca to **foreground a broader institutional problem: the absence of unified, strategic direction**, and the resulting risk of inconsistency in how AI tools are implemented across the sector.

Secondly, Duca employs hedging language and corporate jargon to signal scepticism about the effectiveness of current AI solutions, especially those offered by major technology firms. While tools like ChatGPT Edu, Microsoft Copilot, and Google Gemini are acknowledged as powerful, Duca frames them as "off-the-shelf" solutions—**a phrase that subtly critiques their generic, one-size-fits-all nature**. She writes that these offerings "may not be enough to significantly accelerate adoption," using modal verbs such as "may," "might," and "could" to cast doubt on their impact. This **linguistic uncertainty** reflects her concern that universities might be adopting AI in a reactive, convenience-driven manner rather than engaging in critical, future-oriented planning. Her inclusion of corporate phrases like "enterprise offering" and "token limits" also highlights the commercialised framing of AI in education, drawing attention to the fact that these tools are **products first, and pedagogical instruments second**. In doing so, Duca presents a subtle but important concern: that institutions may be prioritising accessibility and brand familiarity over long-term educational effectiveness.

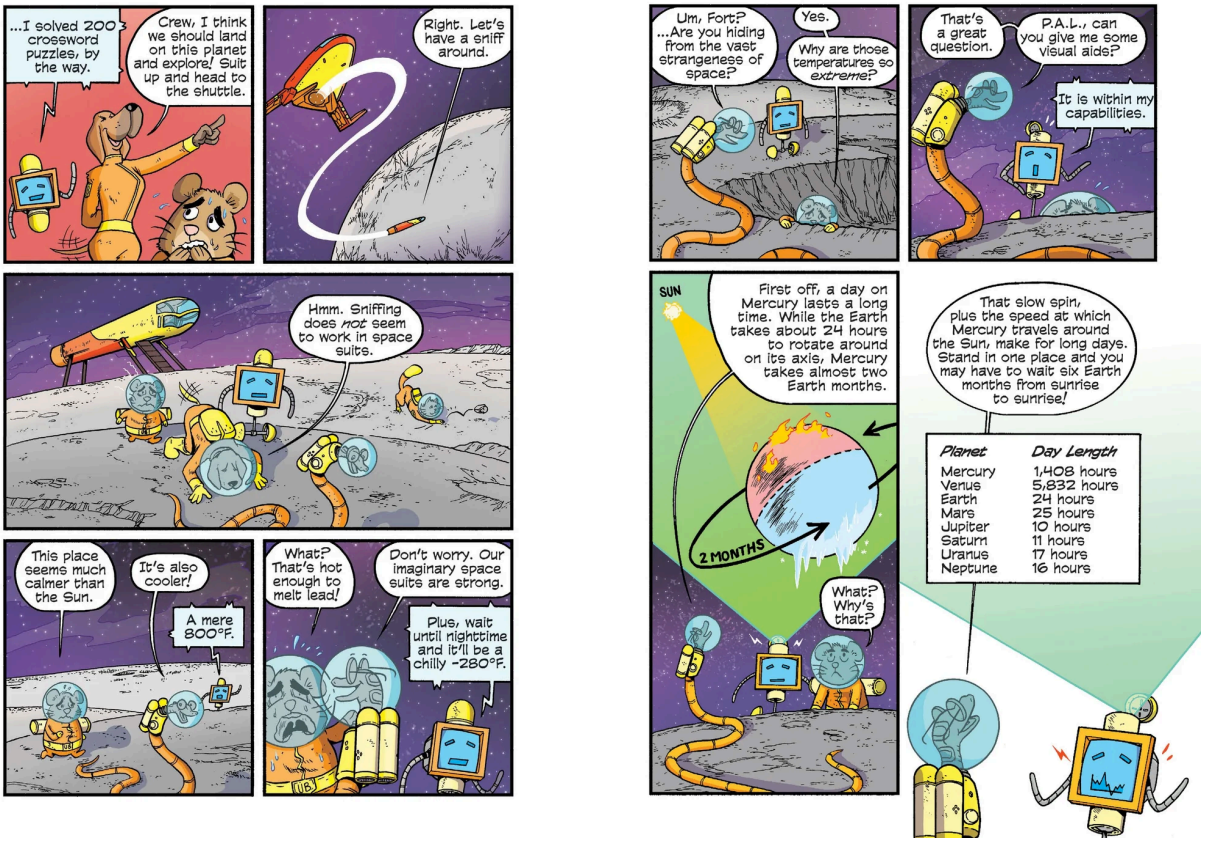
Finally, Duca reinforces her concerns through visual emphasis and tonal contrast, techniques that highlight the dominance of a few tech platforms and the uncertainty surrounding their integration. The sentence "With ChatGPT Edu, there are now three major enterprise off-the-shelf options..." is both repeated and visually enlarged in bold red font, standing apart from the body of the article. This **typographical emphasis** suggests urgency and importance, while the repetition highlights the **limited range of AI options currently dominating the higher education market**. Rather than offering reassurance, this visual prominence subtly conveys a sense of restriction, as if universities are being funnelled into a narrow path dominated by corporate providers. Additionally, the writer's tone shifts noticeably in certain sections—from formal and analytical to conversational and ironic. Phrases like "which genAI flavour will campuses choose?" and the label "The hmm… crew" inject humour into the text, but also reveal a deeper discomfort with how unprepared some institutions remain. This **tonal ambivalence** mirrors the broader theme of the article: that beneath the surface optimism surrounding AI lies a great deal of institutional hesitation, confusion, and strategic drift.

