UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/32**

Paper 3 Directed Writing and Composition **May/June 2010**

2 hours

Additional Materials: Answer Booklet/Paper

5130933459

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.

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Section 1: Directed Writing

1 Old people sometimes find themselves without company or support when their circumstances change or they are separated from their families. Sometimes elderly people are afraid of rapid changes in society or what they think is an increasing crime rate, particularly amongst teenagers.

Building Bridges is a successful new scheme which is about to start up in your area. It challenges negative opinions held by elderly people and teenagers about each other. It has already proved to be a learning experience and great fun for those people taking part.

You are a senior student at your school. You have a chance to talk to Roberta, a lively 82-year-old, and Samuel, who is 16, and find out how the scheme works for them in their town. Read the transcript on the opposite page of Roberta's and Samuel's reflections on the *Building Bridges* scheme.

Write the words of a talk that you give to students at your school during an assembly or morning meeting.

In your talk, you should:

- explain what Roberta and Samuel gain from the scheme;
- persuade your fellow students that it would benefit both them and the wider community if they took part.

Base what you write on the transcript you have read.

You should write between $1^1/_2$ 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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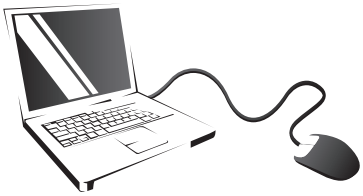
Roberta, aged 82, has this to say about the *Building Bridges* scheme in her area:

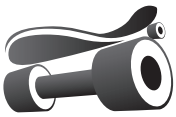
I like to think I'm a trend setter, even at my age. I was one of the first to say 'yes' to this scheme and my friends followed after. I wanted to get to know more about the young people hanging around outside shops, obviously bored to tears. Of course I was invisible to *them*; and I'm sad to say that I was quite scared of them with their loud voices, metal bits hanging from their noses and eyebrows, and war paint on their faces. Now I know that's just the outside; appearances can be deceptive and that works both ways.

The first time I was introduced to Samuel, a few of us had gone to the local high school to meet some students. My immediate thought was how polite he was, offering me a coffee and hanging up my coat. Once we got talking there was no stopping us. His grandmother had died two years earlier; I could tell that he missed her and that she must have been a lively soul. I found myself telling him how much I missed my own son and his family. They were killed in a car accident a few years ago, and I realised that it was the first time I had talked about them since then. There are lots of old people, like me, who find themselves all alone in the world. Years ago we thought we'd still be part of a loving family, with grandchildren to care for.

Meeting Samuel was a turning point for me. He's interested in me and the things I've done in my long life, but more importantly he's got me involved in more and more activities that I never thought I would be able to do. I might not go skate boarding but I'm getting good at playing on his game console and he has shown me how to use the laptop computer that I won when he entered my name online. Listen to me, 'online'! I can email and Samuel has been trying to get me to write about the things I've experienced in my life in a 'blog'. He even thinks I could get it published. I would have laughed at the idea before, but now my new motto is 'If not now, then when?' We're both keen artists and he often brings me his artwork from school to look at and it's made me get my paintbox out again. Another big change is that I get out and visit Samuel's family. I often go over there to dinner and take them a home-made cake when I do.

This scheme has thrown me a lifeline and it makes me angry when other old people won't give teenagers a chance.





Samuel, aged 16, has this to say:

Roberta loves to talk! I didn't really understand just how much one person can achieve in life until I met her. I loved to listen to my gran's stories about her childhood, and this was one of the reasons that I got involved with 'Building Bridges'. Did you know that some of our senior citizens often go for days without talking to a single person?

It was easy for me to get involved because I didn't think of it as charity. Now I just love spending time with Roberta; she is a seriously interesting lady! Do you know that just twenty years ago she learned to fly a helicopter and clocked up ten thousand miles? What about the fact that she was a chess champion when she was younger? No wonder I can never beat her. Her eyesight isn't as good as it used to be so she trusts me to help her with bank statements and bills. Quite honestly, I don't know how she survives on the small amount of money she has, but she does know how to budget. We often go to museums and art galleries, places I normally would have avoided, but she makes them interesting.

My family love having Roberta over for dinner; she really makes them laugh. Some of the crazy things she did back in the sixties, when she campaigned for women's rights, make my mum seem boring. Sometimes we have organised events for the elderly; Roberta doesn't like being called that. Usually it's about using your initiative. If you know someone who is old and lives alone then introduce yourself and ask how you can help. Take your mum or dad along the first time if you want, to make it less awkward perhaps. A new elderly gentleman, Enrique, joined us earlier this week and I'm sure Roberta was wearing lipstick!

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Section 2: Composition

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

Argumentative/discursive writing

2 **(a)** 'Some people spend far too much time and money on household pets. They would do better to have fewer animals and to use the money to help the poor and needy.' What are your views? [25]

OR

(b) 'Life is all about competition. To get ahead in almost every aspect of life we inevitably trample on others to get what we want.' Discuss this view and give your own opinion. [25]

Descriptive writing

3 **(a)** Describe three moments in a race; the start, the middle and the finish. [25]

OR

(b) Describe the time when you mastered a skill such as unicycling, skateboarding, skiing, cooking or even plate spinning. Describe what you were trying to do, and your thoughts and feelings at the final moment of success. [25]

Narrative writing

4 **(a)** Write a story in which the main character is desperately trying to cross a border to safety. [25]

OR

(b) 'Everyone was talking about the new teacher at school. There was something different about her, something strange about her eyes that frightened people…'. Use this to begin your story. [25]

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