

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0518 FIRST LANGUAGE THAI

0518/02

Paper 2 (Reading and Directed Writing),
maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0518	02

Part 1: Question 1 เขียนบทสรุป (Summary from both texts)

Content and organisation: 15

Summary style: 5

Candidates need to write using their own language. Marks are awarded for content which is put together coherently. Refer to the mark bands. Copying whole chunks cannot be rewarded. Below is an indication of what information the candidates could include.

Content: (15 points)

The points below do not have to be in this order, as long as the answer is coherent and well-organised.

ประวัติ (Biography)

- นามเดิม สืบยศ นาคะเสถียร เป็นชาวปราจีนบุรี เกิดวันที่ 31 ธันวาคม 2482
- จบปริญญาตรี จากคณะวนศาสตร์ มหาวิทยาลัยเกษตรศาสตร์
- เข้าทำงานที่การเคหะแห่งชาติ มีหน้าที่ปลูกต้นไม้ตามหมู่บ้านจัดสรร
- จบปริญญาโทด้านวนวัฒนวิทยา
- ทำงานกับกองทุนสัตว์ป่า ต่อมาได้รับมอบหมายให้ไปประจำที่เขตรักษาพันธุ์สัตว์ป่าเขาเขียว – เขาชมัญญ์ จังหวัดชลบุรี
- สอบชิงทุนบริติชเคานซิลไปเรียนต่อปริญญาโท ด้านอนุรักษ์วิทยา ที่มหาวิทยาลัยลอนดอน ประเทศอังกฤษ
- ทำงานตำแหน่งหัวหน้าเขตห้ามล่าสัตว์ป่าบางพระ
- ได้รับทุนไปเรียนต่อระดับปริญญาเอก ที่กรุงลอนดอน ประเทศอังกฤษ
- ทำงานตำแหน่งหัวหน้าเขตรักษาพันธุ์สัตว์ป่าห้วยขาแข้ง

แรงบันดาลใจ (Inspiration)

- การมีใจมุ่งมั่นที่จะรักษาป่าและสัตว์ป่าอย่างยิ่งชีพ
- การทำงานเสี่ยงตายและยากลำบาก
- เป็นคนจริงจังและมีความตั้งใจโดยไม่คำนึงถึงความเหน็ดเหนื่อยของตัวเอง
- เห็นความเดือดร้อนของสัตว์มากกว่าความเดือดร้อนหรือความลำบากที่ตนเองจะได้รับ
- การเป็นหัวหน้าที่เสียสละ ไม่เอาเปรียบลูกน้อง
- ไม่เอาความดีความชอบใส่ตัว ไม่มีนายมีแต่เพื่อนร่วมงาน จริงจังและจริงจัง

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0518	02

ผลงาน (Achievement)

- การปราบปรามจับกุมผู้ต้องหาทำลายป่า หรือพรานที่มาล่าสัตว์ในเวลากลางคืนได้นับร้อยราย
- การเป็นหัวหน้าโครงการอพยพสัตว์ป่าที่กำลังจะถูกน้ำท่วม อันเป็นผลมาจากการก่อสร้างเขื่อน เขื่อนหาลาน จังหวัดสุราษฎร์ธานี สามารถช่วยชีวิตสัตว์ป่าได้ทั้งสิ้น 1,364 ตัว
- เป็นผู้ดำเนินการคัดค้านการก่อสร้างเขื่อนน้ำโจนในเขตรักษาพันธุ์สัตว์ป่าทุ่งใหญ่นเรศวร และได้รับชัยชนะ
- เป็นนักอนุรักษ์ที่ใช้องค์ความรู้ด้านวิชาการเป็นพื้นฐาน
- เป็นนักบรรยายที่สามารถโน้มน้าวใจผู้ฟังได้อย่างดี ด้วยสิ่งที่กลั่นออกมาจากใจที่ว่า "ผมขอพูดในนามของสัตว์ป่า"
- เป็นบุคคลที่มีส่วนสำคัญในการเขียนรายงานทางวิชาการเพื่อนำเสนอต่อยูเนสโกให้พิจารณาเขตรักษาพันธุ์สัตว์ป่าทุ่งใหญ่นเรศวรและห้วยขาแข้ง เป็นมรดกโลกทางธรรมชาติ

