

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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

**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.

- 1) Look at the summary see if the information is there accordingly and then look at the criteria (the bands).
- 2) 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.

• **เนื้อเรื่องย่อ** (excerpt)

“ข้างหลังภาพ” เนื้อเรื่องเป็นเรื่องของความรักต้องห้าม ต่างวัย ต่างศักดิ์

ระหว่าง ม.ร.ว.กิริติ กับ นพพร ใน ข้างหลังภาพ

ซึ่งเป็นภาพวาดสีน้ำที่มีตาเกะซึ่งคุณหญิงมอบให้แก่ นพพร ในโอกาสที่เขาแ  
แต่งงานกับคู่หมั้น คุณหญิงบอกว่าเป็นที่ที่ความรักของเขาทั้งสองเกิดขึ้น  
เพราะอุปสรรคของความรักในเรื่องนี้ทับซ้อนหลายชั้น  
ตั้งแต่ฝ่ายหญิงแต่งงานแล้ว มีอายุมากกว่าฝ่ายชาย  
ตลอดจนสูงศักดิ์ด้วยฐานะและสถานะทางสังคม

เรื่องราวของความรักรั้นทอดจบลงด้วยความตายของ ม.ร.ว.กิริติ

ก่อนสิ้นใจคุณหญิงเขียนลงกระดาษเพื่อพูดกับ นพพร ว่า

“ฉันตายโดยปราศจากคนที่รักฉัน แต่ฉันก็ภูมิใจว่า ฉันมีคนที่คุณรัก”

• **จุดเด่นของงานเขียนที่ทำให้ประสบความสำเร็จ** (ไม่จำเป็นต้องเรียงตามนี้)

(What makes this book successful)

1) การที่คุณหญิงกิริติเป็นตัวละครที่ “อ่านไม่ออก”

จึงสร้างความสนใจใคร่รู้แก่ผู้อ่านไม่น้อยไปกว่า นพพร นอกจากนี้

“ศรีบูรพา” ยังสร้างความรู้สึกระทึกใจ (Suspension) แก่คนอ่าน  
ตลอดทั้งเรื่อง

โดยให้คุณหญิงกิริติและ นพพร มีบทสนทนาที่ผลัดกันรุกผลัดกันถอย

รวมทั้ง ความรักระหว่างคุณหญิงกิริติ

และ นพพร ที่ขานกันไปอย่างไม่ลงตัว ดังที่เธอบอกแก่นพพร

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ก่อนสิ้นใจว่า “ความรักของเธอเกิดที่นั่น และก็ตายที่นั่น แต่ของอีกคนหนึ่งยังรุ่งโรจน์อยู่ใน ร่างที่กำลังจะแตกดับ”  
นวนิยายเรื่องนี้จึงลงเอยอย่างแสนเศร้า สะเทือนอารมณ์แต่ประทับใจคนอ่านยาวนาน  
นับเป็นผลสำเร็จของการสร้างสรรค์นวนิยายรักเรื่องนี้

2) “ศรีบูรพา” ให้นิพนธ์เป็นผู้เล่าเหตุการณ์ในเรื่องนี้  
ผู้อ่านจึงไม่สงสัยเลยว่าความรักค่อย ๆ ก่อ  
เกิดในใจของนิพนธ์ได้อย่างไร

3)  
ก่อนสิ้นใจคุณหญิงเขียนลงกระดาษเพื่อพูดกับนิพนธ์ในสภาพที่เธอไ  
ม่มีแม่เรียวแรงจะพูดว่า “ฉันตายโดยปราศจากคนที่รักฉัน  
แต่ฉันก็ภูมิใจว่า ฉันมีคนที่ฉันรัก” ซึ่งเป็นประโยคทองที่ติด  
ตราตรึงใจคนดูภาพยนตร์และอ่านหนังสือเรื่อง “ข้างหลังภาพ” นี้มาก

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**บทสรุปของ “อิฐบล็อก” ที่มีต่อวรรณกรรมเรื่อง “ข้างหลังภาพ”**

(How the author ‘Itblock’ summarises the work)

- 1) นพพรเป็นผู้ชายที่ค่อนข้างซื่อมั่นในเรื่องความรักพอสมควร เขาไม่สามารถตีความนัยใด ๆ ได้เลยแม้กระทั่งยามที่หญิงคนที่เขาเคยรักอย่างสุดหัวใจกำลังจะตาย และเธอต้องมาเฉลยให้ เขารู้เอง
- 2) หม่อมราชวงศ์กิริติเป็นคนน่าสงสารมากที่เกิดในยุคนี้ ยุคที่เรื่องศักดิ์นาและขนบธรรมเนียมที่เคร่งครัดยังคงบีบรัดรูปแบบการดำรงชีวิตอยู่ ถ้าคุณหญิงเกิดในยุคนี้ เธออาจจะอาศัยเอ็ม บอกรักนพพรอย่างง่าย ๆ เพียงคลิกสัญลักษณ์รูปหัวใจและส่งไปเท่านั้น และนพพรอาจจะ เข้าใจง่าย โดยไม่ต้องตีความให้เมื่อยหัวสมอง

*The summary needs to be precise and clear without too detailed information. The language should be formal and precise in such a way that the text reads logically. The candidate’s opinion is not rewarded here.*

**Below is the guideline:**

**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.

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**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 details and facts from candidates themselves. Also, they do not make use of emotive language to a significant effect. A rather weak article and not at all convincing. Or most of the task is taken out from the text without writing in their own writing.

