

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/02

Paper 2 Reading and Directed Writing

October/November 2004

Additional Materials: Answer Booklet/Paper

2 hours 15 minutes

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 on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

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.

Dictionaries are **not** permitted.

This document consists of 7 printed pages and 1 blank page.

Part 1

Read **Passage A** and **Passage B** carefully; then answer Questions 1 and 2.

Passage A

This passage is from a newspaper. It was written just before the opening of the Commonwealth Games in Manchester, England in 2002, which marked an extremely important change in the way disabled competitors were treated in athletics tournaments.

World watches as disabled athletes win equality

A bold experiment to treat disabled and able-bodied competitors as equals in the Commonwealth Games is being closely watched by organisers of the world's great sporting events.

For the first time, medals won by disabled competitors will count towards their countries' final totals. Disabled competitors will join the procession of national teams, they will live together in the athletes' village, and their events will be staged in the same stadiums at peak times alongside star names.

Disabled groups hope that their leading role in Britain's biggest sporting event will persuade other sports competitions to do the same.

There will be ten events for disabled athletes: four in swimming, two on the track, two in bowls, one in weightlifting and one in table tennis.

In the past disabled athletes have had to take part in demonstration events, or stage their own championships after the main competition, as at the Olympic Games.

More than 150 will compete over the next ten days, including Tanni Grey-Thompson, who won four gold medals at the Paralympic Games in Sydney 2000. She said: "There will be a huge effect on international events in the future because the success of these Games will shame them. We provide the same joy and competition as any other sport."

Mike Todd, disability adviser to the Games, said: "They will be competing in front of 38,000 people in a stadium and will be seen on prime time TV. That's the dream of all athletes, to compete at the top level and be recognised for their achievement. It's not done as a favour for the athletes but because it's the right thing, and we've done it all for the price of a world-class footballer's big toe."

Steve Cram, twice a Commonwealth champion, said: "Incorporating the disability medals into the main medal table is an experiment I think they have to look at carefully. Events for the disabled are not available in every country. Those countries that are the best at athletics tend to field the most successful teams of disabled athletes."

Although politicians, sporting bodies and leading competitors applaud the Manchester initiative, some disabled athletes and officials complain that it is just an empty gesture.

Sarah Bailey, winner of five Paralympic swimming gold medals, believes there are too few events. The main flaw in her sport and on the athletics track is that participants will not be split into competitions of roughly equal disability as in the Paralympics. Instead all eligible classes will join in the same race. The winners will be the competitors with the fastest times for their level of disability, rather than those who are first past the post. In theory the person who finishes last could be the winner. Nikhil Nair, chairman of British Blind Sport, said the system was nonsense. "It's going to be horrendous for spectators, who won't have a clue who is winning."

Gordon Neale, chief executive of Disability Sport England, describes the Manchester experiment as a promising beginning, but he is concerned that these Games do not include severely disabled athletes. "There are classifications — people in electric wheelchairs or people with no arms or legs — who are just as competitive in sport but who are not included," he said.

Maria Eagle, Minister for Disabled People, said: "I don't think anyone pretends that in one go the Manchester Games have addressed all the wider issues of inclusiveness and accessibility, but they've certainly made a good start. There is a real hope that society is starting to treat disabled people equally."

Passage B

This is a transcript of a radio interview with Desmond Green, formerly an athlete and now a journalist. It relates to the changes in the Commonwealth Games reported in Passage A.

Presenter: Do you think these changes are a welcome step forward?

Desmond Green: Much, much more than that. They are a revolution in sport. After yesterday we can't go back, though for certain the traditionalists will complain. No, it's a marvellous turning point. Calling someone a 'disabled athlete' will no longer be considered one of those second best, embarrassing expressions: it will stand for status of a sort that will appeal to the public.

Presenter: Surely, what the public want to see is first past the post, the world's fastest – that sort of thing...

Green: Ah, that's precisely what traditionalists will say! But it isn't like that. These decisions have turned sport upside down because, from now on, we shall acknowledge what individuals can do. Take Natalie du Toit. Since losing her leg in a road accident, she's trained relentlessly. Now she's in Manchester representing South Africa as a swimmer. What an achievement against the odds! That's the sort of story my readers want. They're tired of muscles and speed and running the same old races in the same old ways. They want real competitors, people who are doing their best under very trying circumstances, just like them. The traditionalists can't handle that. They fear change and want athletics competitions to be the same as always.

Presenter: So you reckon spectators will like this?

Green: Of course. They've seen it in marathon events. You see, they want more than excellence. To see a magnificent performance by someone in a sporting wheelchair is moving and uplifting. You identify strongly with them, which is emotional. You could say that these changes give us a new version of an old sport, something fresh and exciting to talk about. But the real importance is that it inspires the spectators. How many of us who are burdened by unhappiness and depression will see the Games and ask ourselves why we can't overcome our difficulties and go and do something positive ourselves?

