

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

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.

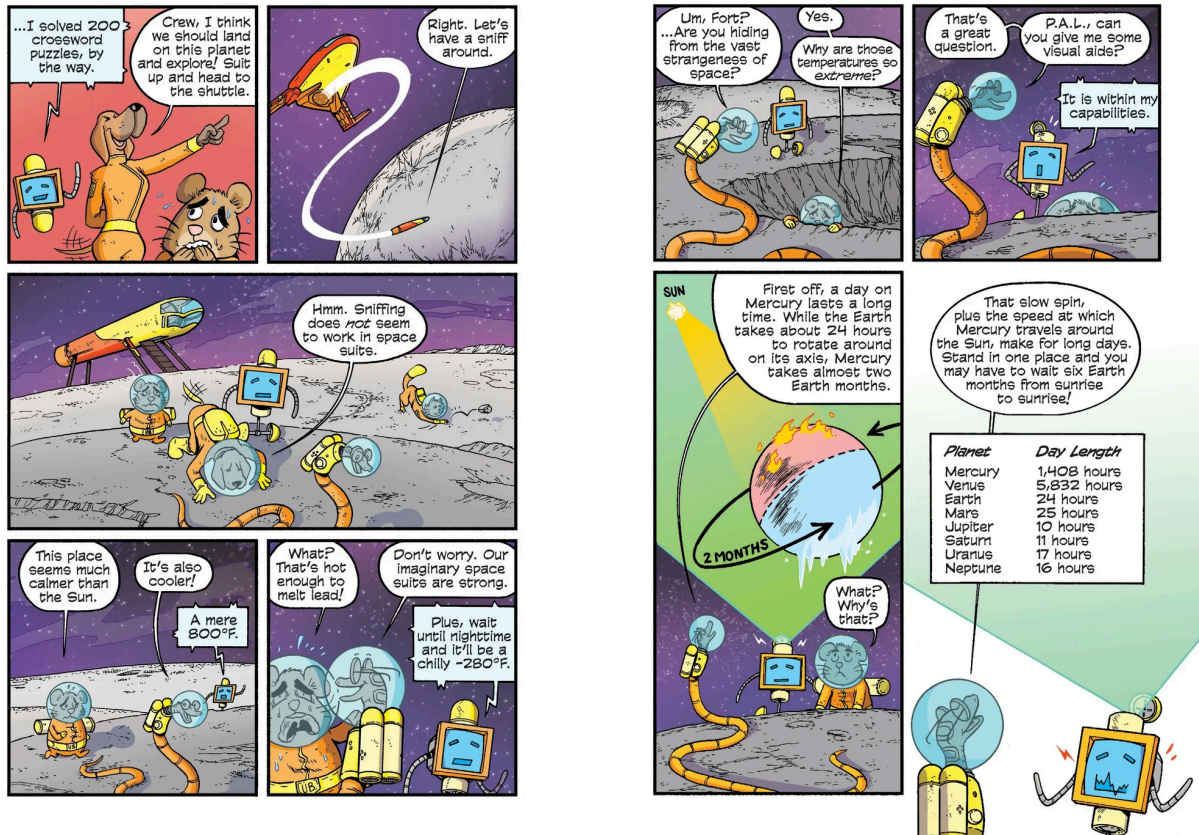


With ChatGPT Edu, there are now three major enterprise off-the-shelf options: Microsoft Copilot, Google Gemini, and OpenAI's offering

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

Write a guided analysis of the following text.

- 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?