www.dynamicpapers.com

International General Certificate of Secondary Education
CAMBRIDGE INTERNATIONAL EXAMINATIONS

FIRST LANGUAGE ENGLISH 0500/2

PAPER 2 Reading and Directed Writing

OCTOBER/NOVEMBER SESSION 2002

2 hours 15 minutes

Additional materials:
Answer paper

TIME 2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Answer **all** questions.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

All questions in this paper carry equal marks.

Dictionaries are **not** permitted.

This question paper consists of 7 printed pages and 1 blank page.

SP (SLC) S09695/3
© CIE 2002

UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

[Turn over

www.dynamicpapers.com

BLANK PAGE

www.dynamicpapers.com

Part 1

Passage A and Passage B are about the dangers and the effects of fire. Read the passages carefully and then answer Questions 1 and 2.

Passage A

A Moment of Madness

It was Arvind's birthday. In the afternoon there would be a cake and a party, but it would be like other birthdays, and Arvind was eleven. So in the morning, he collected his friends, Jimmy and Paudeni, and they set off to the forest that lay on the hillside in a huge half-moon behind the village.

When they reached the first few trees they stopped, listening to the sounds of the birds and searching for the rare striped butterflies that Arvind's uncle had told them about. They cried out to test the echo and then became savages, rushing carelessly into the forest and battering the undergrowth with sticks.

Eventually they reached a clearing. Jimmy said he was hungry and they started to devour the birthday food they had brought. Arvind pulled out a packet from his bag. "Look," he said, "I've brought some chicken. We'll make a fire and cook it." He pulled out some matches. "Get some sticks, Jimmy. Make a big pile. Everything's dry, it'll burn like crazy."

Paudeni looked worried. "My Mum says never ever start a fire in a forest, specially this year because it hasn't rained and because of the winds. She says you don't know what fire can do until you've experienced it. She says people who know always dig a big circle round a fire because it can't burn through the soil. She says –"

"Rubbish, there's no danger," interrupted Arvind, with the authority of a boy on his eleventh birthday. "I know what I'm doing." Jimmy returned carrying a great armful of sticks and made a castle out of them. Arvind struck a match and the fire was alive.

His satisfaction was short-lived. The dry wood exploded into a sheet of threatening flame and, from nowhere, a breeze began to blow. The children watched, horrified, as the fire spread like scuttling mice into the surrounding undergrowth. They never realised that everything was tinder dry. They had never seen how quickly a fire could start to devour all the twigs and the dead leaves that had lain undisturbed on the forest floor.

"Quick! Stop it!" screamed Paudeni, but how could they? The fire spread in too many directions at once. If they managed to stop one of its tentacles, two more would have spread beyond their reach. The boys rushed back and forth, stamping pointlessly on the flames and then, after a short while, just looked on in a sort of awful fascination.

"Look!" shouted Jimmy. The fire had reached the trees at the sides of the clearing and was shooting upwards, devouring ancient, dead ivy and dry bark. In no time the sounds of the forest were drowned by frightening explosions. Birds and animals rushed for safety as their homes and feeding areas were engulfed in flame. The speed and magnitude of such destruction were beyond the boys' imagination.

They ran for their lives, trying to find a way out of the terrible, burning forest.

It was the only story in the newspaper the next day. There were interviews with the villagers, recounting their fears as the fire had threatened their homes before the wind miraculously changed. The forest lay in ruins, a minor ecological disaster, threatening the village with floods and landslides when the rains eventually returned. And poor Arvind lay in a hospital bed, his face scarred for life by the sudden sheet of flame that had risen up without warning to challenge his last steps to safety.

Who was to blame? The newspaper blamed the schools for not teaching the children a fire code or giving them stories about the dangers of fires. The schools privately blamed the parents for not hiding matches and for not keeping control of their children. Parents blamed the newspaper and television for not continuing to publicise the state of the forests in conditions of drought and wind.The story of Arvind's birthday is a sad reminder that fire is a dangerous force to be reckoned with and that its effects are potentially terrible. Fire is everyone's responsibility, but how do we ensure that everyone understands, and what exactly are the responsibilities of school, parents and the media?

[Turn over

www.dynamicpapers.com

Passage B

Fire at El Capitan

Flames danced from treetop to treetop, and a thick pall of acrid smoke descended on the valley. The majestic stands of giant sequoias were difficult to make out, and the monolithic granite landmarks—El Capitan, Sentinel Rock and Half Dome—were all but invisible. Perhaps the most beautiful and certainly among the most popular of national parks, California's Yosemite, was shrouded in gloom last week as three major wildfires, triggered by lightning strikes the week before, swept through the pristine forest. Residents of nearby towns fled their homes, and for the first time in its 100-year history, Yosemite was closed. Some 10,000 visitors trapped overnight in the park's central valley were finally led out at 4:30 the next morning along roads flanked by blazing trees. The scene brought back frightening memories of 1988, when nearly half of Yellowstone National Park was engulfed in flame.

