

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2005 question paper

0518 FIRST LANGUAGE THAI

0518/02

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

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses

Grade thresholds for Syllabus 0518 (First Language Thai) in the June 2005 examination

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 2	60	42	31	18	11

The threshold (minimum mark) for D is set halfway between those for Grades C and E.
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.
Grade A* does not exist at the level of an individual component.

Page 1	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0518

www.PapaCambridge.com

Part 1

Question 1: Summarise (from the 2 given passages)

20 marks

15 Marks for content (information from both passages)

People and institutions contribute to the problems of teenagers:

- 1 Media: teenagers are manipulated by media – they are into buying brand products, and going on shopping sprees. They are not free to think for themselves – media's slave.
- 2 Teenagers themselves: attaching to friends – they are under influence of their peers. Peer pressure plays a significant role. Also, they are uninspired due to either loneliness or boredom.
- 3 Teachers: discrimination from teachers – they are singled out if they are good students, the attention will go to good and clever students. Hence, weak students are ignored.
- 4 Parents: (a) lacking in understanding from parents – they do not try to communicate with their children, cannot accept their deviant behaviour or even understand their children's psychology – the need to be different, the desire to try things.
(b) No attempt to teach them to be a good citizen in the society. Some parents instil wrong values, encouraging their children to use brand names products and spending lots of money without really teaching them the value of money.
- 5 Government: no serious concern towards children's welfare – not enough recreational facilities – they then have to go somewhere they can enjoy like a pub, club, etc. These can respond to their needs where they think they can be free and conduct activities which might harm them without them realising it.

Behaviour that is a cause for concern:

- 1 Addicted to drugs.
- 2 Promiscuity.
- 3 Having a spending spree attitude – becoming materialists, shopping for brand-named products, fashion crazed.
- 4 No responsibility towards civil society – no conscience, self-centred and being selfish.
- 5 No self-confidence and lack of an enquiring mind – because they are trained and taught to believe and listen rather than to question. Consequently, they do not know what exactly they want – they should be independently free, especially from the media and listen to their own voices rather than being a follower.

Note: this part can be overlapped with the first part provided candidates indicate clearly.

People and institutions that should be held responsible:

- 1 Parents or guardians: they should find time to be close to their children, allowing them to take responsibilities for themselves rather than spoon-feed them. In some cases parents give them wrong values e.g. encouraging them to use brand-named products – they should instead teach them good values to ensure they become good citizens e.g. to care for others, to be independent, and to know right from wrong. Parents, also, need to adjust themselves to their children's needs and find time to communicate with them, although these days work has robbed them of time and separated them from their children.
- 2 Government: they should provide more recreational facilities, for example, more swimming pools and arts centres which should be free of charge for children to improve their health, to be creative, and to socialise with friends.
- 3 Schools and teachers: they should try to take interest in all students regardless of their abilities and performances.
- 4 Teenagers themselves: they should learn how to be responsible for themselves – dare to make their own judgement, not being institutionalised by the media, which tends to give false values.

Notes: accept any information which focused in this direction. The information should be integrated.

Page 2	Mark Scheme	Syllabus	Number
	IGCSE - JUNE 2005	0518	

5 marks for summary style (concision, focus, use of own words and spelling)

- 5** Excellent, effective summary style throughout, very well-focused. Well-organised and balanced information integrated well. A very satisfactory piece of work. Very persuasive. Structures and words are well-chosen and appropriate, spelling very good.
- 4** Generally good, concise, and well-focused, in own words; structures and the choice of vocabulary are satisfactory. Persuasive. Spelling good.
- 3** Satisfactory, concise although not always consistent. It is, however, reasonably focused though there may be occasional lifting from the texts; some spelling mistakes.
- 2** Rarely concise; tendency to lose focus, although the passage has been understood; considerable lifting, a number of spellings mistakes.
- 1** Descriptive, discursive style; frequently unfocused; evidence of lifting is seen throughout, lots of spelling mistakes when trying to use own words.

Page 3	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0518

Question 2: Write an essay expressing opinions of how you agree or disagree with the topic Teenagers – Dangerous Age. 20 marks

15 marks for content

Band 1 – 13-15

Very good piece of argument with confidence and persuasion

The essay contains a great deal of material from both passages, very well contrasted and balanced with pros and cons, the argument is well thought-out and persuasive with appropriate general and detailed information from both passages, not their own ideas or from their own personal experience.

Band 2 – 10-12

Good argument – well-balanced

The essay contains material drawn from both passages, well contrasted with pros and cons. Although it is persuasive and coherent, there are still some parts which are a little weak i.e. no substantial supporting evidence or a little bit bitty in parts and, occasionally, there is intrusion from the candidate's ideas.

Band 3 – 7-9

Competent – but not well thought out

The essay contains substantial and coherent material from both texts, but mainly copied without digesting it. The general ideas are supported with evidence from the text and evidence is presented both for and against. The candidate makes an attempt to argue, although focus can be lost in some parts – reader still understands the direction of the writing. Some intrusion from the candidate's own ideas.

