



SCHOOL OF LIBERAL ARTS

FINAL EXAMINATION

Student ID (in Figures) :

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Student ID (in Words) : _____

Subject Code & Name : **MPU3232 Academic Writing Skills**
Semester & Year : May – August 2016
Lecturer/Examiner : Ms Harizah Faiz
Duration : 2 hours

INSTRUCTIONS TO CANDIDATES

1. **This question paper consists of 2 parts:**
PART A (55 marks) : READING COMPREHENSION & SUMMARY
This part consists of **TWO (2)** sections. Answer **ALL** questions in the booklet provided.
PART B (45 marks) : ESSAY WRITING
Part B consists of only **ONE (1)** section. Write your essay in the booklet provided.
2. **Candidates are not allowed to bring any unauthorized materials except writing equipment into the Examination Hall. Electronic dictionaries are strictly prohibited.**
3. **This question paper must be submitted along with all used and/or unused rough papers and/or graph paper (if any). Candidates are NOT allowed to take any examination materials out of the examination hall.**
4. **Only ballpoint pens are allowed to be used in answering the questions, with the exception of multiple choice questions, where 2B pencils are to be used.**

WARNING: The University Examination Board (UEB) of BERJAYA University College of Hospitality regards cheating as a most serious offence and will not hesitate to mete out the appropriate punitive actions according to the severity of the offence committed, and in accordance with the clauses stipulated in the Students’ Handbook, up to and including expulsion from BERJAYA University College of Hospitality.

Total Number of pages = 5 (Including the cover page)

PART A : READING COMPREHENSION & SUMMARY (55 MARKS)

INSTRUCTION(S) : This part consists of **TWO (2)** sections. Answer **ALL** questions in the booklet provided.

Section 1 : Reading Comprehension (25 marks)

Instructions : Read the text below carefully and answer the questions which follow.

The Impact of Social Media on Children, Adolescents, and Families

Engaging in various forms of social media is a routine activity that research has shown to benefit children and adolescents by enhancing communication, social connection, and even technical skills. Social media sites such as Facebook and Twitter offer multiple daily opportunities for connecting with friends, classmates, and people with shared interests.

- 5** During the last 5 years, the number of preadolescents and adolescents using such sites has increased dramatically. According to a recent poll, 22% of teenagers log on to their favourite social media site more than 10 times a day, and more than half of adolescents log on to a social media site more than once a day. 75% of teenagers now own cell phones, and 25% use them for social media, 54% use them for texting, and 24% use them for instant messaging.
- 10** Thus, a large part of this generation’s social and emotional development is occurring while on the Internet and on cell phones.

- Because of their limited capacity for self-regulation and susceptibility to peer pressure, children and adolescents are at some risk as they navigate and experiment with social media. Recent research indicates that there are frequent online expressions of offline behaviours,
- 15** such as bullying, clique-forming, and sexual experimentation, that have introduced problems such as cyberbullying, privacy issues, and “sexting.” Other problems that merit awareness include Internet addiction and concurrent sleep deprivation.

- Cyberbullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person, usually through social media. It is the most
- 20** common online risk for all teens and is a peer-to-peer risk. Although “online harassment” is often used interchangeably with the term “cyberbullying,” it is actually a different entity. Current data suggest that online harassment is not as common as offline harassment, and participation in social networking sites does not put most children at risk of online harassment. On the other hand, cyberbullying is quite common, can occur to any young
- 25** person online, and can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and, tragically, suicide.

- Sexting can be defined as “sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices.” Many of these images become distributed rapidly via cell phones or the Internet. This phenomenon does
- 30** occur among the teen population; a recent survey revealed that 20% of teens have sent or posted nude or semi-nude photographs or videos of themselves. Some teens who have

engaged in sexting have been threatened or charged with felony child pornography charges, although some states have started characterizing such behaviours as juvenile-law misdemeanours. Additional consequences include school suspension for perpetrators and emotional distress with accompanying mental health conditions for victims. In many circumstances, however, the sexting incident is not shared beyond a small peer group or a couple and is not found to be distressing at all.