Band 1—13–15 A very clear and precise summary

Candidates make use of material efficiently and effectively, choosing relevant information accordingly—no detailed information or irrelevant information, or only a very small fraction which does not interfere the summary. The text is clear and logical. Candidates do not put their opinion or view points. They understand well what is necessary for a summary.

Band 2—10–12 A substantial summary

The candidate is competent, using what is relevant. The passage has clear direction with relevant information. However, they might include some detailed information which is not relevant. And as a result, the summary has some parts which might not read well. But overall, candidates have shown competent summary skills.

Band 3—7–9 A weak summary

Candidates find it difficult to select relevant information. The article is appealing, but the tone of the language used might not be consistent. Emotions or facts may be exaggerated or didactic. As a result, the summary is not quite convincing. It either reads like a narrative or an essay, in which candidates put their opinions or points of view. Some information has been lifted directly from the text.

Band 4—4–6 A very weak summary

Candidates do not use the necessary information for the task the result may be unconvincing and/or too emotional, although there is evidence that there is an attempt to convince the reader. Alternatively it reads like a narrative or they use language in a didactic way, or a lot of information is lifted from the original texts.

Band 5—1–3 Limited and plain—hardly competent summary

Candidates do not know how to select information—lots of irrelevant information or lots of opinions and facts from candidates themselves. Also, they do not make good use of emotive language. A rather weak article and not at all convincing. Alternatively most of the task is lifted from the texts without using their own language.

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0518	02

Summary style (Conciseness, focus, use of own words and spelling) (5 Marks):

- 5 Excellent, effective summary style throughout, focused. Structures and words are well-chosen and appropriate, use of own words throughout, spelling is excellent. Detail or unnecessary information is not included.
- 4 Generally good, effective summary style, concise and well-focused, using own words, spellings are very good. Details or unnecessary information are rare.
- 3 Satisfactory, concise, although occasionally not consistent, reasonably focused and very occasional lifting from the texts, spellings are usually accurate although errors do occur. May contain unnecessary information.
- 2 Not very concise, tendency to lose focus, although the passage has been understood, fair chunk of lifting, numerous spelling mistakes.
- 1 Wrong genres: descriptive or discursive style with lots of their own opinions and information, frequently unfocused, evidence of lifting is seen throughout, lots of spelling mistakes when trying to use own words.

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0518	02

Part 1: Question 2

Content and organisation: 15

Written expression: 5

Your school has organised an event about nature conservation: 'The Value of Wildlife and Forest', in order to promote the importance of Forest and Wildlife conservation in Thailand. You are one of the students organising the event. Write a leaflet introducing **Mr Seub Nakasathien** to your friends.

Content (15 marks)

- The importance of the Forest and Wildlife Conservation.
- Mr Seub Nakasathien—the conservationist who sacrificed his life for the forest and wildlife.
- Biography
- Inspiration
- Achievements
- Examples of his work e.g. how he saved wildlife etc.
- Persuasion—To persuade and convince the reader.

Band 1—13–15 A confident and persuasive article—a success

Candidates make use of material efficiently and effectively. Facts and opinions are combined well, which appeals to the reader. Factual language and emotive language are suitable and blend in nicely, not didactic. Very convincing and the reader sees the importance of promoting this issue.

Band 2—10–12 Material and ideas integrated well—persuasive

Candidate is competent, using what is relevant. The article is interesting and developed with a good sense of direction, appealing to the reader, though they might not be able to pick up all the information that is needed. The reader feels that what is said is valid and makes sense.

