



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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**FIRST LANGUAGE ENGLISH**

**0500/03**

Paper 3 Directed Writing and Composition

**May/June 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 One)** and **one** question from **Section Two**.

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.



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**Section One: Directed Writing**

- 1 Schools sometimes take groups of students on organised visits to places of educational interest.

You are the owner of a new attraction called 'Our Country – A Living History Experience'. You have produced an information sheet, shown opposite, which you are going to send to a local school. However, you have seen the *School Trips and Visits Policy* printed below and know that the Head-teacher will think carefully before allowing students on a visit.

**Write a letter to the Head-teacher to promote your business and persuade her/him that you can offer an educational and interesting day out for a group of students.**

**In your letter you should:**

- Explain how the attraction meets the school's requirements.
- Persuade the Head-teacher that it would be educational and interesting to visit this attraction.

Base your argument on the material found in the information sheet on the opposite page **and** the *School Trips and Visits Policy* printed below. You may include details and opinions to make the letter more convincing, but these must be related to the texts provided.

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

**Begin as follows:**

Dear Head-teacher,  
I am writing to invite you and your students to spend an extremely worthwhile day at...

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

**SCHOOL TRIPS AND VISITS POLICY**

- All visits taking place during the school day must have a direct link to the subjects studied by students.
- All attractions to be visited must offer some academic activities (such as lectures/surveys/quizzes) during the visit.
- The visit must offer information or experiences which could not be gained in a traditional classroom setting.
- Staff accompanying the excursion should gain knowledge and/or teaching materials from the visit.
- Venues must contain suitable facilities for refreshment and must meet health and safety guidelines set by the school board.
- Costs must be reasonable.

Visit [www.livinghistory](http://www.livinghistory) for more information.



Visit this brand new local attraction and receive a special discount for groups of 20 or more (accompanying adults free).

Read what our first ever visitor had to say about her day:

There was so much to see and do. At first I just stood and looked - it's been set out so that it looks like a village, except that different parts of it are built in the style of different times. There are signs outside each building giving you some background. I really liked the stilt houses but I think I'd miss my bedroom!

All around the village there were gardens and even some crop fields to show the kind of things our country grows. It was a bit of a shock to find out that those plants that I thought were weeds are 'unique' to our country and actually quite useful! I wish I could've done some digging but I wasn't allowed to use the tools.



My favourite part was the shops. At first I thought they were just fake but then I saw people inside them so I went in. I ended up buying some traditional sweets and a game made of wood that had been hand-carved on site. The woman serving was really weird. She was dressed in costume and spoke in a really old fashioned way. She refused to tell me where the television room was; she said she didn't know what a TV is. That really got me thinking...

There were other people in some of the buildings - doing everyday tasks or their work. I got a worksheet (and a free pencil) from the School House and did a quiz about weavers' lives in the 1800s. I've got two other sheets to give to my Humanities teachers when I get back. Miss Gregg will be really pleased.

After lunch in the picnic area the whole class met up for a story-telling session from a writer working at the University. Actually she was quite good - doing voices and sound effects. We didn't have time to go to the lecture theatre. This week there was a one hour talk about the animals of our country, being given free of charge.

Overall it was well worth a week's pocket money. Mind you, I didn't pay anyway - Dad did!

Bernice Li (aged 12)

**Section Two: Composition**

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

**Argumentative/discursive writing**

- 2 (a) ‘Teachers shouldn’t try to be friends or role models.’ What are your views? [25]

**OR**

- (b) ‘All people have the right to their own opinions but not the right to force them upon others.’  
Do you agree? [25]

**Descriptive writing**

- 3 (a) ‘The happy couple.’ Paying particular attention to the sights and sounds, describe the scene as two people enjoy a special meal in a restaurant. [25]

**OR**

- (b) Describe a place of refuge or a safe retreat. [25]

**Narrative writing**

- 4 (a) Write a story or an episode of suspense in which a character is facing a problem relating to time running out. [25]

**OR**

- (b) ‘Who’s Who?’ Write a story in which a case of mistaken identity plays a central part. [25]