



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/22

Paper 2 Comprehension

February/March 2021

INSERT

1 hour 45 minutes

INFORMATION

- This insert contains all the resources referred to in the questions.
- You may annotate this insert and use the blank spaces for planning. **Do not write your answers** on the insert.

8004249369-I



This document has **8** pages. Any blank pages are indicated.

Material for Section A

Background

Nisha lives in a poor, rural area and is in her final year at school, where she is studying maths and sciences, and wants to read engineering at university. Although she is a high achiever academically, she does not like group work or making presentations. She lacks confidence socially and does not like to fail at anything, sometimes finding herself stressed and anxious. Nisha has narrowed her choice to one of three universities.

Option A: Kamford University, an ancient university in a small city

Students benefit from Kamford's excellent international reputation, with many of the tutors being leading researchers in their fields. Courses are traditional, with lectures and independent study supported by tutorials and practical work in small groups, or even individually. Assessment relies solely on examinations at the end of the course. Facilities such as libraries and laboratories are world class and the engineering department enjoys links with the nearby aerospace firm. Although the small-group tuition model means fees are the highest in the country, living costs are significantly lower because on-site accommodation is offered to all students throughout their courses.

Entry to Kamford is highly competitive. Students applying for a place must attend an interview, have excellent examination results in all their subjects, and demonstrate extensive involvement and achievement in extra-curricular activities and/or community and charitable activities. While the sport and music opportunities are excellent, they are also very competitive. The debating club is very popular, attracting speakers from around the world. Alumni* rarely struggle to find good jobs and have frequently obtained distinguished positions in law, politics, the arts, research and finance.

Option B: Frostal University, a well-established university in a major city

Students come from a wide range of backgrounds but entry is competitive, as Frostal demands very good examination results. Frostal is a big city which provides a lively atmosphere for students. However, after their first year, students must move off campus and seek shared rental accommodation in the city. This can be very expensive and may involve living some distance from the city centre. The University has an extensive programme of work experience for its engineering students, with an optional additional year's placement in industry, and many who opt for this go on to work for the same companies after graduation. Indeed, graduates in most subjects usually find good jobs within a year of leaving Frostal. Tuition combines lectures, seminars and scheduled individual support from tutors, with annual examinations all contributing to the final assessment. The University encourages students to have a good work-life balance and the range of extra-curricular activities is excellent at all levels, particularly in women's sport.

Option C: Pognia University, a new university, with a campus several kilometres from a large town

Pognia has lower entry requirements than most universities. Many entrants come from families or schools with little experience of sending candidates to university. The campus is new and offers a range of activities and entertainment. Accommodation is offered for all students throughout their courses but is rather basic and, for all but final-year students, involves sharing a room. Pognia is proud of its young and dynamic lecturers. Although less experienced in research and teaching, many of the tutors have extensive experience in industry, including two renowned civil engineers. Teaching is mainly by lectures to large groups, with occasional seminars. Any individual support is delivered online. Pognia's courses combine yearly examinations with coursework, including assessed group practicals on science courses. As part of its commitment to social responsibility,

Pognia encourages all students to undertake voluntary work, either in the nearest town or by fundraising for charities further afield.

Additional Information

1. Nisha is nervous about her forthcoming examination results.
2. The city of Kamford attracts tourists from around the world.
3. Nisha would be the first person in her family to attend university.
4. At school, Nisha enjoys singing in the choir and playing basketball, but is not especially good at either activity.
5. Work to update and improve the science block at Frostal University is nearing completion.
6. Following her studies, Nisha is very keen to work in road and bridge construction.
7. Nisha's parents are very proud of her hard work at school and her ambitions for the future, but they worry about the potential dangers of her living in a big town or city.
8. Pognia University reports low levels of employment among its graduates in the arts, humanities and social sciences.
9. Frostal University offers bursaries (finance to help with fees and living costs) to five female engineering students per year.
10. Kamford has a reputation for being more socially selective than other universities, as many of its students come from wealthy family backgrounds.
11. Pognia's campus has a swimming pool but few other sports facilities.
12. Nisha has struggled to grasp some of the concepts in one of her science subjects.

