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Location Entry Codes

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

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.

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First Variant Question Paper

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/31**

Paper 03 Directed Writing and Composition **October/November 2008**

2 hours

Additional Materials: Answer Booklet/Paper

* 4 4 0 9 7 2 3 8 9 6 *

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.

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Section 1: Directed Writing

1 Many teenagers are young carers. As well as looking after themselves, they have to help parents and younger brothers and sisters to get through everyday life. Often their best friends and family members are the only people who know how difficult it can be for them. Organisations are trying to raise awareness of young carers through awards such as Young Citizen of the Year.

A boy called Fizhan has been given a Young Citizen of the Year award for his tremendous efforts in looking after his disabled mother and his younger brother and sisters. Read the transcript on the opposite page of an interview between Fizhan and a journalist called Keisha Jacobs.

Imagine you are Keisha. Write an article for a newspaper sold in the area where Fizhan lives.

In your article you should:

- Explain Fizhan's situation, how he copes, and how it has affected his life.
- Persuade readers that they should be more aware of situations that people like Fizhan and his family are in.

Base what you write on the interview you have read.

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]

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Scene: *The living room of sixteen-year-old Fizhan's home. Fizhan sits upright on the family sofa, clutching his 'Young Citizen of the Year' trophy. He looks slightly anxious as I am about to turn on my tape recorder. It is almost supper time and he tells me he has work to do.*

Keisha Congratulations, Fizhan! Why do you think you won this year's competition?

Fizhan I'm not really sure, Miss. There were young people there who had done a lot more than me, such as saving people's lives and rescuing animals, stuff like that. I'm no hero like that, that's for sure.

Keisha Don't you think it's a brave thing that you do each day?

Fizhan Well it's hard work but I don't think it's brave. I'm only doing the kind of things that my mum would do if she was healthy. She still does what she can, but I do miss her cooking. Mind you, I can cook a good chilli now. My mum taught me all about spices.

Keisha Your face really lit up when you mentioned your cooking. What else do you have to do?

Fizhan (*He looks slightly angry*) I don't *have* to do anything. I want to help mum and the other kids. It's not anyone's fault that things are the way they are around here but mum says I'm like her 'Managing Director'; she manages if I direct. We get on well, except when she nags about homework and insists I keep in contact with my friends.

Keisha I can understand about the homework, but she has to make you go out with your friends?

Fizhan Well…mostly they come around here, but yeah, there was a time when I could have lost my best friends because I kept making excuses about not being able to go out on my bike with them and stuff like that. Mum suggested having a 'me' time – that's when I'm number one and my brother and sisters just have to 'get on with it'.

Keisha Didn't your friends know about your mum and everything you have to do?

Fizhan Well you don't go around telling everyone your business, but yeah, mum found out that I was upset about my friends, and about school too. My little sister told her I was upset in the kitchen (*realises what he has said on tape and adds quickly*) but I wasn't really upset. Little sneak. No bedtime story for her that night! Turned out all right in the end though because I realised you do need your friends. Sometimes they help with the washing up but only if I help them with their homework! I did fall out with one of them for telling the teachers why I hadn't done my homework. That was about two years ago, but we're best friends again now. He really did me a favour when I was falling behind at school. I was even truanting, but don't print that. It was through school that Sami, who helps with mum's daily care, washing her and stuff like that, got involved. It used to be a lot more difficult than nowadays.

Keisha You're not telling me it's easy looking after three sisters, a brother and your mum, as well as studying for exams and having your own life? That's what the award is for, Fizhan.

Fizhan I've got my own system and it works. Well, that's as long as the little ones behave or don't fall off their bikes or walls or just trip over. I get up at six o'clock, lie in until seven at the weekend, take mum a cup of coffee, do the breakfasts, dress the youngest (I've trained all the others to dress themselves) make sure three of them catch the school bus and take the youngest to nursery. After school it's sort of the same but in reverse! On bad days mum needs the doctor but now people know mum's not well they try to help: give lifts, pop around with cake sometimes. It was hardest keeping it a secret and being too proud to ask for help.

Keisha Whew! You deserve that medal Fizhan. I bet there's a lot more you could tell us.

Fizhan Well, let's just say there's someone else I care about now but you're not getting any details of that (*he smiles broadly at me and bursts out laughing*).

End of interview

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Section 2: Composition

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

Argumentative/discursive writing

2 **(a)** Write the words of a speech entitled 'Basic rights for teenagers'. In your speech your aim should be to persuade both young people and adults to consider your views. [25]

OR

(b) 'Travel broadens the mind.' Is this statement still true in the era of the Internet, which can tell us everything about any country and its people at the tap of a key? [25]

Descriptive writing

3 **(a)** Describe a time when you were waiting for something unpleasant or fearful to happen. Describe the place where you were at the time and your feelings as you waited…and waited. [25]

OR

(b) The sounds of laughter and loud voices attract your attention to a room in your house. The door is closed. Describe what you can hear, as well as what you can see, as you gently open the door. [25]

Narrative writing

4 **(a)** 'The figure sprinted away from the angry crowd and headed towards a gap between the buildings.' Use this sentence to start a story. [25]

OR

(b) As you shake your morning breakfast cereal from the box, out tumbles a small, red envelope with the words 'Open me now!' stamped on it. Inside, there is a list of instructions that you must carry out 'before night falls.' Write the story of your day. [25]

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Second Variant Question Paper

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/32**

Paper 3 Directed Writing and Composition **October/November 2008**

2 hours

Additional Materials: Answer Booklet/Paper

0451469258

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Section 1: Directed Writing

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End of interview

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Section 2: Composition

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

Argumentative/discursive writing

2 **(a)** 'I'm young. I want to have fun, not spend my time studying!' What are your views on this statement? [25]

OR

(b) Do you agree that animals should be treated with the same respect as humans? [25]

Descriptive writing

3 **(a)** Describe the sights and sounds of an enchanted journey. [25]

OR

(b) Describe a moment when you were involved in a special event. You should describe the atmosphere and emotions of the time. [25]

Narrative writing

4 **(a)** Write a story entitled 'Locked in', starting from the moment when you realise that you cannot get out. [25]

OR

(b) 'The Dare.' Write a story in which a character does something risky or dangerous. [25]

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