UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/31**

Paper 3 Directed Writing and Composition **October/November 2011**

2 hours

Additional Materials: Answer Booklet/Paper

9113830644

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 Read the following discussion between three students and a visiting writer.

Imagine that you are one of the students: Alex, Robina or Hamesh. You decide to talk to your class about ways of promoting awareness of reading among pupils.

Write the words of your talk in which you should:

- suggest ways of encouraging an interest in reading
- argue against the reasons some pupils give for not reading
- suggest a programme of events for a Reading Week in your school.

Base your talk on the discussion below. Be careful to use your own words.

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]

Three 16-year-old students, Alex, Robina and Hamesh, love books. They have just attended a reading by a popular writer of young adult fiction. They stay behind to talk to the writer.

Alex: Thank you for agreeing to spend some time with us.

Writer: That's perfectly OK. I wish more young people like you would attend these sorts of events; it's usually parents who turn up instead.

Robina: We can tell from the first chapter that your latest book will be an exciting read, but many pupils at our school don't like reading as they say it's 'boring'.

Writer: Well, teenagers do have lots of studying to do, as well as having to read prescribed books for English. Perhaps this makes reading seem like a chore as they *have* to do it.

Alex: I think that I have been lucky; I can remember my parents reading wonderful stories to me when I was very young and taking me to the library to choose a book to read. Now I can't imagine life without fiction.

Hamesh: Our English teacher is always moaning and saying, 'Boys never read, they just play games', but I think that many young people our age don't associate reading with pleasure. How would you persuade young people to get involved in reading?

Writer: Well, it depends on the person and what they're interested in. I'd tell them that reading is special because it's personal; it can send chills down your spine, bring tears to your eyes, take you to wonderful places, and allow you to identify with characters you might love or to get revenge on those you hate!

Robina: Yes, when I read I feel that it's me, not my favourite character, who is challenging villains. I like to escape back in time in historical novels, or even experience life on a different planet in science fiction, but give me a good mystery to solve and I will read all night in order to find out who the culprit really is.

Alex: Fantasy novels, that sometimes take up to four books to tell the whole story, are my ideal read. My brother can't understand why I bother to read these. He says it's easier to watch the film versions. I think that's just lazy. I enjoy picturing the characters and different creatures and lands in my imagination; it's my creation then, not some film director's ideas. I'll still see the film, but I'm usually disappointed.

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Writer: Many young people find it difficult to find the right book for them. Recently, extremely popular films have been instrumental in enticing children and teenagers into reading books for the first time. Others like to identify with the struggles that a character in a book faces. My latest book is set in a far off country, but the themes of being an outsider, being bullied or wanting to leave home are universal. Young people realise that they are not on their own and life can, and does, get better. Perhaps you could conduct a survey to discover what types of stories younger pupils are interested in or ask them about films they enjoy.

Hamesh: Yes, maybe. How would you persuade students who never read fiction?

Writer: A friend of mine produces graphic novels and these are a huge hit with many reluctant readers. Story versions of computer games are also popular. Young people who are used to reading are also much better at writing, in all subjects. Good vocabulary, grammar and spelling are excellent side effects of reading for entertainment. As senior students you could encourage younger pupils to read.

Alex: Do you suggest we talk to them about the books we like, perhaps have a reading hour where we read the first chapter of our favourite book?

Writer: Maybe, or you could pin up book reviews of novels that you would recommend for their age. Ask the school librarian to print out the top twenty books aimed at 12-year-olds and upwards. You and your friends could set up a Book Club, at lunchtimes or after school, and invite younger students to attend. Displaying some exciting new book covers in their classrooms – making sure that they can also read the blurbs on the backs – may encourage them to get going.

Hamesh: I started reading about famous sporting heroes before I read any novels. Younger students have interests and hobbies, so would it be good to get them to tell us about these non-fiction books, too? Perhaps we could suggest novels in which the story centres around one of their favourite topics.

Writer: Yes, that's a good idea. Indeed, you could ask me to visit for a Reading Week. I may even have written a new novel by then!

[Turn over for Section 2]

Section 2: Composition

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

Argumentative/Discursive Writing

2 **(a)** Discuss the various possible influences on a person's choice of career. [25]

OR

(b) 'Everything we learn is useful.' Argue for or against this statement. [25]

Descriptive Writing

3 **(a)** Describe a scene from your childhood. Describe the surroundings and your feelings at that time. [25]

OR

(b) A travelling circus or show comes to your area. Describe one or two of the acts and include the reactions of the spectators. [25]

Narrative Writing

4 **(a)** 'Although they had been forbidden to go, there they were, on the other side of the steel fence, laughing hysterically.' Use this idea as the basis for a narrative. [25]

OR

(b) Write a story that includes a practical joker as one of its characters. [25]

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