



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education



**FIRST LANGUAGE ENGLISH**

**0500/03**

Paper 3 Directed Writing and Composition

**October/November 2007**

**2 hours**

Additional Materials: Answer Booklet/Paper

**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.

All questions in this paper carry equal marks.

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



**Section 1: Directed Writing**

- 1 Some towns run activity days for local children during the school holidays. These offer organised activities during the day and the children return home in the evening. Often teenagers get temporary jobs helping on these activity days.

A company has decided to set up activity days for local children in your town during the long school holiday. They are advertising for teenagers to work as junior leaders, to help with the children and activities. Anyone interested must apply in writing.

**Write the letter you would send to the organisers to persuade them that you would be a suitable junior leader.**

**In your letter you should:**

- Explain what you believe a junior leader's role to be.
- Persuade the organisers that you have the necessary skills and qualities to make a good junior leader.

Base your writing on the ideas found in the promotional leaflet opposite. You may include details and opinions to make the letter more convincing, but these must be related to the leaflet provided.

You should write between 1 ½ and 2 sides, allowing for the size of your handwriting.

**Begin as follows:**

Dear Organisers

I would like to apply for the position of junior leader during the activity days you are providing.

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

## HOLIDAY FUN FOR EVERYONE!

*Are your children bored?  
Are they missing their friends?  
Are you worried that they  
never get any exercise?*

Let them come to our activity days and they'll have no more to complain about.

We offer a full day activity programme starting at 07.30 and finishing at 18.00.

**Where are the activities?**  
We base our activity days at a local High School, using all the facilities, indoor and out. Day trips are also arranged to places of interest.

**What can my child do there?**  
Children can choose between four types of activity:

- Art and Craft
- Sport
- Music
- Adventure

In addition we offer swimming daily and a 'chill out' session (quizzes, videos and relaxation).

**What about food and drink?**  
Breakfast and lunch are included. We also offer unlimited healthy drinks and snacks.

**Will they be happy?**  
We divide children into three groups: 6-8, 9-11 and 12-13 year olds, to ensure all

activities are just right for their age and ability level.

Each group is led by a qualified adult staff member assisted by a number of junior leaders from the local community. These young adults are hand-picked to ensure that your daughter or son has the best possible time with us.

Just look at what past participants have had to say:

*"I first came on one of these days two years ago. I was shy at first but quickly met others thanks to my junior leader, Ash, who introduced me to everyone."*

Katja (8)

*"I loved the adventure stuff. I went abseiling and canoeing. There were two older boys helping with the group and they both belonged to a local climbing club so they helped me a lot, explaining what the instructors said and keeping me going when I was a bit nervous."*

Sam (12)

*"I made a jewellery box in a craft session. I'd never even picked up a hammer before but Saskia, our junior leader, said that she'd have a go so I thought I would too. It took me ages, but I did it."*

Suzannah (10)

*"My favourite part of camp*

*was the music. Mital, our young leader, could play the guitar and he suggested we form a rock band. We played in one of the 'chill out' sessions and everyone loved it!"*

Krisstof (11)

*"Every day each group did different duties like camp clean up and cooking. I liked making lunch because we got to have second helpings. Our junior leader was firm but he showed us how to make sweet and sour sandwiches which were a bit odd!"*

Deepak (9)

**Will they be safe?**  
All our staff are security checked and have been through a rigorous selection procedure.

All staff assisting with water sports must have a swimming qualification and/or a life-saving certificate.

All staff assisting with sporting activities have had at least two years' experience in the sport and have attended a special training day prior to the start of the programme.

**So what do I have to do?**  
Just drop your children off at the school from 07.15 and collect them again at 18.00.

All booking details can be obtained from our help line: 012-345-678 or visit the school office.

**Section 2: Composition**

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

**Argumentative/discursive writing**

- 2 (a) 'If you make your living by being a public figure such as a film star or musician, then you are public property and cannot expect privacy.' Do you agree? [25]

**OR**

- (b) 'The main function of a school should be to prepare students for life, not further study.' What do you think? [25]

**Descriptive writing**

- 3 (a) Children often keep a box of special things. Describe the contents of such a 'treasure box'. [25]

**OR**

- (b) You walk into a room and there is an atmosphere of anger and embarrassment. Describe the scene, paying particular attention to the ways in which the atmosphere is made obvious to you. [25]

**Narrative writing**

- 4 (a) 'The Rescue'. Write a story in which a rescue plays a central part. [25]

**OR**

- (b) The central character in a story realises that s/he has lost something vital. Write the next part of the story in which a sense of panic is built up. [25]

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