

## Location Entry Codes

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As part of CIE's continual commitment to maintaining best practice in assessment, CIE uses different variants of some question papers for our most popular assessments with large and widespread candidature. The question papers are closely related and the relationships between them have been thoroughly established using our assessment expertise. All versions of the paper give assessment of equal standard.

The content assessed by the examination papers and the type of questions is unchanged.

This change means that for this component there are now two variant Question Papers, Mark Schemes and Principal Examiner's Reports where previously there was only one. For any individual country, it is intended that only one variant is used. This document contains both variants which will give all Centres access to even more past examination material than is usually the case.

The diagram shows the relationship between the Question Papers, Mark Schemes and Principal Examiners' Reports that are available.

<b>Question Paper</b>	<b>Mark Scheme</b>	<b>Principal Examiner's Report</b>
Introduction	Introduction	Introduction
First variant Question Paper	First variant Mark Scheme	First variant Principal Examiner's Report
Second variant Question Paper	Second variant Mark Scheme	Second variant Principal Examiner's Report

### **Who can I contact for further information on these changes?**

Please direct any questions about this to CIE's Customer Services team at:

[international@cie.org.uk](mailto:international@cie.org.uk)

The titles for the variant items should correspond with the table above, so that at the top of the first page of the relevant part of the document and on the header, it has the words:

- First variant Question Paper / Mark Scheme / Principal Examiner's Report

or

- Second variant Question Paper / Mark Scheme / Principal Examiner's Report

as appropriate.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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**FIRST LANGUAGE ENGLISH**

**0500/31**

Paper 3 Directed Writing and Composition

**May/June 2009**

**2 hours**

Additional Materials: Answer Booklet/Paper

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**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.

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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]

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**Section 2: Composition**

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

**Argumentative/discursive writing**

- 2 (a) 'It is the best of times and the worst of times'. Using this quotation as your starting point, write an essay discussing what you feel are the best and the worst parts of your life as a teenager. [25]

**OR**

- (b) Do heroes still exist? Who do you think could still earn the title of 'Hero' or 'Heroine' in the present day? You may consider more than one example, but must explain why you believe the title is deserved. [25]

**Descriptive writing**

- 3 (a) 'The Performer'. Describe a performer or entertainer who amazed you or held your interest. [25]

**OR**

- (b) 'Time capsule discovered in local field.' Describe the contents of this sealed box of secrets from the past. [25]

**Narrative writing**

- 4 (a) You come across an advertisement in the local paper – 'Unwanted gift. Extremely large hot air balloon for sale, reasonable price. Call 87145 after 9pm on Monday'. Write a story based on these details. [25]

**OR**

- (b) 'The Uninvited Guest'. Write a story of suspense in which this title is central to the plot. [25]

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