

SECTION A: LISTENING (50 points)

- *The listening section is in **FOUR** parts. The recordings of Part 1 and Part 2 will be played **ONCE** only, and the recordings of Part 3 and Part 4 will be played **TWICE**. At the start of each recording, you will hear a sound.*
- *There will be a piece of music at the beginning and at the end of the listening section. You will have **TWO** minutes to check your answers at the end of the listening section.*
- *All the other instructions are included in the recording.*

Part 1. Listen to a conversation about short stories ONCE and do the tasks that follow. (10 points)

For questions 1-5, decide whether each of the following statements is True (T), False (F), or Not Given (NG) according to what you hear. Write T, F, or NG in the corresponding numbered boxes provided.

1. Claire Rose originally planned to switch from poetry to novel writing.
2. Alan Wood prefers short stories because he finds them more satisfying than longer works.
3. Claire says that the information she had about the nineteenth-century figure could be fitted into a limited space.
4. Alan believes that critics accurately describe their works as monologues.
5. Claire chose a first-person narrative mainly to simplify the storytelling process.

For questions 6 - 10, decide whether the following ideas are mentioned by only one of the guests, or by both of them. Write:

C – for Claire Rose;
A – for Alan Wood;
B – for Both of the guests

6. Writing short stories allows the writer to experience other people's perspectives.
7. Poetry and short stories share some similarities.
8. Writing a novel requires sustaining a long narrative over a period of time.
9. Modern lifestyles make short stories easier for people to fit into their reading routines.
10. Short stories attract readers because of the nature of the form itself, rather than external factors.

Part 2. Listen to a talk about artificial intelligence and water use ONCE and do the tasks that follow.

(10 points)

For questions 11–12, choose TWO letters from A–E to indicate TWO true statements about AI’s water consumption. Write your answers in the corresponding numbered boxes provided.

- A. Each individual interaction with ChatGPT consumes a large quantity of water.
- B. Sam Altman claims that ChatGPT alone processes around one billion messages daily.
- C. Experts unanimously agree with Sam Altman’s estimate on water usage.
- D. A medium-sized language model can consume significant water when handling multiple queries.
- E. Water consumption figures exclude electricity generation.

For questions 13–15, choose THREE letters from A–G to indicate THREE true statements about AI data centres and cooling systems. Write your answers in the corresponding numbered boxes provided.

- A. AI models are trained using the same chips that process user prompts.
- B. Most data centres rely exclusively on liquid cooling systems.
- C. Liquid cooling requires clean water to prevent technical damage.
- D. The cooling liquid is discarded after a single use.
- E. A large proportion of water used in cooling is lost through evaporation.
- F. Cooling systems operate independently of electricity consumption.
- G. Air cooling has become less effective due to increased energy demands.

For questions 16 - 20, write the letter A, B, C or D in the corresponding numbered boxes provided to indicate the correct answer to each of the following questions according to what is stated or implied by the speaker.

16. Why are protests in several countries mentioned in the talk?

- A. To compare how different governments regulate data centres
- B. To show that opposition to AI is increasing worldwide
- C. To illustrate local communities’ concerns about resource pressure
- D. To highlight political instability caused by energy shortages

17. The reference to the UK’s annual electricity consumption is intended to

- A. underline the scale of future energy demand from AI
- B. criticise national energy policies
- C. predict electricity shortages in developed countries
- D. compare AI with other major industries

18. According to the speaker, water is used in all of the following stages of AI development EXCEPT

- A. refining raw materials needed for AI hardware
- B. operating data centres that support AI systems

- C. generating electricity to power AI technologies
- D. training AI models using cloud-based software

19. Which of the following is NOT stated about water-use data released by major technology companies?

- A. The figures are published on a yearly basis
- B. The water comes largely from local sources
- C. The data specifies how much water is used specifically for AI
- D. The total volume amounts to billions of litres

20. What best summarises the speaker's attitude towards future solutions to AI's water consumption?

- A. Innovation offers promise, but meaningful progress will take time
- B. Corporate pledges are likely to solve the problem in the near future
- C. Radical experiments have already shown clear results
- D. Environmental concerns surrounding AI have been exaggerated

Part 3. For questions 21–25, listen to part of a talk about negotiation in everyday interactions TWICE and answer each of the following questions with NO MORE THAN TWO WORDS taken from the recording. Write your answers in the corresponding spaces provided. (10 points)

21. How does the speaker describe the level of importance people usually associate with negotiations?

22. What does the speaker rely on to recognise another person's emotional state before responding?

23. What term does the speaker use to describe an imbalance of authority between two people?

24. What part of the mind does the speaker describe as being more influential than deliberate thinking during interactions?