This time, though, humans were able to beat back the fiery force of nature. Ten days after the conflagrations started, a corps of more than 15,000 fire fighters finally had them largely contained, and officials began to let visitors back into sections of the park. But the damage done was severe: some 24,000 acres of forest were gone. The town of Foresta, which lies within the park, lost 66 of its 86 buildings, and ranches on Yosemite's edges were charred.

The park's wildfires were only one patch in a mosaic of destruction all across the Far West. In California, Oregon, Washington, Idaho and Montana, 195,000 acres were still aflame at the end of the week, and in the vast wilderness of Alaska another 2 million acres were burning. Now in its fourth consecutive year of drought, the western edge of the nation is one big tinderbox, and a single spark is enough to kindle an inferno. So far this year, 10 fire fighters have died, 740 homes and other buildings have been destroyed, thousands more have been threatened, and property damage has run into the millions of dollars. In all, more than 3.6 million acres of forest have been turned to stumps and ashes. Even if this fire season ended today, it would be twice as bad as last year's, and the second worst since 1983.

As homeowners confront the blackened remains of their belongings and Americans wonder if the parks will survive long enough to be seen by their children, an old question arises anew: Is enough being done to prevent fires and to stop them once they start? The issue flared two years ago in the wake of the Yellowstone fires. That disaster was blamed on the National Park Service's decade-old policy of letting some fires burn unhindered.

The idea behind "let-it-burn" is reasonable enough. Fire has always been especially prevalent in the West, and over thousands of years the forests have adapted. Some trees, like giant sequoias, have evolved a thick, flame-resistant bark. The sequoias and others actually depend on fire to make their cones pop open, spreading seeds for the next generation of growth. Periodic blazes clear underbrush and let in sunlight to nourish the seedlings.

If the underbrush is left to accumulate too long, a small fire can turn into a catastrophe. "We used to have a Smokey Bear philosophy that all fire is bad," says Park Service spokesman Dwayne Collier. "Now we accept that it has a natural and useful role."

The Yosemite episode seems to vindicate the Park Service's strategy–and at the same time makes it clear that the old suppress-all-fires system caused more problems than it solved. Last week's blazes spread quickly not only because of drought but also because decades' worth of excess brush had accumulated during the years before without being controlled.

www.dynamicpapers.com

1 (a) Summarise the reasons why fires are dangerous in forest areas and the effects of fires when they break out according to Passage A.

and (b) Summarise the reasons why fires are dangerous in forest areas and the effects of fires when they break out according to Passage B.

Use your own words as far as possible.

You should write between 1 and $1\frac{1}{4}$ sides altogether, allowing for the size of your handwriting.

2 Write a brief report on ways to control the outbreak of forest fires and their effects in forest areas.

You should include the following:
- Personal responsibility and safety: educating people to have sensible attitudes towards fire;
- Fire fighting and prevention.

Use **both** passages as the basis for your ideas which you should develop in your own words.

You should write between $1\frac{1}{2}$ and 2 sides, allowing for the size of your handwriting.

[Turn over

www.dynamicpapers.com

Part 2

3 **Come to the Festival!**

Read the following information about a festival to be presented by a school to raise money for a big project. The information includes planning notes (in brackets).

Planned schedule for Festival (issued 10 June 2002)
[Festival to be held on 18 September 2002.]

12.30pm **Light lunches on sale** (remember school healthy food policy)

1.30pm **Festival procession** (make it colourful, weird? – animal theme? or environmental? something else?)

2pm **Mayor opens proceedings** (five-minute speech)

2.10pm **Games stalls, sales start** (say 20–30 stalls all outside, what sort?)

2.30pm **Light refreshments on sale**

3pm **Sports competitions** (what sorts? who? what prizes? entry fee to compete?)

3.30pm **Performances of dancing, school rock band, drama** (could these be outside or use school hall, or a mixture?)

5pm **Close** (repeat procession?)

(Other issues to be resolved

1 We need two celebrities (as well as the mayor) to attend, perhaps take part. One sporting, other artistic?

2 Most of this is outside. What happens if it rains? Storms are quite likely around this date.

3 How WE appear to the public is important. Our aim should be to give them a good time – not just to earn money.)

www.dynamicpapers.com

The day after the festival, the following headline appeared in a local newspaper:

HEAVY RAIN FAILS TO DAMPEN SPIRITS AT LOCAL SCHOOL: MAYOR PRAISES STUDENT ENTERPRISE

Write the report that followed the headline.

Base all of your report on the information, but do not try to use all of it. Add your own details and extracts from interviews with key people to make your report more interesting.

You should write between $1\frac{1}{2}$ and 2 sides, allowing for the size of your handwriting.

www.dynamicpapers.com

Copyright Acknowledgements:

Passage B. © 1990 Time Inc. Reprinted by permission.