www.dynamicpapers.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/31**

Paper 3 Directed Writing and Composition **October/November 2012**

2 hours

Additional Materials: Answer Booklet/Paper

6760515606

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.
The number of marks is given in brackets [ ] at the end of each question or part question.
All questions in this paper carry equal marks.

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

© UCLES 2012

www.dynamicpapers.com

Section 1: Directed Writing

1 Read the article printed on the opposite page.

Write a letter to the journalist, Dennis Nadel, in which you comment on his views and argue for your own views about teenagers and digital communication.

In your letter you should:

- give the advantages of digital communication for teenagers
- address the writer's concerns and argue your own views.

Base your letter on what you have read in the article. Be careful to use your own words.

Begin your letter:
'Dear Sir,
I have read your article and would like to comment on your point of view...'.

Write between 1½ to 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]

© UCLES 2012

www.dynamicpapers.com

Text, text, text, that's all teenagers think about: but are there more worrying issues involved? by Dennis Nadel.

'How did we manage before?' asks Maria. 'Carrier pigeons? Letters? Going round each other's houses on bikes?' Alberto reckons he spends an hour, hour-and-a-half on school days hanging out with his 450 social network friends; maybe twice that at weekends. 'I'd rather give up my diary than my phone,' says Georgia.

Sadly, many teenagers would rather stay at home than go on a vacation with their families if they were going to an area where there was no mobile signal or no broadband.

Teens, eh? Not how they were when I was young. Nor the way they talk to each other. Let's frighten ourselves first. For a decade the Pew Research Centre has been the world's most authoritative source of data on the internet's impact on our lives. This includes the way teens have used mobile phones and text messaging since 2006. Their findings reveal the fact that 75 per cent of all teenagers (and 12 per cent of 12-year-olds) now have a mobile phone. Almost 90 per cent of phone-owning teens send and receive texts, most of them daily. Half send 50 or more texts a day; one in three send 100. But phones do more than text, of course. More than 64 per cent share the pictures they take with others, 46 per cent play games, 32 per cent swap videos, and over 23 per cent access social networking sites. The mobile phone, in short, is now the favoured communication hub for the majority of teens. However, if texting, swapping, 'hanging' and generally spending their waking hours welded to their phones wasn't enough, 73 per cent use social networking sites, 50 per cent more than three years ago! Digital communication is not just prevalent in teenagers' lives. It *is* teenagers' lives.

'Cred-wise', it's important to have an impressive, active social network profile: lots of updates, lots of tagged photos of you, lots of 'friends'. Sometimes, though, it ends in tears. Everyone has witnessed cyber bullying, but for some less-outgoing teens this can tip them over the edge into depression and withdrawal from cyber life and even real life. 'It's quite easy for young people to feel belittled and isolated on these sites,' says Roma, a victim of cyber bullying. There is also another downside. Following huge recent publicity, teens are increasingly afraid of the dangers of online predators, adult strangers seeking to strike up 'friendships' with young, vulnerable people.

The question that concerns most parents is whether such an unprecedented surge in non face-to-face communication is somehow changing our teenagers, diminishing their ability to conduct more traditional relationships – turning them into screen-enslaved, socially-challenged adults.

Young people should also be aware of the fact that their so called 'private' activity on social networking sites is being used for more sinister reasons that will affect their future plans for further education and jobs. A 2009 survey found up to 45 per cent of US companies are now checking job applicants' activity on these sites, and 34 per cent reported rejecting people because of what they found. Universities and colleges, similarly, are starting to look online. 'You need to be careful,' says Cameron, astute at 14. 'Stuff can very easily get misunderstood.'

What about us as parents? Do we enjoy the peace of our offspring quietly communicating with 300 friends online, or would we rather have the noise and chaos of school friends sharing pizza in the kitchen and telling us about their day?

© UCLES 2012

[Turn over

www.dynamicpapers.com

Section 2: Composition

Write about 2 sides, allowing for the size of your handwriting, on **one** of the following:

Argumentative/Discursive Writing

2 **(a)** 'Parents and teachers place too much pressure on teenagers and expect them to work too hard at school and at home.' What are your views on this statement? [25]

OR

(b) 'Charity begins at home; therefore each country should help itself rather than helping others.' Argue for or against this claim. [25]

Descriptive Writing

3 **(a)** A major cycling race is coming through your town centre. Imagine you are at the front of the crowd waiting for the cyclists to appear. Describe the sense of expectation and the arrival of the competitors. [25]

OR

(b) You are accidentally locked in your school after everyone has left. Describe the atmosphere and how this makes you feel. [25]

Narrative Writing

4 **(a)** Write a story entitled 'Caught in the Act'. [25]

OR

(b) Begin a story with a character who has lost something important. [25]

Copyright Acknowledgements:

Question 1 © ADAPTED; Jon Henley; Teenagers and technology; http://www.guardian.co.uk/lifeandstyle/2010/jul/16/teenagers-mobiles-facebook-social-networking?INTCMP=SRCH; 16 July 2010.

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.