25. Who does the speaker mention when giving an example of an everyday negotiation conducted by phone?

Part 4. For questions 26–35, listen to part of a talk about a media policy in Jammu and Kashmir TWICE, and complete the following summary with NO MORE THAN ONE WORD taken from the recording for each space. Write your answers in the corresponding numbered boxes provided. (20 points)

A new media policy introduced in Jammu and Kashmir has granted the Indian government greater authority to scrutinise media content for fake news, plagiarism and activities deemed (26) _____. Under the policy, the Directorate of Information and

Publication Relations has been designated as the single (27) _____ agency responsible for issuing all government advertisements and official communications. These measures apply equally to print, broadcast and digital media, as (28) _____ by the policy document.

Critics argue that the framework allows the state to regulate (29) _____ work, thereby undermining independent reporting. The economic impact of these controls is particularly severe in Kashmir, where the local economy has already been (30) _____, leaving many media organisations financially dependent on state advertising.

In addition, the policy requires extensive background checks for publishers, editors and journalists seeking

(31) _____. Journalists have also reported heightened (32) _____, with authorities increasingly monitoring their activities. These developments followed the (33) _____ of Article 370, after which the region experienced prolonged restrictions on communication. As a result, repeated media (34) _____ and internet shutdowns have severely restricted reporting. Consequently, journalists now face even greater difficulty in exposing the ongoing (35) _____ occurring in the Kashmir Valley.

SECTION B: LANGUAGE IN USE (3.0 points)

Part 1. For questions 36 - 40, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the corresponding numbered boxes provided. (5 points)

How Students Make Decisions

Choices and priorities are central to students' daily lives – (36) _____. From deciding how to spend their free time to choosing which subjects to focus on, students constantly make judgments that shape their learning and personal development. These decisions are rarely made through careful analysis alone. Instead, they are influenced by habits, emotions and past experiences long before students consciously reflect on them. This pattern of decision-making is not unique to young people; it is simply (37) _____ in a fast-paced educational environment.

Students do not usually examine every option in a neutral and detached way before acting. (38) _____ without relying on prior experience. Instead, they tend to sense what feels useful, rewarding or risky almost immediately. This intuitive response plays a key role in how students deal with familiar academic situations. When faced with a task, students often understand what is expected of them (39) _____ the formal instructions. Technology has further reinforced this way of thinking. Notifications, recommendations and digital feedback encourage students to respond instinctively rather than analytically. (40) _____ cognitive processes that allow the human mind to process information quickly, particularly in social and interactive settings.

36.A. two basic dimensions by which experience is subdivided

B. two of the most basic dimensions of student experience itself

- C. two ways of subdividing students' experience in daily life
 D. two of the basics subdivided by student experience itself
37. A. that is not modernly noticeable B. what is unnoticed by modern students
 C. something more noticeable today D. whatever comes to students' notice today
38. A. That would only be the case if they approached decisions analytically,
 B. This would only be the case if they were approaching each decision analytically,
 C. That would only be the case if each decision were being approached analytically,
 D. This would only be the case if decisions were first perceived by them,
39. A. as quickly as, or quicker than, they fully consider
 B. just as quickly as, or quicker than, their fully consideration of
 C. as quickly as, or quicker than, they are considering
 D. the quickest possible, just as they consider
40. A. This results in the operation of B. This is due to the operation of
 C. In view of the operation of D. This can be attributed to operating

Part 2. For questions 41 — 45, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the corresponding numbered boxes provided. (5 points)

SOAP OPERAS

It is surely beyond all (41) _____ that soap opera is the most consistently popular type of television programme in the world. It has succeeded in capturing the imagination of millions since it first emerged as a genre back in the 1930s. The word 'soap' (42) _____ to the role originally played by detergent manufacturers, who promoted their products during commercial breaks. Soap operas have been dismissed as mindless entertainment, with viewers only (43) _____ to these programmes in order to escape from reality.