Band 3—7–9 Substantial piece of work

Candidates make good use of material, though information and ideas may be repeated. The article is appealing, but the tone of the language might not be consistent. Either emotions or facts may be exaggerated or didactic. As a result, the writing is not quite convincing.

Band 4—4–6 Not quite balanced—not persuasive

Candidates do not use the necessary information for the article and the result be unconvincing and/or too emotional, although there is evidence that there is an attempt to convince the reader. Or they use language to the point that it can be didactic.

Band 5—1–3 Limited and plain—hardly competent and not persuasive

Candidates do not know how to select information—lots of irrelevant information or lots of opinions and facts from candidates themselves. Also, they do not make good use of emotive language. A rather weak article and not at all convincing.

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0518	02

Written expression: Persuasive style (5 marks):

- 5 Very good and there is a sense of coherence throughout the article. The writing is very smooth and flowing. Good structures and well-chosen of words. Spelling is very good.
- 4 Good and coherent though the organisation can be a little bit confusing. Good structures and use of words. Spelling is excellent.
- 3 Fine—the coherence and organisation is substantial though in some places can be confusing or just plain. Structures and choice of words are plain and simple. Spelling can interfere with the comprehension.
- 2 Inconsistent in places. Structures and choices of words are plain and some parts can be inaccurate. Numerous spelling errors.
- 1 No coherence due to lack of understanding of how to write in this genre. Spelling is poor.

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2013	0518	02

Part 2: Question 3

Content and organisation: 15

Written expression: 5

Write an article to promote traditional Thai Dolls. Use Mr Yutthana Boonprakorng's idea as an example.

Content (15 marks)

- Talking about traditional Thai dolls — what they are, and their purposes
- Types of traditional Thai dolls
- Who is Mr Yuttana Boonprakorng?
- What he does to promote traditional Thai dolls / his inspiration
- Why his dolls are famous
- His success
- Persuasion—To persuade and convince the reader

Note: *these do not have to be in order as long as the text reads logically. Other relevant information is allowed.*

Band 1—13–15 A confident and persuasive article—a success

Candidates make use of material efficiently and effectively. Facts and opinions are combined well, which appeals to the reader. Factual language and emotive language are suitable and blend in nicely, not didactic. Very convincing and the reader sees the importance of promoting this issue.

Band 2—10–12 Material and ideas integrated well—persuasive

Candidate is competent, using what is relevant. The article is interesting and developed with a good sense of direction, appealing to the reader, though they might not be able to pick up all the information that is needed. The reader feels that what is said is valid and makes sense.

Band 3—7–9 Substantial piece of work

Candidates make good use of material, though information and ideas may be repeated. The article is appealing, but the tone of the language might not be consistent. Either emotions or facts may be exaggerated or didactic. As a result, the writing is as not quite convincing.

Band 4—4–6 Not quite balanced—not persuasive

Candidates do not use the necessary information for the article and the result be unconvincing and/or too emotional, although there is evidence that there is an attempt to convince the reader. Or they use language to the point that it can be didactic.

Band 5—1–3 Limited and plain—hardly competent and not persuasive

Candidates do not know how to select information—lots of irrelevant information or lots of opinions and facts from candidates themselves. Also, they do not make good use of emotive language. A rather weak article and not at all convincing.

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	IGCSE – May/June 2013	0518	02

Written expression: Persuasive style (5 marks):

- 5 Very good and there is a sense of coherence throughout the article. The writing is very smooth and flowing. Good structures and well-chosen of words. Spelling is very good.
- 4 Good and coherent though the organisation can be a little bit confusing. Good structures and use of words. Spelling is excellent.
- 3 Fine—the coherence and organisation is substantial though in some places can be confusing or just plain. Structures and choice of words are plain and simple. Spelling can interfere with the comprehension.
- 2 Inconsistent in places. Structures and choices of words are plain and some parts can be inaccurate. Numerous spelling errors.
- 1 No coherence due to lack of understanding of how to write in this genre. Spelling is poor.