Presenter: I suppose you're also saying that these changes in the ways disabled athletes are treated mark a change in our attitudes towards them.

Green: Absolutely. They're taking a real part. No one can patronise them with second-class events that 'someone let us have because we are cripples', tagged on for the sake of political correctness. No patronising, that's the point. They're there in their own right. You know, 'political correctness' is necessary because it protects people – but it's marvellous when you can throw it out of the window and start again.

Presenter: You feel very strongly about disability, don't you, Desmond?

Green: I do. There are many forms, and you and I could easily find ourselves classified in some way. When we talk about a minority, we forget how many real people there are out there and the important part they play in society. These games will help people to turn disability into normality. I've seen blind people skiing, and we both know about the work done by societies for horse-riding for the disabled. We all want to be accepted as normal, and this will help.

Presenter: Will the Games change disabled people's attitudes too?

Green: Anything that gives them the confidence they deserve is important. They will hear interviews with athletes and they'll say, 'Why can't we do something like that?'

Presenter: I can see why you mistrust traditionalists.

Green: They live in ivory towers, in the past. They talk about the pursuit of excellence and how athletes must be ruthless. They deride the participation of the disabled because they say that athletics is not suitable for them. But no organisation can protect itself from change. If it does, it withers away. These changes are important because they show that athletics is alive and that will gain public support and interest.

Presenter: Some disabled athletes argue that not enough has been done.

Green: There's a long way to go, but what has been done is radical. It'll take some time to digest. Then we can all think what we should add. It's not beyond us to invent other ways of celebrating the excellence of personal achievement.

1 Summarise:

- (a) the changes made to the rules and the arrangements concerning disabled competitors at the 2002 Commonwealth Games according to **Passage A**;
- (b) the views expressed in **both** Passage A **and** Passage B in favour of the changes and their importance.

Use your own words as far as possible.

Write about 1 side in total, allowing for the size of your handwriting.

[20]

2 Write a letter to the organisers of an athletics competition expressing your views and concerns on the issue of the equal participation of able-bodied and disabled athletes.

Base the content of your letter on ideas from **both** Passage A and Passage B.

In your letter, consider and develop these points:

- that the decisions have ‘turned sport upside down’
- that traditionalists will not like the changes
- that some disabled athletes do not think enough has been done.

Begin your letter: ‘Dear Organisers’

Write about 1½– 2 sides, allowing for the size of your handwriting.

[20]

Part 2**Feddi's work experience**

- 3 Feddi has just completed a week at Elswith Insurance, a busy company with an office in the main street of his town. The point of this unpaid 'work experience' is to give students some idea of the skills and the conditions of the world of work. Many customers visit the office each day to insure their cars and their homes, and their records are kept on the computer and in paper files.

Feddi's supervisor at the office has kept a diary in order to write a report on Feddi's progress during the week. Read the diary, which is printed on the opposite page.

You are Feddi's supervisor. Write a formal report on his work experience. Although it is addressed to his teacher, you know that Feddi will be given a copy.

In your report

- assess Feddi's value as a potential employee
- explain the good points that Feddi could develop
- show how Feddi could overcome his weaknesses.

Write about 1½– 2 sides, allowing for the size of your handwriting.

[20]

Monday

Feddi arrived five minutes late. Said traffic was bad. Appeared keen when shown round office. Asked intelligent questions and grasped procedures well. Spent day with Isobel watching and listening. Did some filing efficiently.

Tuesday

He arrived five minutes early, but was obviously hurried and took time before he was ready for work. Used computer and discovered shortcut that will save us a lot of money. Commended for this. Very able – perhaps too able for the sort of work we do. Isobel concerned at appropriateness of his dress for working with customers – she hopes to let him work at the counter tomorrow.

Wednesday

Feddi was ten minutes late. 'Overslept'. Talked to him firmly about his standard of dress. He didn't seem to understand why this was important; quite aggressive. Work with customers put off until tomorrow. Spent day tidying files. Made some errors through lack of care and patience. Isobel reported that he was grumpy and bored with mundane work.

Thursday

On time and apologised voluntarily to Isobel. Neat and tidy. Was allowed to welcome and deal with some customers. Showed excellent grasp of procedures and some details. A lot learnt in three days! Style with customers friendly, smiling and good for business, though rather too familiar with some. Quick to understand what they wanted and spoke clearly.

Friday

Very late: quarrel with girlfriend upset him. Hardly our concern. I explained need for high standards at all times. Worked for rest of day without commitment. A pity. However at the end-of-week de-briefing he was well-mannered and grateful and admitted he had learned a lot.

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