Soaps are often set in friendly, tightly-knit neighbourhoods, evoking nostalgic feelings in some viewers, since such communities may no longer exist in many areas. The subject matter of soaps also (44) _____ great appeal for viewers since the stories (45) _____ focus on domestic problems they may have experienced themselves. There has been a significant shift in attitudes with many soaps now addressing moral and social issues. The characters and situations depicted are complex and ambiguous, providing much food for thought and no easy answers.

- | | | | |
|--------------------|--------------|----------------|---------------|
| 41. A. dispute | B. argument | C. dissent | D. challenge |
| 42. A. hints | B. relates | C. alludes | D. implies |
| 43. A. resorting | B. applying | C. resigning | D. adopting |
| 44. A. catches | B. holds | C. generates | D. brings |
| 45. A. permanently | B. uniformly | C. perpetually | D. invariably |

Part 3. For questions 46 — 50, complete the passage by filling in each space with one of the words given in the box in its CORRECT FORM. There are THREE extra words. Write your answers in the corresponding numbered boxes provided. (10 points)

TAX CENTRE	EQUIP VANISH	HOLD RESIGN	SEE ATLANTIC
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At one time, for the preponderance of people needing to make the journey, the only way to travel from Europe to America was by ship, but the days of a leisurely five-day (46) _____ crossing in a large liner have long gone. Today, everything is about speed, and long-distance travel has become almost exclusively the business of the airlines. Although air travel is admittedly fast, passengers are still subject to the unexpected (47) _____ which seem to be inherent in any form of travel, but people's reactions to such delays seem to be far more predictable than in the days of the great liners. Then, passengers might have shrugged their shoulders (48) _____ and relaxed with a book in their cabins, knowing that little could be done about the situation, but today's traveler is more likely to make his discontent known forcibly to any official who is unfortunate enough to appear on the horizon. It is easy to see why this might be the case since airport lounges are (49) _____ to cope with large numbers of passengers. Small wonder that people's tempers begin to fray and their nerves are (50) _____ when faced with the prospect of a sleepless overnight stay in what is, after all, no more than a vast public hall.

Part 4. The passage below contains SIX grammatical mistakes. The first one, (0), has been identified. For questions 51 — 55, UNDERLINE the remaining FIVE mistakes and WRITE THEIR CORRECT FORMS in the numbered boxes provided as the example (0). (10 points)

Line	
1	Cinema is <u>a</u> art form that emerged through technological innovation. Its future is
2	just as closely tied to technology as its brief history has always been. Over the past
3	century, cinema has undergone rapid changes, with new ideas constantly replacing old
4	one and reshaping every aspect of filmmaking, from sound and colour to 3-D effects.
5	At the same time, film history reveals a less optimistic side: many formats and
6	techniques have disappeared, and countless valuable films have damaged or lost
7	altogether. Even works considered classics are physical fragile and vulnerable to
8	chemical decay. Despite these challenges, cinema has survived several serious threats,
9	most notably from television and video.
10	Today, filmmakers in Hollywood are developing digital actors creating entirely
11	through special effects. These artificial performers avoid many of the limitations of
12	human actors, such as personal issues or contractual demands. In the near future, the
13	first feature film without human actors may well appear, attracting widespread public
14	attention. Nevertheless, cinema is likely to continue much as it always has, because
15	audiences still seek real human faces and stars with which they can identify.

Line 1 : a → an

SECTION C: READING (50 points)

Part 1. For questions 56 - 65, read the following passage and fill in each of the numbered spaces with ONE suitable word. Write your answers in the corresponding numbered boxes provided. (10 points)

MARKETING MOVIES

Hyping, or to put it more politely, marketing movies can double their budget. And in the end, does it really

(56) _____ the trick? Those without the major studios' huge spending power are not convinced. 'There will always be an audience that follows the big campaigns,' says Andrea Klein, of the British Film Institute, 'but there is (57) _____ which doesn't respond to four-page colour ads.' For this audience, reviews are all-important. Publicist Jonathan Rutter concurs: 'Most of our films can be killed (58) _____ dead by bad reviews,' he says.

