

## 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.

Question Paper	Mark Scheme	Principal Examiner's Report
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 2008**

**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 Many schools experience disruptive and anti-social behaviour, sometimes on a daily basis.

Imagine that you attend the school at which Mrs Rodriguez is the Headteacher. Mrs Rodriguez has decided to tackle bad behaviour at your school. Recently there have been some very serious incidents and she has decided to launch a new scheme that has proved successful elsewhere. She has sent a letter to parents outlining the scheme and has also invited comments from students.

Read the letter to parents, which is printed on the opposite page, and consider the comments of two classmates which follow it.

**Write an article for the school magazine in which you highlight the advantages and disadvantages of the proposed scheme.**

**You should:**

- Base your ideas on the letter to parents and on the students' comments
- Add your own ideas and comments based on the reading material
- Remember that you are trying to influence your fellow students

**Begin as follows:**

Fellow Students! Big changes are on the horizon...

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]

Dear Parents,

On behalf of my staff and governors, I would like to welcome you to the new academic year.

As many of you know, I believe in honesty and teamwork. I would therefore like to ask you whether you will join me in backing a new scheme which I would like to introduce this term. This scheme is called a 'School Court' and it is a dynamic way of dealing with some of the anti-social behaviour that, I admit, exists in our school and in most others across the country. This scheme is not new – it has proved highly successful elsewhere.

This is how a school court works. A team of six students, aged between 14 and 18, is selected. They are then trained by counsellors and youth workers on the rights and responsibilities of young people in society. They attend court trials, interview judges and barristers and agree to remain unbiased in all circumstances. At the end of the training, the court is in place and ready to make decisions.

Our court will be able to hand out sanctions. Students may be asked by the court to make amends by meeting the student or member of staff they have offended, not only to apologise, but also to learn to take full responsibility for their actions. Other sanctions may include anything from helping younger pupils with learning to cleaning up rubbish and assisting in the canteen. Students who have been disruptive can be represented by teachers.

No-one knows teenagers better than teenagers themselves. Only they understand the problems a teenager faces, at home and at school – so why shouldn't they have a say in what happens to those students who disturb the harmony of our school community?

I look forward to your comments.

Yours sincerely,  
P. Rodriguez B.A.

**Jasmin and Sergio, who are both sixteen, meet and discuss their reactions to the recent letter Mrs Rodriguez sent to their parents.**

Jasmin: *Did your parents read that letter from the headteacher last night?*

Sergio: *Oh yeah! There was nearly a full scale argument about it, I can tell you.*

Jasmin: *Well, there's no way my parents will agree to this so-called 'court'! My mum says that it's discrimination as it's saying that some students are better than others. It's going to cause lots of problems at school, that's for sure.*

Sergio: *I thought like that at first, until my dad pointed out that teenagers listening to and understanding other teens has to be a good way forward, especially if the 'old' ways aren't working.*

Jasmin: *Who's going to listen to, or accept, some goody-goody's decision about what punishment we should be given when they are the same age as us and in the same classes? Not me, that's for sure.*

Sergio: *Well, we read about the teen courts in America in our Communications lesson, and we were all amazed at just how effective they are. Bad behaviour has practically been stamped out in many of the schools there and a survey of the students attending showed that there is a happier environment, and student grades improved too!*

Jasmin: *My mum says that it's just another 'new idea' that is doomed to failure. My dad shocked us both by saying we should 'give it a chance'. Typical!*

Sergio: *Why not give this school court a chance, Jasmin? After all it's just an idea right now and, let's face it, at the moment troublemakers are only being suspended for a couple of days and that doesn't work at our school.*

Jasmin: *As long as everything is run fairly, and nobody starts acting as if they're better than us, I suppose I'll give it a try. Sergio, you can be quite convincing when you want to be!*

**Section 2: Composition**

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

**Argumentative/discursive writing**

- 2 (a) 'The world is an increasingly dangerous place to live in.' Discuss what you think and feel about this statement. [25]

**OR**

- (b) 'Teenagers are always talking, singing and writing about falling in love, but they are far too young to know what love really is.' What are your views? [25]

**Descriptive writing**

- 3 (a) For many years you have heard exciting and humorous tales about an elderly aunt/uncle in your family. Someone gives you a diary that once belonged to this relative, who is now dead. Write **two** diary entries, each describing a memorable moment in this person's life. [25]

**OR**

- (b) Describe the discovery of your own secret hideaway. It could be an overgrown garden or a deserted shack. Concentrate on the detail and atmosphere of the place. [25]

**Narrative writing**

- 4 (a) Everyone thinks you are an ordinary teenager, living an ordinary life. No-one knows, nor must they ever find out, that you have powers which can only ever be used for the good of humankind. Write about a day in 'The Secret Life of...'. [25]

**OR**

- (b) 'The radio crackled as the distant voice spluttered and died. Now they felt completely alone, but surely there must be others like them out there?' Write a narrative using this quotation as the beginning or end of your story. [25]

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**Section 2: Composition**

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

**Argumentative/discursive writing**

- 2 (a) What do you think are the most important ways in which a government can improve the life of its people? [25]

**OR**

- (b) ‘The “Generation Gap” is a real cause of conflict between teenagers and adults.’ Do you agree? [25]

**Descriptive writing**

- 3 (a) ‘By the Waterside’. Describe some of the people and activities that take place there. [25]

**OR**

- (b) ‘Self-portrait’. Describe yourself. In your description you should try to capture what makes you unique. [25]

**Narrative writing**

- 4 (a) The year is 2035. As a special birthday present you have just received the latest gadget that other teenagers would love to own. You take it to your room, switch it on, and something you don’t expect happens. Write a story from this point onwards. [25]

**OR**

- (b) ‘He had always been a favourite, an example to all who knew him. Now, after what he had done, would they still feel the same?’ Write a narrative based on this quotation. [25]

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