



SUGGESTED ANSWERS

THE FUTURE OF WORK ISSUE

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Grammar Editing: AI and the Labour Market

Here are suggested answers to our grammar exercise:

Activity

Technological change has reshaped job markets for centuries. But the benefits have not always been wide shared. As AI and digital technologies transforms today's workplace, even those at the forefront of innovation are not immune to disruption. Yet new roles are also emerging, as others disappeared. New skills, new tasks and entirely new occupations are being created alongside automation, offering alternative pathways for workers. Finding or keeping a job will increasing depend on the ability to update skills or learning new ones. Analysis of millions of online vacancies reveals strong demand to new skills: one in ten job postings in advanced economies is a posting that now require at least one new skill. At the same time, middle-skill roles may faces the greatest pressure as automation continues.

Professional, technical and managerial roles are seeing the fastest growth.

- widely
- transform
- ✓
- disappear
- ✓
- increasingly
- learn
- for
- requires
- face

Nature of errors:

1. wide – widely (adverb)
2. transforms – transform (SV agreement)
3. No error
4. disappeared – disappear (tense)
5. No error
6. increasing – increasingly (adverb)
7. learning – learn
8. to – for (preposition)
9. requires– requires (SV agreement)
10. may faces – may face (verb)

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Visual Comprehension: AI at Work

Here are suggested answers to our visual comprehension exercise:

Study the poster (Text 1) and the social media post (Text 2) and answer Questions 1–4.

1. Look at Text 1. Tick (✓) the sentence that best conveys the overall purpose of this page.

☐ To introduce interns to the AI tools available at the firm

☒ To set out the firm's expectations for how interns should use AI at work

☐ To warn interns about the risks of using AI in a professional setting

2. What does the format of Text 1 suggest about how the firm regards its AI guidelines?

Ans: Accept any of the following:

- The firm treats its AI guidelines as formal policy
- ...as official rules that apply to all interns from the start
- ...as something serious enough to publish as a permanent company webpage, not just mention informally.

(The structured, official format shows that these are formal expectations, not casual suggestions.)

3. Identify a sentence or phrase from Text 2 which shows that Priya found the workplace approach to AI different from what she was used to.

Ans: Accept any of the following:

- "At home, using AI is just something I do without thinking much about it. Here it felt different."
- "What surprised me was how much they still wanted me to think."

4. Look at Texts 1 and 2 and statements (a) and (b) below. Tick (✓) the correct answer for each statement.

(a) The tone of the language used in both texts is...

☐ persuasive

☐ matter-of-fact

☒ observational

(b) One key difference between the two texts is...

☐ Text 1 explains how AI tools work while Text 2 questions whether AI should be used at work

☐ Text 1 focuses on what AI can do while Text 2 focuses on what AI cannot do

☒ Text 1 sets out clear rules while Text 2 shows that rules alone do not resolve every question



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Listening Comprehension: What's the Job, Exactly?

Here are answers for our listening comprehension exercise:

What's the Job, Exactly?

1. What did Sarah find most unexpected about her recent job interview?

A. The interviewer focused on her familiarity with the company's recent campaigns rather than her general marketing knowledge.

B. The interviewer asked her to walk through how she uses AI tools in her work process, not just her knowledge of marketing.

C. The interviewer asked her to use AI to complete a campaign brief during the interview.

2. What does Sarah's experience mainly suggest about jobs today?

A. Young people need better guidance on how to prepare for jobs in a changing market.

B. Familiar job titles can hide how much the work itself has changed.

C. Jobs today are harder to secure than they were for previous generations.



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Narrative Text Comprehension: Can Schools Keep Up?

Here are suggested answers to our text comprehension exercise:

1. a) From Paragraph 1, what does the writer suggest could happen to some competencies as a result of AI?

Award [1]:

- They risk becoming obsolete
- They may no longer be needed/relevant
- They could disappear from the curriculum entirely
- Do not award: "they will change" without reference to obsolescence.

1. b) The writer uses two questions to end paragraph 1. What effect does this create for the reader?

Award [1]:

- Creates a sense of urgency about the issues raised
- Invites the reader to consider the problem personally/directly
- Leaves the questions open, encouraging the reader to think further
- Suggests the issues are unresolved and genuinely uncertain

2. a) In Paragraph 2, the writer says the three topics "overlook some significant social implications." Using your own words, explain what the writer means by this.

Award [1]:

- Current discussions focus on practical uses of AI but miss the larger question of whether education itself may need to change fundamentally
- The three topics deal with surface-level concerns while ignoring deeper consequences for what schools teach

2. b) Why do you think the writer lists all three topics before making this argument?

Award [1]:

- To acknowledge their validity/importance before arguing they are insufficient
- To show fairness or balance before making a stronger claim
- To concede the value of the current conversation before redirecting it
- Do not award: "to give examples" or "to explain the topics" without reference to the rhetorical function.

2. c) Which word in the final sentence of Paragraph 2 shows the extent of the changes the writer believes AI may require?

Award [1]:

- entirely

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3. In Paragraph 3, the writer opens with the claim that “technological change has impacted the curriculum before.” Why do you think the writer begins with this point?

Award [1]:

- To show that curriculum adaptation to technology is not unprecedented/has happened before
- To establish credibility for the argument by grounding it in historical examples
- To make the subsequent claim about AI’s greater scale more striking or alarming by contrast

4. The writer says the difficulty facing education systems is “not a lack of research, but the pace at which AI capabilities are developing” (lines 27–28). Using your own words, explain what the writer means by this.

Award [1]:

- The problem is not insufficient knowledge about AI, but that AI itself is evolving so rapidly that any current understanding is quickly superseded
- The challenge is not ignorance but speed — the target keeps moving before institutions can respond
- Do not award: answers that only attribute difficulty to the curriculum process being too slow, with no reference to AI’s pace of development.

5. a) Give one piece of evidence from Paragraph 3 to support Priya’s view.

Award [1]:

- Calculators led to debates about arithmetic drills
- Spell checkers raised concerns about writing skills
- Search engines led to debates about the value of teaching factual information

5. b) Give two pieces of evidence from Paragraph 5 to support Marcus’s view.

Award [1] per correct answer, up to 2 marks:

- “The curriculum development process struggles to keep up with the rapid pace of technological change.”
- “There are risks of moving too slowly or too quickly.”
- “The pressure to respond urgently sits uneasily alongside the need for deeper strategic discussions.”
- “Long-term planning needs to look beyond current classroom uses of technology.”

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6. Using your own words as far as possible, summarise the difficulties that education systems face in responding to the changes brought about by AI.

Use only information from Paragraphs 4 and 5. Do not include examples from Paragraph 3.

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 reason why education systems struggle to respond to AI is that...

Content points — award [1] per point, up to 6 marks:

1. The world of work is changing at the same time as education must respond, so required job skills are shifting too
2. Employers anticipate that 39 per cent of core skills will change by 2030, making the scale of the challenge concrete and measurable
3. AI capabilities are developing so fast that knowledge institutions act on may already be outdated before it reaches students
4. There is tension between the urgency of responding quickly and the need for deeper longer-term strategic thinking
5. The curriculum development process is thorough and inclusive but too slow to keep pace with change
6. It is genuinely unclear whether existing approaches remain valid, and there are real risks in both acting too quickly and too slowly

Language quality — award up to 9 marks.