(59) _____ he is not averse to the odd gimmick, he warns against too much hype: 'I get put off films which are over-marketed,' he says. 'People don't like to be spoon-fed; they prefer to make up their own minds.' For Hollywood blockbusters, leaving people to make up their own minds is not a viable marketing strategy. Films (60) _____ this scale are caught up in a vicious circle. To recover inflated production costs a (61) _____ audience must be found, and to find that audience takes a giant publicity budget.

As a result, marketing departments often rely on strategies that have worked in the past, promoting films in increasingly similar ways. (62) _____ repetition can make audiences more skeptical, reducing the impact of excessive hype. In the long run, a film's success may depend (63) _____ on advertising budgets than on positive word of (64) _____. Ultimately, striking the (65) _____ balance remains a major challenge for the film industry, especially when audience trust is easily lost.

Part 2. For questions 66 - 72, rearrange the following sentences from A-H in order to make a complete and meaningful passage. Write your answers (A-H) in the corresponding numbered boxes provided. The first one, (0), has been done as an example. (7 points)

A. Recycling refers to a system in which discarded materials are collected and processed so that they can be transformed into new products, thereby reducing pressure on natural resources.

B. While the recycling process requires significant coordination and energy input, it generally consumes fewer resources than the extraction and processing of entirely new raw materials.

C. Collection marks the initial stage of this system, during which materials such as paper, glass, plastic and metal are gathered from a range of sources and transported to specialized facilities.

D. As a result, recycling an everyday item contributes to a complex industrial system whose long-term benefits extend well beyond waste reduction to broader environmental sustainability.

E. Once this stage has been completed, the remaining materials are cleaned and broken down into smaller units, preparing them for conversion into usable raw substances.

F. Before any further treatment can take place, these materials must be separated by type, a task carried out either manually or through automated sorting technologies designed to remove unsuitable items.

G. These inputs are subsequently used by manufacturers to produce a wide range of new goods, from everyday packaging to construction materials and textiles.

H. The material that results from this stage is then subjected to processes such as melting, pulping or reshaping, depending on its properties, in order to produce inputs suitable for manufacturing.

Part 3. Read the following passage and do the tasks that follow. (15 points)

ROBOTS IN EVERYDAY LIFE: PROMISE, LIMITS AND TRADE-OFFS

A. Robots are widely expected to assume an increasingly prominent role in everyday human life, extending well beyond the industrial environments in which they first proved successful. Advances in robotics have fuelled the belief that machines could soon assist with domestic chores, medical care and a variety of service-oriented tasks. At first glance, this development appears both logical and desirable. Robots promise efficiency, consistency and the ability to perform repetitive or physically demanding work without fatigue. By transferring such tasks to machines, humans might gain more time and energy for activities that require creativity, decision-making or emotional sensitivity. However, this optimistic vision rests on an assumption that daily human tasks can be neatly separated into mechanical and non-mechanical categories—an assumption that becomes increasingly questionable upon closer examination.

B. Unlike factories, which are carefully structured and predictable, most human environments are inherently disordered. Homes, hospitals and public spaces are shaped by constant movement, clutter and spontaneous human behaviour. For robots to operate effectively in such settings, they must be capable of responding to sudden changes without causing harm. This requirement introduces a fundamental design dilemma. Machines must be strong enough to perform useful work yet gentle enough to function safely near vulnerable individuals such as children or elderly people. They must also remain affordable and reliable if they are to be widely adopted. Each additional layer of adaptability increases technological complexity, cost and the likelihood of failure. As a result, the practical benefits of robotic assistance are often offset by the difficulties involved in making machines sufficiently flexible for real-world use.

C. Physical interaction with the environment represents one of the most persistent obstacles in robotics. Human hands and the sense of touch that guides them are remarkably sophisticated, allowing people to adjust pressure, detect texture and manipulate delicate objects with little

conscious effort. Many everyday tasks rely on these abilities, yet they are difficult to replicate mechanically. Although robots are sometimes shown performing impressive feats of dexterity, such demonstrations typically occur under controlled conditions or rely on external guidance. When these supports are removed, machines often struggle to adapt. This contrast highlights a broader limitation: while robots can be trained to perform specific actions with precision, transferring those skills to unfamiliar situations remains a major challenge.