In conclusion, Duca presents her concerns about the future of AI in higher education through a blend of structural clarity, cautious language, and strategic tone. By

organising universities into contrasting categories, questioning the effectiveness of enterprise tools, and using visual and rhetorical emphasis to highlight underlying tensions, she reveals the complexity of AI adoption in academia. Ultimately, the article urges universities not to rely blindly on off-the-shelf solutions, but to develop thoughtful, context-specific strategies that acknowledge both the opportunities and limitations of this rapidly evolving technology.

Write a guided analysis of the following text.

2. The following comic is taken from the North Carolina Museum of Natural Sciences' Solar System Science Comic.



— How does the writer use visual and textual elements to explore the theme of curiosity and discovery in space exploration?

Table of Visual and Textual Elements

Element Type	Example	Purpose
Textual	Dialogue among characters expressing questions (e.g., “Why are those temperatures so extreme?”)	Shows characters’ curiosity and desire to learn more about their surroundings.
Textual	Scientific explanation of Mercury’s rotation and orbit	Provides informative content that encourages discovery.
Textual	Use of humor and exaggeration (e.g., “That’s hot enough to melt lead!”)	Keeps tone engaging and emphasizes extremes in space, making learning memorable.
Visual	Facial expressions and body language showing surprise, confusion, and excitement	Conveys emotional responses to new discoveries visually.
Visual	Use of speech bubbles and visual emphasis (e.g., bold fonts and punctuation like “?”, “!”)	Draws reader’s attention to key ideas and stimulates engagement.
Visual	Planet illustration with orbit path and rotation details	Makes complex scientific ideas accessible through visuals.
Textual + Visual	Chart comparing day lengths on different planets	Supports textual explanation with data for deeper understanding.
Textual + Visual	Robot character projecting a visual aid	Blends narrative with educational content to

	with scientific facts	**enhance curiosity.**

Essay Outline

Introduction

- **Context**: The extract comes from the *Solar System Science Comic*, which blends education with entertainment.
- **Framing of the theme**: Curiosity and discovery are shown not just as scientific principles but as emotional and intellectual experiences.
- **Thesis**:
  The writer uses a combination of visual characterisation, conversational dialogue, and multimodal infographic elements to explore curiosity as both a human instinct and a gateway to discovery. These techniques transform the comic into a celebration of learning, wonder, and imagination.

Body Paragraph 1 – PEEL

Point:
The writer uses **visual characterisation and expressive imagery** to depict curiosity as an emotional response to space exploration.

Evidence:

- Anthropomorphised characters: the anxious robot (Ford), confident commander, helpful AI (P.A.L.).
- Ford shown curled in fear; the commander humorously tries to sniff the surface.

Explanation:

- **Exaggerated facial expressions and body language** reflect emotional reactions to unfamiliar environments.
- **Visual and verbal irony** in the "sniffing" scene underscores the awkwardness of discovery.
- The **bright, layered colour palette** portrays space as engaging and full of possibility.

Link:
These visual choices establish a tone of wonder and confusion, allowing readers to relate emotionally to the process of discovering the unknown.

Body Paragraph 2 – PEEL

Point:
The comic uses **question-driven, informal dialogue** to present curiosity as the foundation of scientific discovery.

Evidence:

- Rhetorical and exclamatory questions: "What? That's hot enough to melt lead?"
- Structured responses from P.A.L. with phrases like "Don't worry, our imaginary space suits are strong."

Explanation:

- The **call-and-response format** mirrors the scientific method.
- **Conversational diction** and reassurances make complex concepts feel accessible and engaging.
- Curiosity is modelled through dialogue that mirrors the reader's own thought process.

Link:
By inviting the reader into this inquiry process, the writer encourages discovery as an interactive and inclusive experience.

