UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/32**

Paper 3 Directed Writing and Composition **October/November 2010**

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.
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 A documentary on television captures your attention. In this programme two families have recently taken part in a research project looking into the positive and negative effects of television on family life. Family X agreed to the removal of all television programmes and film for a period of three months. Family Y were asked to carry on as normal.

The views of the eldest teenager in each household are given in the transcripts on the opposite page.

Makers of the documentary have invited responses on their website.

Write an article for the website on the subject of television and family life.

In your article you should:

- identify the positive and negative aspects of television in the home
- evaluate the role played by television in family life.

Base what you write on the ideas found in the transcripts on the opposite page.

You should write between 1½ and 2 sides, allowing for the size of your handwriting.

Up to 10 marks will be available for the content of your answer and up to 15 marks for the quality of your writing.

[25]

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Family X

Chief spokesman for the X family, this is Kwami here. I'm nearly 18 and the eldest in a family of two younger sisters and an irritating 10 year old brother. Initially, I couldn't believe what my parents had done to us and felt like joining in the loud weeping coming from the others. How would we cope for three whole months without the hub of entertainment in the corner of the room?

Early withdrawal symptoms were suffered by all: frantic searches for the remote control, anticipation of a favourite programme, jostling for position to watch … an empty space! Sulking, we retreated, realising that we were asking each other questions, sharing similar feelings and actually communicating as a family for the first time in ages. It wasn't easy, but it *was* good to have a break from the constant bleak news and the tired chat shows. We discussed the fact that most of us turned on the television out of boredom or habit.

At the end of the first week mum dug out our mountain bikes from the garage and we did the unthinkable: a family outing to nearby woods with fresh air filling our lungs as we raced each other downhill. We realised how unfit we all were, but we were also aware of how enjoyable it was. I even helped the younger ones with their homework. I had more energy, partly owing to not staying up late to watch some bad horror film, but also because I rediscovered basketball and tennis. Our parents started doing things they had always talked about, such as a family bowling night. We discovered they had secretly taken up salsa dancing. These changes didn't happen overnight. We missed our nightly dose of soap operas and reality shows, but instead of *watching* others live their lives, we are leading full lives of our own.

Family Y

Hi. I'm Saskia. At 17 I'm the eldest of four and, if I say it myself, the most responsible person taking part in this family research project. I suppose everyone will think that we're the lucky ones. I mean, what's difficult about *keeping* the televisions and watching every programme on the box day and night? Well, it's not been as straightforward or as boring as that really; in fact it has been quite illuminating. Aware that we were part of an experiment, we began to analyse our viewing habits. Within three days there were additional questions before we even switched the television on: why had we decided to watch a certain show, who wanted to turn on the television first, what else could or should we be doing instead?

By the end of week one, we didn't feel that we had the best deal after all! We aren't 'couch potatoes' in this house. We usually decide what each of us wants to see. Take travel documentaries, for example. Without watching programmes like these I would not have the burning ambition to go around the world or to do my voluntary work abroad next year. Documentaries have instilled a passion in me that I can't find in books or photographs.

However, it became clear that too often the television would be on all evening as one 'favourite' programme merged into the news that filled the slot before an 'exciting new drama' someone *had* to watch. We became more honest with ourselves and learned to recognise when we just put on 'the box' to have some noise and company if we were the first ones home, or if we were just using the television to escape homework, washing up, or simply talking to each other. The more we had to justify our reasons for viewing, the less television dominated our lives.

My younger brothers still enjoy the new inventions and car shows, our little sister cannot miss 'Pet Rescue,' and programmes like these give them ideas for careers or nurture a caring instinct. Mum and Dad take one night a week 'off' to pop some popcorn and watch a film with us. We can talk or argue about it afterwards, as everyone has different opinions about the actors or the ending. From comedies to current affairs it's our choice, but now we choose more wisely!

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Section 2: Composition

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

Argumentative/discursive writing

2 **(a)** Do you think that it is right for English, in all its forms, to become the most important world language? [25]

OR

(b) 'The school curriculum provides everything that the average teenager needs to know for adult life.' What are your views on this statement? [25]

Descriptive writing

3 **(a)** Write a descriptive account entitled 'The Flower Seller'. [25]

OR

(b) You have to get to an important event or meeting, but the vehicle you are in is held up in a traffic jam. Describe what is going on around you and your feelings during the delay. [25]

Narrative writing

4 **(a)** 'Nothing could have survived that explosion, so what on earth is that climbing out of the ...!' Use this sentence at an important point in your story. [25]

OR

(b) Write a story in which greed plays an important part. [25]

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