

First Variant Question Paper



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/31

Paper 3 Directed Writing and Composition

May/June 2009

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **two** questions: **Question 1 (Section 1)** and **one** question from **Section 2**.

Dictionaries are **not** permitted.

At the end of the examination, fasten all your work securely together.

All questions in this paper carry equal marks.

This document consists of **4** printed pages.



Section 1: Directed Writing

- 1 You are a Headteacher and have received the publicity flyer printed opposite from the *Green Team Challenge* management (*GTC*). You have decided that your school will nominate a student for the challenge, and you have received **three** recommendations, following a vote by the whole school.

Imagine you hold a meeting with your Deputy Headteacher to decide which one of the three candidates to nominate.

Write the dialogue between yourself and your Deputy Headteacher.

In your conversation you should:

- Evaluate the strengths and weaknesses of **each** of the finalists
- Explain the reasons for your final choice

Base your writing on the ideas found in the publicity flyer and the information about finalists on the opposite page.

Begin your conversation as follows:

Headteacher: Let's consider what these students have said. I must let the *GTC* know today which finalist we have chosen.

You should write between 1½ and 2 sides, allowing for the size of your handwriting.

Up to 10 marks are available for the content of your answer and up to 15 marks for the quality of your writing.

[25]



Green Team Challenge

Good news! Your school has the opportunity to recommend one lucky senior pupil to take part in our exciting new venture: Green Team Challenge. The challenge is to set up an education and visitors' centre in an environmentally unique area of rainforest.

We are looking for the most courageous, intelligent and adaptable sixteen to eighteen-year-old from your school. He or she will need to be physically fit and ready to take part in the types of challenge facing the team as they live and work together for twelve weeks.

After a week's preparation on how to fish for food, keep fires alight, cook a meal, manage first aid, plus basic construction and team-building, they'll also learn what is and isn't safe in the rainforest. They need to be able to absorb all the information we give them, solve problems and cope with the everyday conditions of their new environment. Although the rainforest is hot, it is also tropical, which means storms, heavy rain and long days when, as a group, they will need to get on and communicate well in order to avoid conflict, hazards and even boredom!

Choose well for your candidate to have the chance of being selected as one of the 20 lucky members of the Green Team. This is a unique opportunity for your most suitable student to have a life-changing experience and to act as an ambassador for your school. You have exactly one week to inform us of your choice.

GTC management

The three finalists



Marissa

I am a top candidate. Not only do I exercise and run daily – I'm in training for the 1500 metres which is a test of endurance and speed – but I'm also good with words. I'm on the debating team and I am very convincing when I want to be! I'm clever too as I've done well in my exams, especially biology. I can listen well and I help stop arguments occurring by solving others' problems. Okay, it's true that I don't like bugs and snakes, but I can deal with them. I'm good at canoeing and love being outdoors. I'm proud of my school and want to represent it in a positive way.



Didier

This isn't a challenge for weaklings so don't choose one! Instead take a look at my muscles. I've been body building since I was twelve and have won ten competitions so far. I'm also great at map reading so I won't get lost, even if the other team members want me to! When I was younger I was in an activity group for boys and we learned how to light fires, swim in rivers and fish for our supper. I'm used to managing our football team; now that needs some tough negotiating skills at times. I'm also pretty handy with a hammer and I helped my dad build our garden shed.



Kim

Thanks for all your support out there. I'd like to think I'm an all round achiever: I keep fit by playing football and cycling everywhere. I've just completed my lifesaving badges in swimming and I go rock climbing during my spare time. I'm a keen inventor and won a prize at the National Science Fair recently. I get on well with others and have been part of the Student Counselling Service for over a year. I'm the eldest in our house. Actually I'm the one in charge of all the recycling, and both these factors make me responsible, believe me. I'm a steady person who likes working with others, making new friends and overcoming any obstacles I come across along the way.

Section 2: Composition

Write about 350 – 450 words on **one** of the following:

Argumentative/discursive writing

- 2 (a) 'Peer pressure makes teenagers feel they have to buy the latest technology and fashionable clothes.' What are your views on this statement? [25]

OR

- (b) 'Graffiti: art or crime?' What are your opinions on graffiti and the people who create them? [25]

Descriptive writing

- 3 (a) Describe a time and place, real or imaginary, when you felt trapped. Concentrate on your surroundings and your feelings at the time. [25]

OR

- (b) You come across a group of people eating and speaking together around a table. Describe how they reveal their personalities, relationships and emotions. [25]

Narrative writing

- 4 (a) 'As they looked in the mirror they were amazed to find two completely different people smiling back at them.' Use this sentence as the beginning of a story. [25]

OR

- (b) Write a story in which the central theme is flying. [25]

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.

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