CAMBRIDGE
International Education

Cambridge International AS Level

CANDIDATE NAME	

CENTRE NUMBER						CANDIDATE NUMBER				

0123456789

ENGLISH GENERAL PAPER **8021/02**

Component 2 Comprehension **For examination from 2028**

SPECIMEN PAPER **1 hour 45 minutes**

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen. Do **not** use correction fluid or tape.
- Do **not** write on any bar codes.
- If additional space is needed, you should use the lined pages at the end of this booklet; the question number or numbers must be clearly shown.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].
- The insert contains all the resources referred to in the questions.

This document has **10** pages.

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Section A

Read the material for Section A in the insert before answering the questions in Section A.

1 **(a)** State the meaning of each of the following words as they are used in the material:

(i) emphatically (Mr Jansen's Year 13 class)

..... [1]

(ii) trivial (Alfonso's question-and-answer session).

..... [1]

(b) Use the Additional information to explain why Maria 'refused' to put herself forward for election, despite Mr Jansen's encouragement.

.....

.....

.....

..... [2]

(c) Use Erika's leaflet and the Additional information to explain **two** reasons why her fellow students might think she is unreliable.

reason 1 .....

.....

.....

.....

reason 2 .....

.....

.....

.....

[4]

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(d) Use the information in Alfonso's leaflet and the Additional information to:

(i) identify the exaggerated claim regarding Alfonso's skills.

Justify your choice.

.....

.....

.....

..... [2]

(ii) identify the promise Alfonso might be forced to break.

Justify your choice.

.....

.....

.....

..... [2]

(e) Mr Jansen tells Mrs Daniels that Erika's performance 'didn't exactly impress'.

Use Erika's question-and-answer session to explain **two** reasons why Mr Jansen was not impressed.

reason 1 .....

.....

.....

.....

reason 2 .....

.....

.....

.....

[4]

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(f) Mr Jansen tells Mrs Daniels that Alfonso 'has much more sensible ideas'.

Identify **two** pieces of evidence from Alfonso's question-and-answer session to support Mr Jansen's opinion.

1 .....

.....

2 .....

.....
[2]

(g) In your opinion, suggest **two** reasons why the ballot boxes are placed in the college reception rather than in the classrooms.

reason 1 .....

.....

reason 2 .....

.....
[2]

[Total: 20]

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Section B

Read the material for Section B in the insert before answering the questions in Section B.

2 **(a)** Identify a word or phrase from **Text 1** which suggests the same idea as each of the following:

(i) in a way that involves positive action.
Look at the paragraph which starts 'Martine writes,' (paragraph 2).

..... [1]

(ii) accepted because of having existed for a long period of time.
Look at the paragraph which starts 'All around the world,' (paragraph 5).

..... [1]

(b) Identify **two** reasons why Martine wanted to start community repairs.
Look at **Text 1**, the paragraph which starts 'Martine writes,' (paragraph 2).

reason 1 .....

.....

reason 2 .....

.....
[2]

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(c) Use **Text 1** to:

(i) identify **two** pieces of evidence that explain why electrical waste is an important environmental issue.

1 .....

.....

2 .....

.....
[2]

(ii) identify **two** ways in which society contributes to the issue of electrical waste.

1 .....

.....

2 .....

.....
[2]

(d) Use **Text 1** to summarise the reasons why community repair is a good solution to the issue of electrical waste.

Answer **in about 40 words** using continuous prose.

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..... [4]

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(e) Use your own words to explain what the writer means in **Text 1** by each of the words or phrases in bold:

(i) The Repair Café concept was **initiated** by Martine Postma, who in October 2009 organised the very first Repair Café in Amsterdam (paragraph 1).

..... [1]

(ii) Secondly, it is not seen as an exciting activity; it's not **held in high esteem** (paragraph 4).

..... [1]

(f) Use **Text 2** to explain **two** ways in which the volunteers have benefited from volunteering at community repair cafés.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

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(g) Write an email to your principal persuading them that the school should start a community repair centre to help local people to repair rather than replace electrical items.

Use your own words to write your email based on what you have read in Section B, and also include your own ideas.

In your email you should:

- outline the importance of repairing electrical items rather than replacing them
- explain and justify why it would be good for your school.

You are advised to write about 120–150 words.

To: Principal@School.ed

Subject: community repair centre

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..... [12]

[Total: 30]

Additional page

If you use the following page to complete the answer to any question, the question number must be clearly shown.

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Copyright acknowledgements

Text 1 © *The Rise of Community Repair, The People and the Data Creating a Movement*; Neil Mather, Ugo Vallauri and Fiona Dear; CC BY-SA 4.0; https://creativecommons.org/licenses/by-sa/4.0

Text 2 © Adapted; *'There's a real joy in fixing something': the rise of the repair café*; Nyima Jobe; 12 March 2024; Guardian News & Media Ltd 2025; www.theguardian.com

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