

**MARK SCHEME for the May/June 2015 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 2015 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

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**Part 1: Question 1** เขียนบทสรุป

**Contents and organisation:** 15  
**Summary style:** 5

Candidates need to write in their own language. The marks are awarded in terms of contents putting together coherently. Please refer to the bands. Copying the whole chunks need to be penalised. However in order to give the right band, the answer should have the information below as well.

- **Look at the summary see if the information is there accordingly and then look at the criteria (the bands).**
- **When look at the bands – see if candidates' work fit in with any of them.**

**Content:** (15 points)

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

ประวัติ (Biography)

- ปู่เย็นเป็นชาวเพชรบุรี ชื่อจริงคือ "นายเย็น แก้วมะณี"
- อดีตมีอาชีพรับจ้างเลี้ยงวัว ปัจจุบันปู่เย็นมีอายุ 106 ปี อาศัยอยู่ในเรือลำเล็กได้สะพานลำไยแห่งลำน้ำเพชร
- ปู่เป็นชาวมุสลิม มีภรรยาเป็นไทยพุทธ ชื่อ "ย่าเอิบ"
- ปู่เย็นไม่มีลูกเพราะเป็นหมัน มีลูกสาวบุญธรรม 2 คน เมื่อเติบโตก็แยกย้ายไปมีครอบครัว
- วันที่ 16 มีนาคม 2536 ย่าเอิบได้เสียชีวิต
- ปู่จึงย้ายไปอยู่ในเรือลำเล็กในลำน้ำเพชร ใช้ชีวิตอยู่บนเรือนับ 10 ปี เลี้ยงชีวิตด้วยการดักจอบหาปลา เหลือกินก็ขายดุก ๆ แลกเงินประทังชีวิต

ความสำเร็จของท่าน (His achievement)

- เป็นขวัญใจมหาชน
- ปู่เย็นได้เข้ารับเรือพระราชทานต่อเบื้องพระบรมฉายาลักษณ์ของสมเด็จพระนางเจ้าสิริกิติ์ พระบรมราชินีนาถ
- ทางจังหวัดเพชรบุรีได้คัดเลือกให้ปู่เป็นผู้สูงอายุดีเด่นประจำปี 2548
- เป็นพิธีเซ็นเตอร์ท่องเที่ยวของจังหวัดเพชรบุรี
- ได้ออกรายการโทรทัศน์ "คนค้นคน"
- ปู่เย็นก็มีคนห่วงใยมากมายจากทั่วประเทศ โดยเฉพาะกลุ่มที่เรียกขานตัวเองว่า "แก๊งค์คนรักปู่เย็น"

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ข้อคิดจากชีวิตของท่าน (His philosophy of life)

- “หอยมันไม่มีมือ มีเท้า มันยังหากินของมันได้ มันยังไม่อดตาย แล้วคนเรามีมือมีเท้า จะอดตายได้อย่างไร”
- ชีวิตของเราก็เหมือนการขึ้นสะพาน ช่วงกลาง ๆ ของสะพานมันจะแข็งแรง แต่พอปลายๆ มันก็เริ่มอ่อนลง แล้วสุดท้ายทุกคนก็ลงสะพาน
- มีคนมาขอฉันไม่ให้ปฎิบัติให้หมดเลย เหลือไว้แค่ฉันเดียว
- ไม่เคยกลัวอะไรเลยในชีวิตนี้ ความตายก็ไม่กลัว
- คนเรา 10 คน ก็ 10 ใจ เราไม่รู้หรือเขาคิดอย่างไร รู้ทำเองเลยดีกว่า
- ปู่เป็นคนไม่โลก ซีเกรงใจ ไม่เอาเปรียบใคร อยู่แบบพอเพียง ทำอะไรก็ทำด้วยตัวเอง

**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 if it has – 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 of what summary needs.

**Band 2 – 10–12 A substantial summary**

Candidate is competent, using what is relevant. The passage has clear direction with relevant information. However, they might put 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 the potential of summary skills.

**Band 3 – 7–9 A weak summary**

Candidates find it difficult to select relevant information, though information and ideas are repeated. The article is appealing, but the tone of the language might not be consistent. In other words, either emotions or facts are exaggerated or didactic. And as a result, the summary can be seen as not quite convincing. It is either read like a narrative or an essay, which candidates put their opinions or points of views. Some information has lifted from the text straight away.