Band 4 – 4-6

Poor argument – not convincing

The essay is either mainly descriptive or focuses on only one side of argument with little or no evidence presented for contrast. It is weak and not really persuasive. Evidence is taken mostly from the texts but not showing the ability to try to argue critically. Intrusion from the candidate's own ideas.

Band 5 – 1-3

Limited – fails to persuade

The essay is not at all developed for the purpose of argument – very weak. There is no sense of coherence; material is merely lifted from the texts; repetition tends to occur; candidate's own ideas do not arise out of the text and are extremely intrusive. Reader cannot follow the argument and is not convinced. Not persuasive.

5 marks for written expression

- 5 Well written in terms of using vocabulary and sentence structures in a logical way. Also, the style is well-organised, balanced, well paraphrased, appropriate to the critical task and appropriate to the formal style.
- 4 Well-written structures and using vocabulary well. It is logically balanced with pros and cons-appropriate to the formal style. However, occasionally it sounds a little bit clumsy.
- 3 Reasonably good, but need to think about how to rephrase some parts of argument in terms of structures and vocabulary – though appropriate in style, occasionally inconsistent – e.g. using informal language or colloquial.
- 2 Needs rewriting as the essay shows signs of lifting straight from the texts and if they write they tend to write in colloquial style.
- 1 Many errors e.g. spelling, vocabulary, structures etc. and as a result the argument is virtually impossible to follow.

Page 4	Mark Scheme	Syllabus	er
	IGCSE - JUNE 2005	0518	

Part 2

Question 3: Write an article for your school magazine talking about Greenpeace Southeast Asia branch. Talk about its objectives, policy and methods of dealing with problems by using the information from the interview. Make a plea to students to give some money to this organisation. 20 marks

15 marks for content: should contain most of the topics below, but not necessary to be in this order

Objectives:

A campaign organisation that uses non-violent direct action and creative communication to expose global environmental problems and to promote solutions that are essential to a green and peaceful future. However, the campaign will be different depending on the culture of each country. It is believed that Greenpeace objectives are realistic and environmental issues can be looked at and dealt with.

Policies:

Southeast Asian Greenpeace focuses on 3 issues: toxins, global warning and energy, and genetic engineering.

1. *Toxins – exposing deadly threat from manufacturing. Toxins permeate due to products from the manufacturing sector in Thailand, which can cause cancer and as a consequence, Thai people are constant threat from the deadly toxins.*

2. *Global warning and energy – campaigning for reducing fossil, oil, lignite and natural gas – these are considered pollutants and impact on climate change.*

3. *Genetic engineering – campaigning for stopping consuming and importing GMO foods. Thai people are in danger of GMO as a lot of corporations have experimented with them – lots of GMO foods are all over the markets and supermarkets alike.*

Methods of dealing with problems:

Working with all levels – working on the ground, supporting and treating each other as friends – it is a people-centred approach to make sure the objectives have been met. It is independent from the Government, any parties and corporations, although there were times that a few staff are in danger and some newspapers scathingly attacked them, accusing them of being a malign influence due to receiving funds from abroad.

Reasons for making a plea:

As it is a non-governmental organisation, the support is only from people. Greenpeace International has about 2 million donors worldwide, and money from donation is used for campaigning all over the world. However, in Thailand it is only about 3,200 donors, which is a small number considering the sheer scale of the tasks in the Southeast region.

Note: more information, if it is relevant, should be allowed.

Page 5	Mark Scheme	Syllabus
	IGCSE - JUNE 2005	0518

Performance description: Content

Band 1 – 13-15

A confident and persuasive article – a success

Candidates make use of material efficiently and effectively. The candidate is able to combine fact and opinion in order to make a successful appeal to the reader. Factual language and emotional language are suitable and blend in nicely, not didactic.

Band 2 – 10-12

Material and ideas integrated well

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 that is needed.

Band 3 – 7-9

Substantial piece of work

Candidates make use of material substantially, though information and idea are repeated. The article is appealing, but the tone of the language might not be consistent. In other words, either the emotion or the fact is exaggerated. And as a result, the article can be seen as slightly unconvincing.

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 emotional language is too much, although there is evidence that they make an attempt to convince the reader. Or they use language to the point that it can be didactic.

Band 5 – 1-3

Limited and basic – hardly competent and persuasive

Candidates do not know how to select information and the article does not try to make use of emotional language to create effect. A rather weak article and not at all convincing.

5 marks for written expression: persuasive style

- 5 Very good and there is a sense of coherence through the article. The writing is very smooth and flowing. Good structures and use of words. Spelling is excellent.
- 4 Good and coherent though the organisation can be a little bit confusing. Good structures and use of words is good. Spelling is excellent.
- 3 Fine – the coherence and organisation is substantial though in some places can be confusing or maybe just rather basic. Structures and choice of words are simple. Poor spelling can interfere with the quality of the article.
- 2 Inconsistent in places. Structures and choices of words are basic 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 very poor.