D. In response to these difficulties, some researchers question whether attempting to imitate the human body is the most effective strategy. Rather than striving for human likeness, they argue that robotic systems should be judged by how reliably they complete tasks across varied conditions. In many cases, simpler designs that rely on specialised mechanisms may outperform more anatomically accurate machines. This view challenges the intuitive assumption that the most useful robots will be those that resemble humans in form and movement. Instead, it suggests that successful robotic assistance may depend on identifying which elements of human ability are essential and which can be replaced by alternative technological solutions.

E. Even when robots perform well in testing environments, their limitations often become apparent in everyday use. Machines trained through repeated exposure to specific conditions may falter when objects are partially hidden, spaces become crowded or human behaviour deviates from expectations. Such failures reveal an important reality: technological systems are highly sensitive to the contexts in which they are deployed. Although additional training can improve performance, it cannot eliminate unpredictability entirely. This raises questions about how much responsibility should be assigned to machines and where human oversight remains indispensable.

F. These considerations suggest that robots are unlikely to replace humans across all areas of daily life in the foreseeable future. Instead, their value may lie in carefully defined roles where the balance between reliability and adaptability can be managed. In such contexts, robots can complement human abilities rather than compete with them. The challenge, therefore, is not simply to develop more advanced machines, but to determine where robotic assistance genuinely enhances human well-being and where it introduces new risks or complications. As robots become more integrated into society, understanding these trade-offs may prove just as important as the technology itself.

For questions 73 - 79, decide whether each of the following statements is True (T), False (F) or Not Given (NG).

73. The passage suggests that the appeal of domestic robots rests primarily on their ability to replace tasks involving emotional judgment.

74. Robotic systems designed for highly structured environments tend to perform less reliably when transferred to everyday human settings.

75. According to the author, increasing a robot's adaptability inevitably leads to proportional improvements in its real-world usefulness.

76. Ideally, the effectiveness of robots should be evaluated in relation to the specific contexts in which they are deployed.
77. Robots' failures in unpredictable environments indicate fundamental limits in transferring trained behaviours to new situations.
78. The passage implies that human supervision can entirely compensate for robots' lack of flexibility in complex environments.
79. The author argues that the long-term value of robots lies more in complementing human abilities than in replacing them.

For questions 80 — 87, choose from the sections (A-D). The sections may be selected more than once. Write the letter A, B, C, or D in the corresponding numbered boxes provided.

Which section _____?

80. questions the value of replicating human physical form in robotic systems
81. points out that technological advancement does not eliminate uncertainty but reshapes it
82. challenges the assumption that tasks can be cleanly divided between humans and machines
83. highlights the tension between safety, affordability and functional capability in robot design
84. suggests that robots are most effective when assigned narrowly defined roles
85. implies that the evaluation of robotic success depends on criteria beyond technical sophistication
86. discusses limitations arising from robots' reliance on training in controlled conditions
87. adopts a cautious overall position on the extent to which robots can replace human involvement in daily life

Part 4. Read the following passage and do the tasks that follow. (13 points)

LEARNING IN THE DIGITAL AGE

1. For much of human history, learning was shaped by constraint. Access to knowledge depended on physical proximity to teachers, books, and institutions, and the pace of learning was necessarily slow. Information had to be selected, organised, and transmitted with care, encouraging learners to engage deeply with what was available. In such contexts, learning was widely understood as a gradual transformation of information into knowledge and, ultimately, into wisdom. In the digital age, however, this traditional understanding of learning has been fundamentally challenged.
2. Digital technologies have dramatically altered the conditions under which learning takes place. Search engines, online courses, and digital libraries provide instant access to vast quantities of information on almost any subject. Students can consult multiple explanations of the same concept, switch between sources within seconds, and interact with peers across geographical boundaries. From one perspective, these developments appear to democratise learning by reducing barriers and increasing flexibility. Learners now enjoy a degree of autonomy that would have been unimaginable in earlier educational systems.