*The former students of a particular college or university.

Material for Section B

Why social media can be damaging for young people

Adapted from Sky News, 30 September 2018

There should be official guidelines about how social media is used by children with fears over how it impacts their mental health, says the UK's Health and Social Care Secretary. Matt Hancock says he is 'very worried' by the growing evidence of the detrimental effect on the health of young people. The UK's chief medical officer is to begin preparing official guidance on safe time limits that would work in a similar way to safe alcohol limits. While there are no official guidelines on time limits for social media use, a study last year found watching television for more than three hours each day is associated with poorer language skills in 11-year-old children.

5

Tips to prevent too much social media use and how to use it safely

The NSPCC* says there is currently no common set of child safety rules or laws that social media sites have to follow. Each site can decide what steps, if any, they take to keep children safe. Most social media apps have a minimum age rating of 13. If a social network has set an age limit it means that some of the content may not be suitable for a younger child. Parents are encouraged to research the social network and discuss with their children if they are mature enough to handle the content they may see on social platforms.

10

15

The UK Safer Internet Centre has the following tips for 11- to 19-year-olds:

Your online reputation: Use the services provided to manage your digital footprints and think before you post. Content posted online can last forever and could be shared publicly by anyone.

20

Finding help: Understand how to report to service providers and use blocking and deleting tools. If something happens online that upsets you, tell someone.

Resist pressure: If you lose your inhibitions you've lost control; once you've pressed send you can't take it back.

The Internet Watch Foundation has these tips for parents:

25

- Talk about online safety with your children, as soon as they have access to internet-connected devices.
- Set up parental controls and filters.
- Make a family agreement about device usage.
- Teach your child when to say no and to report abusive content.
- Keep an eye on your child's screen time.

30

What can you do if you think you are addicted to social media?

Psychology Today says that if you want to check whether you may be at risk of developing an addiction to social media, ask yourself these five questions:

- Do you spend a lot of time thinking about social media or planning to use social media?

35

- Do you feel urges to use social media more and more?
- Do you often try to reduce your use of social media without success?
- Do you become restless or troubled if you are unable to use social media?
- Do you use social media so much that it has had a negative impact on your job or studies? 40

If the answer to all five of these questions is 'yes' then you may be among the five per cent of young people who have or are developing an addiction to using social media.

If you answered 'yes' to a few of these questions, it is more likely that you are a habitual social media user and that what you should do is engage in 'digital detox' strategies. 45
This can include simple steps, such as turning off sound notifications and only allowing yourself to check your phone every 30 minutes or once an hour. Other simple steps include having periods in the day when there is self-imposed non-screen time, such as during meal times, and leaving your smartphone in a separate room from where you sleep. 50

For the small number of individuals who are genuinely addicted to social media use, treatment is warranted. The most successful type of treatment for online addictions appears to be cognitive behavioural therapy (a talk therapy designed to help people change the way they think and behave), although there are relatively few published studies examining its effectiveness in relation to internet addictions. 55

How can social media affect mental health?

Research suggests that young people who are heavy users of social media – spending more than two hours per day on social networking sites – are more likely to report poor mental health, including symptoms of anxiety, largely resulting from a 'compare and despair' attitude in young people. Individuals may look at heavily photoshopped, edited or staged photographs and videos and compare them to their seemingly mundane lives. 60
The unrealistic expectations set by social media may leave young people with feelings of self-consciousness and a desire to pursue perfectionism.

Social media can also affect sleep

Numerous studies have shown that using social media on phones, laptops and tablets at night before bed is linked with poor quality sleep. It is thought that the use of LED lights before sleep can interfere with and block natural processes in the brain that cause feelings of sleepiness, as well as the release of the sleep hormone melatonin. This means it takes longer to fall asleep and people end up getting fewer hours of sleep. 65
One in five young people say they wake up during the night to check messages on social media. 70

With further concerns about body image, data security and cyber bullying, it seems that guidance on social media use, for parents and young people, is long overdue.

* NSPCC is a leading UK-based charity working to protect children.

BLANK PAGE

BLANK PAGE

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.