



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**FIRST LANGUAGE THAI**

**0518/02**

Paper 2 Reading and Directed Writing

**May/June 2017**

MARK SCHEME

Maximum Mark: 60

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**Published**

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.

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This document consists of **6** printed pages.

**Part 1: Question 1** เขียนบทสรุป (Summary from both texts)**Contents and organisation:** 15**Summary style:** 5

Candidates need to write using their own language. Marks are awarded for content which is put together coherently. Please refer to the mark bands. Copying whole chunks of text 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 it is coherent and well-organised.

**สาเหตุที่ทำให้เกิดขยะ (The Cause of waste)**

- อัตราการเพิ่มขึ้นของประชากรโลกเป็นไปอย่างรวดเร็ว
- มีการใช้ที่ดินเพิ่มขึ้น
- มีการผลิตเพื่อการอุปโภคบริโภคเพิ่มมากขึ้น เป็นเหตุให้เกิดขยะ เศษสิ่งของเหลือใช้มีปริมาณมากขึ้น
- การขยายตัวทางเศรษฐกิจและทางอุตสาหกรรม
- สังคมบริโภคนิยม ผู้คนต้องการของใหม่อยู่เสมอ

**ผลกระทบจากขยะ (The impact of waste)**

- ทำให้ชุมชนขาดความสะอาดเรียบร้อย เป็นที่น่ารังเกียจ
- ทำให้เกิดปัญหามลพิษในสภาพแวดล้อม
- เป็นแหล่งเพาะพันธุ์และแพร่กระจายของเชื้อโรค
- ก่อให้เกิดความรำคาญจากกลิ่นเหม็นและฝุ่น
- เป็นต้นเหตุของอัคคีภัย
- ปริมาณกากของเสียและสารอันตรายจากขยะ เป็นต้นเหตุของปัญหาสุขภาพ ทำให้ป่วยเป็นโรคผิวหนัง
- สารพิษจากขยะอาจทำให้ป่วยด้วยโรคเรื้อรัง
- สารพิษจากขยะประเภทสารโลหะหนัก เมื่อเข้าไปสู่ร่างกาย จะทำให้เกิดมะเร็งผิวหนัง โรคระบบทางเดินหายใจ
- ปวดกระดูก ลำไส้อักเสบ หรืออาจถึงขั้นเป็นอัมพาตได้
- ขยะอาจจะตกลงสู่ทะเล กลายเป็นมลพิษที่ทำให้สัตว์น้ำตาย

**ตัวอย่างวิธีบริหารจัดการขยะ (Examples of waste management)**

- การคัดแยกขยะ
- ขยะประเภทที่ย่อยสลายได้อาจนำไปฝังกลบอย่างถูกวิธี
- เศษอาหาร เศษใบไม้กิ่งไม้ มูลสัตว์ อาจนำไปผลิตเป็นปุ๋ยหมัก เป็นก๊าซชีวภาพ
- ขยะประเภทเศษกระดาษ พลาสติก โลหะ แก้ว สามารถนำกลับมาผลิตเป็นสิ่งของเครื่องใช้ได้ใหม่
- การทำงานศิลปะจากขยะ เช่น การทำดอกไม้จากขยะ

**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 with the summary. The text is clear and logical. Candidates do not put their opinion or point of view. They understand well what is necessary for a summary.

**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 include some detailed information which is not relevant. As a result, the summary has some parts which might not read well. 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 might not be consistent. Either 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 and the result can be unconvincing and/or too emotional, although there is evidence that there is an attempt to convince the reader. Or it reads like a narrative. Or they use language in a didactic way. Or a lot of information has been 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 summary and not at all convincing. Or most of the task is lifted from the texts without using their own language.

**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 usually accurate although errors may occur. 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**

You had a chance to visit the exhibition 'Art for the Ocean' by Aligna, and write an article introducing 'Young people with a passion for recycling' to school friends in a school magazine.

**Content (15 marks)**

- The importance of recycling
- The cause of waste
- The impact of waste
- Details about the exhibition: the artist, what he does about recycling and why
- What young people can do about recycling
- Persuasion: to persuade and convince the reader to start recycling.

**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 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.

**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 words. Spelling is excellent.
- 4 Good and coherent though the organisation can be a little bit confusing. Good structures and use of words. Spelling is very good.
- 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 understanding.
- 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 this genre. Spelling is poor.

**Part 2: Question 3****Content and organisation:** 15**Written expression:** 5

Write an article to promote voluntary work. Use Mr Seksan Vichaipol's idea as a good example.

**Content** (15 marks) should contain the following information:

- *Introduction – talking about voluntary work*
- *Who is Mr Seksan Vichaipol?*
- *His inspiration*
- *How he helps/support the patients – using a play 'Lakorn Ray', telling stories etc.*
- *Persuasion – persuade and convince reader to start doing voluntary work.*

**Note:** These do not have to be in order as long as the text reads logically. Also, if other information is added and it makes sense, it is acceptable.

**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 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.

**Written expression: Persuasive style [5 marks]**

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