3. Yet the assumption that greater access to information automatically leads to better learning is increasingly contested. Learning is not simply a matter of exposure to content; it requires sustained attention, reflection, and the ability to integrate ideas into coherent mental frameworks. Digital environments, however, are often characterised by constant interruption. Notifications, hyperlinks, and multimedia elements compete for attention, encouraging rapid movement between tasks rather than prolonged engagement with any single idea. As a result, learners may encounter information frequently but engage with it only superficially.

4. Traditional models of education were built upon a clear hierarchy in which data formed the foundation for knowledge, and knowledge, in turn, supported the development of understanding and judgement. In digital learning environments, this hierarchy is frequently disrupted. Learners are often exposed to large volumes of information before they have developed the analytical structures required to interpret it meaningfully. [I] Instead of progressing through carefully sequenced stages of understanding, they encounter fragments of information presented simultaneously and without sufficient context.

5. [II] Under such conditions, learning increasingly takes place within a state that can be described as **fragmented cognition**. [III] In this condition, attention is divided across multiple sources, and understanding is constructed in discontinuous pieces rather than as a coherent whole. Learners may move rapidly between texts, platforms, and perspectives, responding to information as isolated units rather than integrating it into stable conceptual structures. What matters is not the quantity of information encountered, but the absence of sustained integration across sources. [IV]

6. Another defining feature of learning in the digital age is the growing reliance on external systems to support cognitive activity. Search engines retrieve facts instantly, algorithms recommend content tailored to individual preferences, and digital platforms store information on behalf of users. These tools undoubtedly increase efficiency, but they also alter the nature of learning itself. When key cognitive processes such as recall, evaluation, and selection are delegated to technology, learners may engage less actively with material. Some researchers argue that this shift risks weakening the habits of critical inquiry that are central to meaningful learning.

7. Despite these concerns, it would be misleading to portray digital technology as inherently harmful to education. Technology does not determine learning outcomes on its own; rather, its effects depend on how it is integrated into learning environments. When used thoughtfully, digital tools can support deep learning by enabling exploration, visualising complex processes, and facilitating collaborative inquiry. Interactive simulations can make abstract concepts tangible, and online discussions can encourage learners to articulate and refine their understanding through dialogue.

8. These developments have significant implications for the role of educators. In a context where information is abundant, teachers are no longer primarily responsible for transmitting content. Instead, they increasingly function as guides who help learners navigate complexity and uncertainty. By modelling critical evaluation, encouraging sustained inquiry, and

fostering metacognitive awareness, educators can help students manage fragmentation and develop strategies for integrating knowledge effectively. Guidance becomes especially important in digital environments, where choice without structure can lead to confusion rather than empowerment.

9. Ultimately, learning in the digital age requires a reconsideration of educational priorities. If information is readily available, the value of education lies not in memorisation, but in interpretation, judgement, and the ability to connect ideas meaningfully. The central challenge is not whether technology will transform learning, but whether learners can be supported in developing the cognitive capacities required to use information wisely. Digital tools have the potential either to fragment understanding or to enrich it. The outcome depends on whether educational systems prioritise coherence, depth, and critical thinking over the passive consumption of information.

For questions 88 - 94, write A, B, C, or D in the corresponding numbered boxes provided to indicate the answer which fits best according to what is stated or implied in the passage.

88. *What is the primary purpose of the passage?*

- A. To describe the technological tools commonly used in modern education
- B. To argue that digital access to information has fundamentally altered the nature of learning
- C. To explain why traditional educational models are no longer relevant
- D. To promote digital technology as the most effective solution for education

89. *According to the passage, what distinguishes learning from mere exposure to information?*

- A. The speed at which information can be accessed
- B. The quantity of information available to learners
- C. The integration of ideas into coherent mental frameworks
- D. The use of digital platforms to support study

90. *In the passage, the term "fragmented cognition" is used to describe a condition in which learners:*

- A. are overwhelmed by information that exceeds their mental capacity
- B. process information in disconnected segments rather than as an integrated whole
- C. depend excessively on digital tools to store and retrieve knowledge
- D. experience a temporary decline in concentration caused by digital distractions