Body Paragraph 3 – PEEL

Point:
The comic's use of **infographic visuals and multimodal layout** transforms abstract data into concrete moments of discovery.

Evidence:

- The rotating Mercury diagram labelled "2 MONTHS" and directional arrows.
- Planetary day-length comparison table.

Explanation:

- **Visual simplification** helps readers understand difficult astronomical data.
- Juxtaposition with Ford's surprised comment adds an emotional response to scientific fact.
- **Infographic-style elements** encourage engagement, inference, and reflection.

Link:
These multimodal features show how discovery in science is not just about facts, but how information is communicated and emotionally internalised.

Conclusion

- **Restate thesis**:
  The comic blends humour, inquiry, and visuals to frame curiosity as both emotional and intellectual.
- **Synthesis**:
  Through expressive visuals, accessible dialogue, and interactive design, the writer presents space exploration as a journey led by questions and shaped by understanding.

- **Final thought**:
  The comic affirms that the heart of discovery is not simply knowing facts—but the desire to keep asking "Why?"

Model Answer 2

In this extract from the *Solar System Science Comic*, the writer presents space exploration as a process defined by **wonder, confusion, and learning**. Through a dynamic combination of **visual storytelling**, **accessible dialogue**, and **multimodal scientific explanation**, the comic explores how **curiosity leads to discovery**. The use of **exaggerated character design**, **conversational tone**, and **infographic visuals** allows the reader to experience both the emotional and intellectual dimensions of exploring the unknown. Ultimately, the comic celebrates not only the scientific facts of space but the deeply human desire to **ask questions**, **overcome fear**, and **seek understanding**.

Firstly, the writer uses visual characterisation and expressive imagery to portray curiosity as an emotional response to the unknown. The comic features **anthropomorphised characters**—a dog-like commander, a nervous robot named Ford, and an AI assistant—whose **exaggerated facial expressions and physical gestures** externalise their emotional states. For example, Ford is shown **curled into himself**, eyes wide with anxiety, visually representing **hesitation and vulnerability** when confronted with the alien environment of Mercury. Meanwhile, the commander attempts to sniff the surface and remarks, **"Sniffing does not seem to work in space suits,"** creating a moment of **visual and verbal irony**. This use of **humour through incongruity** highlights the **trial-and-error nature of discovery**, reinforcing the idea that exploration often involves misunderstanding and adaptation. The comic's **bright, dynamic colour palette** and **layered background detail** further establish space as a place of **possibility rather than fear**, drawing readers into a world where curiosity leads action.

Secondly, the comic employs informal, question-driven dialogue to model the process of inquiry, presenting curiosity as the spark for discovery. Characters frequently express **surprise through rhetorical questions**, such as **"What? That's**

hot enough to melt lead?" or **"Why are those temperatures so extreme?"** These **exclamatory, curious utterances** mirror how readers themselves might react to new facts, thus **encouraging intellectual engagement**. The AI assistant, P.A.L., responds with **structured, informative explanations**, creating a **call-and-response structure that** reflects the **scientific method: observation, questioning, clarification**. The writer's use of **accessible diction**, **contractions**, and **light-hearted reassurance** (e.g., **"Don't worry, our imaginary space suits are strong"**) contributes to an overall **conversational tone**, which makes complex content **approachable**. This stylistic choice positions learning as something **inclusive and interactive**, transforming the comic from passive reading to active exploration.

Finally, the integration of infographic visuals and multimodal structure transforms abstract scientific ideas into moments of concrete discovery. A clear example is the **circular diagram** explaining Mercury's rotation, marked with bold text like **"2 MONTHS"** and directional arrows to visualise the planet's unusually long day. This **visual simplification of astronomical data** supports the theme of discovery by **making the unknown visible**. Juxtaposed with Ford's surprised comment—**"That slow spin..."**—the reader is encouraged to share in the **emotional impact of new knowledge**. In addition, the inclusion of a **planetary day-length table** encourages **comparison and reflection**, helping readers contextualise Mercury's uniqueness. These **infographic-style elements** are more than decorative; they **invite inference and interpretation**, turning factual information into **interactive learning experiences**. The comic's ability to **bridge narrative and data** reflects how **true discovery relies on both imagination and evidence**.

In conclusion, the *Solar System Science Comic* uses a rich blend of **visual humour, informal scientific dialogue, and multimodal graphics** to explore the theme of **curiosity and discovery in space exploration**. Through its engaging characters, simplified yet meaningful visuals, and balanced tone, the writer frames discovery not as a distant scientific achievement but as a **personal, emotional, and intellectual journey**. By aligning readers with the explorers' sense of wonder, the comic affirms that the essence of space exploration lies not just in reaching new places—but in the questions we ask along the way.