Researchers have proposed a new phenomenon called “Facebook depression,” defined as depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression. Acceptance by and contact with peers is an important element of adolescent life. The intensity of the online world is thought to be a factor that may trigger depression in some adolescents. As with offline depression, preadolescents and adolescents who suffer from Facebook depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for “help” that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviours.

Many social media sites display multiple advertisements such as banner ads, behaviour ads (ads that target people on the basis of their Web-browsing behaviour), and demographic-based ads (ads that target people on the basis of a specific factor such as age, gender, education, marital status, etc.) that influence not only the buying tendencies of preadolescents and adolescents but also their views of what is normal. It is particularly important for parents to be aware of the behavioural ads, because they are common on social media sites and operate by gathering information on the person using a site and then targeting that person’s profile to influence purchasing decisions. Such powerful influences start as soon as children begin to go online and post. Many online venues are now prohibiting ads on sites where children and adolescents are participating. It is important to educate parents, children, and adolescents about this practice so that children can develop into media-literate consumers and understand how advertisements can easily manipulate them.

Many parents today use technology incredibly well and feel comfortable and capable with the programmes and online venues that their children and adolescents are using. Nevertheless, some parents may find it difficult to relate to their digitally savvy youngsters online for several reasons. Such parents may lack a basic understanding of these new forms of socialization, which are integral to their children’s lives. They frequently do not have the technical abilities or time needed to keep pace with their children in the ever-changing Internet landscape. In addition, these parents often lack a basic understanding that kids’ online lives are an extension of their offline lives. The end result is often a knowledge and technical skill gap between parents and youth, which creates a disconnect in how these parents and youth participate in the online world together.

By Gwenn Schurgin O’Keeffe and Kathleen Clarke-Pearson
Published 28 March 2011 in <http://pediatrics.aappublications.org>
Accessed on 18 May 2016

Instructions : Based on the article, answer **ALL** the questions below in the booklet provided.

1. How has the usage of social media changed with adolescents over the last five years? (2 marks)
2. Give **TWO (2)** reasons adolescents are at risk while using social media. (4 marks)
3. Explain the difference between online harassment and cyberbullying. (4 marks)
4. When is a sexting incident not considered a risk for adolescents? (2 marks)
5. (a) Where do adolescents sometimes try to find help when they are depressed? (2 marks)
(b) What can happen when adolescents go to these sources for help? (3 marks)
6. How do behavioural ads work? (2 marks)
7. Are advertisements considered good or bad? Why? (3 marks)
8. Why do parents find it difficult to relate to their digitally savvy children? (3 marks)

Section 2 : Summary (30 marks)

Instructions : Answer the question below in the booklet provided

Write a summary of the article above by restating the authors' main point, purpose and intent in your own words. Your summary should **not be more than 120 words**.

END OF PART A

PART B : ESSAY WRITING (45 MARKS)

INSTRUCTION(S) : Part B consists of only **ONE (1)** section. Write your essay in the booklet provided.

Section 1 : Essay Writing (45 marks)

Instructions : Write an argumentative essay on the following topic.

“Poor parenting is **not** the reason for the increase in risky online behaviour among adolescents.”

How much do you agree or disagree to the above statement?

You must fulfil the following **TWO (2)** tasks when writing your essay:

1. Write an argumentative essay :
 - The length of essay must be **NO LESS THAN 350 WORDS**.
 - The organisation of the essay must follow a **5-paragraph essay pattern**.
2. Demonstrate your skills in referencing for the essay :
 - You must cite **ONE (1) idea** from the reading comprehension article in **Part A (pages 2-3)**.
 - For the citation, you must **paraphrase** the original sentence(s) and provide the correct **in-text referencing** based on the Harvard Referencing format.
 - At the end of your essay, write out the **end-text referencing** (Harvard Referencing format) for the reading comprehension article in **Part A (pages 2-3)**.

END OF EXAMINATION PAPER