91. *A likely consequence of increasing reliance on external digital systems is that learners may:*

- A. rely less on internal cognitive effort when engaging with learning material
- B. lose the ability to understand complex ideas altogether
- C. become more independent in evaluating information
- D. eliminate the need for guidance from educators

92. *How does the author ultimately view the role of digital technology in learning?*

- A. As a force that inevitably undermines meaningful understanding
- B. As a largely beneficial development with few limitations
- C. As a neutral tool whose effects depend on how it is used
- D. As a short-term trend that will soon be replaced

93. Which of the following statements is best supported by the passage?

- A. Increasing learners' exposure to digital information leads to deeper understanding.
- B. Learning in digital environments requires an emphasis on integrating and evaluating information.
- C. Automated systems can replace the role of educators in guiding learning.
- D. Fragmented cognition is an unavoidable consequence of all digital learning.

94. Where would the following sentence best fit in the passage?

“What matters is not the quantity of information encountered, but the absence of sustained integration across sources.”

- A. [I]
- B. [II]
- C. [III]
- D. [IV]

For questions 95 - 100, complete the summary with no more than TWO words taken from the passage for each space. Write your answers in the corresponding numbered boxes provided.

Learning in the digital age is often assumed to improve as access to information expands. However, the passage argues that learning depends not merely on exposure to content, but on the learner's ability to maintain (95) _____ and integrate ideas meaningfully. In digital environments, learners are frequently presented with information before they have developed adequate (96) _____ to interpret it effectively. This can result in understanding being formed through (97) _____, rather than through carefully sequenced stages of learning. At the same time, digital learning increasingly relies on (98) _____ to support cognitive activity, allowing key mental processes to be delegated to technology. While such systems may improve efficiency, they risk weakening habits of (99) _____ that are essential for meaningful learning. Ultimately, the passage suggests that education in the digital age should prioritise interpretation, judgement, and the ability to connect ideas, rather than the (100) _____ of information.

Part 5. In the passage below, five paragraphs have been removed. For questions 101 — 105, read the passage and choose from paragraphs A-G the one which fits each gap. There are TWO extra paragraphs which you do not need to use. Write the letters A-G in the corresponding numbered boxes provided.

(5 points)

THE MIRACLE OF LIFE

Scientists at Cornell University recently released photographs of a guitar no larger than a human blood cell, its strings just one hundred atoms thick. This Lilliputian instrument was sculpted from crystalline silicon, using an etching technique involving a beam of electrons. The implications of being able to develop machines that are too small to be seen with the

naked eye are breathtaking, but we should not lose sight of the fact that nature got there first. The world is already full of nanomachines: they are called living cells. Each cell is packed with tiny structures that might have come straight out of an engineer's manual. Minuscule tweezers, scissors, pumps, motors, levers, valves, pipes, chains and even vehicles abound.

101.	
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Individually, atoms can only jostle their neighbours and bond to them if the circumstances are right. Yet collectively, they accomplish ingenious marvels of construction and control, unmatched by any human engineering. Somehow nature discovered how to build the intricate machine we call the living cell, using only the raw materials to hand, all jumbled up. Even more remarkable is that nature built the first cell from scratch.

102.	
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Like any urban environment, there is much commuting going on. Molecules have to travel across the cell to meet others at the right place and the right time in order to carry out their jobs properly. No overseer supervises their activities — they simply do what they have to do. While at the level of individual atoms life is anarchy, at this higher level, the dance of life is performed with exquisite precision. Can such a magnificently self-orchestrating process be explained or might the mystery of life be, in the end, impenetrable? In 1933, the physicist Niels Bohr, one of the founders of quantum mechanics, concluded that life hides its secrets from us in the same way as an atom does.

103.	
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I beg to differ. Over the past few decades, molecular biology has made gigantic strides in determining which molecules do what to which. Always it is found that nature's nanomachines operate according to perfectly ordinary physical forces and laws. No weird goings-on have been discovered. It would be wrong, however, to suppose this is all there is to life. To use the cliché, the whole is more than the sum of its parts. The very word 'organism' implies cooperation at a global level that cannot be captured in the study of the components alone. Without understanding its collective activity, the job of explaining life is only partly done.