**Band 4 – 4–6 A very weak summary**

Candidates do not use information necessary for the task and can be unconvincing and/or the emotion language is put too much, although there is evidence that there is an attempt to convince the reader. Or it is read like a narrative. Or they use language to the point that it can be didactic. Or a lot of information taken out 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. Or most of the task is taken out from the texts without writing in their own writing.

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**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, in own words throughout, spelling is very good. Detail or unnecessary information is not there.
- 4 Generally good, effective summary style, concise and well-focused, in own words, spellings are good. Details or unnecessary information is hardly there.
- 3 Satisfactory, concise, although occasionally not consistent, reasonably focused and very occasional lifting from the texts, spellings are good. May contain unnecessary information.
- 2 Not very concise, tendency to lose focus, although the passage has been understood, fair chunk of lifting, some spelling mistakes.
- 1 Wrong genres: descriptive or discursive style with lots of candidates' opinion and information, frequently unfocused, evidence of lifting is seen throughout, lots of spelling mistakes when trying to use own words.

**Part 1: Question 2**

**Content and organisation: 15**

**Written expression: 5**

Candidate writes an article introducing 'Phu Yen' to school friends in school magazine during 'Senior Citizen's Day' event, in order to promote the importance of senior citizens.

Please make sure that the article is well-written and has most of the information below. And then look at the bands.

**Content (15 marks)**

- The purpose of 'Senior Citizen's Day' event
- The importance of senior citizen.
- Biography
- Achievement
- His philosophy of life
- Persuasion – To persuade and convince the reader to take 'Phu Yen's life as a good example.

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

Candidates make use of material efficiently and effectively. There is a strong element in combining facts and opinions which appeal 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**

Candidates are 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 they need. The reader feels that what is said is valid and makes sense.

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**Band 3 – 7–9 Substantial piece of work**

Candidates make use of material substantially, though information and ideas are repeated. The writing is appealing, but the tone of the language might not be consistent. In other words, either emotions or facts are exaggerated or didactic. And as a result, the article can be seen as not quite convincing.

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

Candidates do not use information necessary for the article and can be unconvincing and/or the emotive language is put too much, 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 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 use of emotive language to a great effect. A rather weak article and not at all convincing.

**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 excellent.
- 4 Good and coherent though the organisation can be a little bit confusing. Good structures and use of words are good. 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 the article.
- 2 Inconsistent in places. Structures and choices of words are plain and some parts can be inaccurate. Spelling is rather poor.
- 1 No coherence due to lack of understanding of how to write this genre. Spelling is bad indeed.

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**Part 2: Question 3**

**Content and organisation:** 15

**Written expression:** 5

Candidate writes a letter to a friend who lives abroad by referring to the three beautiful islands in the text.

**Content (15 marks)**

Need to demonstrate clearly the pros and cons of each place and give a weight to the one that is chosen to be the best – based on relevant information.

**Note:** *additional information not in the articles, if it is relevant, should be allowed.*

**Persuasion** – *To persuade and convince the reader to visit the best island.*

**Band 1 – 13–15 A confident and persuasive letter – a success**

Candidates skilfully make use of material efficiently and effectively. There is a strong element in combining facts and opinions which appeal to the reader. Factual language and emotive language are suitable and blend in nicely, not didactic. Very convincing and the reader feels that the best one is well-justified and attractive.

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

Candidate is competent, using what is relevant. The letter is interesting and developed with a good sense of direction, appealing to the reader, though they might not be able to pick up all needed. The reader feels that the best one is attractive.

**Band 3 – 7–9 Substantial piece of work**

Candidates make use of material substantially, though information and ideas are repeated. The letter is appealing, but the tone of the language might not be consistent. In other words, either emotions or facts are exaggerated or didactic. And as a result, the letter can be seen as not quite convincing.

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

Candidates do not use information necessary for the letter and can be unconvincing and/or the emotion language is put too much, 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 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 use of emotive language to a great effect. A rather weak letter and not at all convincing.

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**Written expression: Persuasive style (5 marks):**

- 5 *Very good and there is a sense of coherence throughout the letter. The writing is very smooth and flowing. Good structures and well-chosen of words. Spelling is excellent.*
- 4 *Good and coherent though the organisation can be a little bit confusing. Good structures and use of words are good. 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 the letter.*
- 2 *Inconsistent in places. Structures and choices of words are plain and some parts can be inaccurate. Spelling is rather poor.*
- 1 *No coherence due to lack of understanding of how to write this genre. Spelling is bad indeed.*