104.	
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With the discovery of DNA, however, this mystery was finally solved. Its structure is the famous double helix, discovered by Crick and Watson in the early 1950s. The two helical strands are attached by cross-links and we can imagine the whole shape unwound and laid out to make a ladder, where the handrails are the two unwound helices and the rungs the cross-links.

105.	
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Each rung is actually a pair of bases joined end to end and it is here that geometry comes in. A is tailor-made to butt neatly with T, while C and G similarly slot together snugly, though the forces that bind these base pairs in their lock-and-key fit are in fact rather weak. Imagine the two handrails being pulled apart, breaking all the base pairs, as if the ladder had been sawn up

the middle. Each would be left with a row of complementary projecting arms. It is this templating that is the basis for the replication process and ultimately, the recipe for life. If a DNA molecule is pulled apart and if there is a supply of free base molecules – As, Gs, Cs and Ts – floating around, they will tend to slot in and stick to these exposed stumps and thereby automatically reconstruct a new strand.

Missing paragraphs:

A. Even nowadays, some people flatly deny that science alone can give a convincing explanation for the origin of life, believing that the living cell is just too elaborate, too contrived, to be the product of blind physical forces alone. Science may give a good account of this or that individual feature, they say, but it will never explain how the original cell was assembled in the first place.

B. So long as the base-pairing rules work correctly, this is guaranteed to be identical to the original. However, no copying process is perfect, and it is inevitable that errors will creep in from time to time, altering the sequence of bases — scrambling up the letters. If the message gets a bit garbled during replication, the resulting organism may suffer a mutation. Viewed like this, life is just a string of four-letter words, for we are defined as individuals by these minuscule variations in DNA.

C. Near the top of my list of its defining properties is reproduction. Without it, and in the absence of immortality, all life would sooner or later cease. For a long time, scientists had very little idea how organisms reproduce themselves. Vague notions of invisible genes conveying biological messages from one generation to the next revealed little.

D. Of course, there's more to it than just a bag of gadgets. The various components fit together to form a smoothly functioning whole, like an elaborate factory production line. The miracle of life is not that it is made of nanotools, but that these tiny diverse parts are integrated in a highly organised way.

E. Boiled down to its essentials, this secret can in fact be explained by molecular replication. The idea of a molecule making a copy of itself may seem rather magical, but it actually turns out to be quite straightforward. The underlying principle is in fact an exercise in elementary geometry.

F. The former performs a purely scaffolding role, holding the molecule together. The business part of DNA lies with the latter, which are constructed from four different varieties of molecules or bases, with the chemical names' adenine, guanine, cytosine and thymine – let's use their initials for simplicity's sake.

G. As a simple-minded physicist, when I think about life at the molecular level, the question I keep asking is: How do all these mindless atoms know what to do? The complexity of the living cell is immense, resembling a city in the degree of its elaborate activity. Each molecule has a specified function and a designated place in the overall scheme so that the perfect objects get manufactured.

SECTION D: WRITING (50 points)

Part 1. The table below gives information on the number of Australian people who visited the seven most popular destinations in 1999 and 2009.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant. You should write between 150 and 200 words.

Number of Australian people who visited the seven most popular destinations, 1999 and 2009

Destination	1999	2009	Growth rate
New Zealand	500,700	1,064,000	113%
United Kingdom	400,000	640,000	60%
United States	300,000	400,000	33%
Indonesia	150,000	340,000	127%
Fiji	120,000	257,000	114%
Japan	100,000	250,000	150%
China	86,000	300,000	249%

Part 2. Write an essay of at least 300 words on the following topic.

In recent years, social media platforms have increasingly shaped how teenagers perceive themselves and others. Many young people measure their self-worth through likes, shares, and online approval.

Some argue that online validation can boost confidence, encourage creativity, and help teenagers feel socially connected. Others contend that constant comparison on social media leads to insecurity, anxiety, and distorted self-image, particularly among adolescents. Another perspective suggests that the impact of social media depends largely on how consciously and responsibly it is used.

Which view(s) do you agree with? Support your opinion with specific reasons and relevant examples.

-----THE END -----