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**5 Marks for summary style (Conciseness, focus, use of own words and spelling)**

- 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.

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### **Part 1: Question 2**

**Content and organisation: 15**

**Written expression: 5**

Write a leaflet to promote a charity school play 'Behind the Painting' to your friends in order to raise some money for flooding appeal.

**Content (15 marks)**

- The purpose of a charity school play.
- Why this story is being chosen as a school play.
- What the story is about.
- In what ways might this appeal to the audience.
- Persuasion – persuade and convince reader to see the play

#### **Band 1—13–15 A confident and persuasive leaflet—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 leaflet 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.

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

Candidates make use of material substantially, though information and ideas are repeated. The leaflet 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 leaflet can be seen as not quite convincing.

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

Candidates do not use information necessary for the leaflet 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 sure of emotive language to a great effect. A rather weak leaflet 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 leaflet. 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

**Persuasive style:** 5

Candidates write a script interviewing the person mentioned in the article for the benefit school friends during the 'National Book Week'. (20 marks)

**Content** (15 marks):

Emphasise the purpose of 'National Book Week' and why Sakareeya Amataya was chosen.

#### **His biography:**

1. He is Muslim and was born in Narathiwat province.
2. He grew up in the Budo mountain community.
3. His second language is Thai.
4. He studied Thai in primary school.
5. After finishing secondary school, he did Bachelor degree in Islamic Studies, Language and Arab Literature in India.
6. He started writing using his own experience abroad when he was in Year 1 and 2 in university.
7. When he returned to Thailand, he started writing poems which he posted on the internet, websites, and web blogs as he thought that internet was interesting media.
8. He entered a poem competition and won the Indy Book Awards.
9. His poems and his book translations were published in magazines.
10. He is a webmaster and he set up a website [www.thai poetsociety.com](http://www.thai poetsociety.com) in order to support people who love writing poems so that they can post their works on the web.
11. He also sets many activities for the members.
12. His poem 'ไม่มีหญิงสาวในบทกวี' (No women in the poem) won S.E.A Write Award in 2010 (Southeast Asian Writers Awards).

#### **His opinions:**

- Everything he writes can be philosophy and it does not need to be wonderful ideas.
- His poems and writing work need inspiration from all sorts of things such as reading books, novels or just seeing an art work helps him to write a poem by using key word to write.
- Anyone in the world could read the poems without the boundary of nations, countries, and languages.
- We can read other people's poems and understand them likewise other people read our poems and understand as well.
- He does not reject writing traditional Thai poem but he is not keen on that style.
- He thinks using different references for writing helps readers to understand the work more.
- He did not think he would win the S.E.A. Write Award.
- The poem has its own life and the readers have their own right to interpret.
- He cannot explain his own work as he does not want to dominate the thought of the readers.
- There is not only one answer to the art work.
- He used the title 'No women in the poem' as he thought it appealed to the readers.

**Note: Should contain most of the information from above. Information does not have to be in order, but the script needs to be coherent.**

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

Candidates skilfully make use of material from the article, knowing what to ask and all the interviewee to answer and discuss on issues that are relevant. Questions and answers are well developed and interesting. The script has shown that there is a genuine interest in him. There is a strong element in combining facts and opinions successfully and appealing to readers. Readers are convinced or persuaded that this is a very well-balanced and very interesting interview indeed.

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

Candidates are competent; using what is relevant from the article. The script 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 due to lack of some information. However, the reader has been convinced that this is a good interview.

**Band 3—7–9 Substantial piece of work—possibility of reading**

Candidates make use of material substantially, though information and ideas are either repeated or not focused or there is not enough information. The script is overall moderate, and the tone of the language can be inconsistent, a bit bitty. Emotional language, in some parts, is put without supporting ideas. And as a result, the script can be seen as slightly unconvincing, but the reader has thought about the topic.

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

Candidates do not use information necessary for the script—do not know how to ask and put answers in an interesting manner; hence the script suffers a great deal. It is unconvincing and/or the emotive language is put too much, although there is evidence that they have made 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 relevant information and the script suffers as a result. Candidates do not make use of emotive language to great effect. Lots of opinions and comments from the interviewer rather than from the article. A rather weak script and not at all convincing. It does not appeal to the reader.

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

- 5 Very good and very coherent. The writing is very smooth and flowing. Good structures and use of words appropriately in terms of styles. 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 with understanding.
- 2 Inconsistent in places. Structures and choices of words are plain and some parts can be inaccurate. Spelling is rather poor.
- 1 Written as a draft and not like a form of interview. No coherence due to lack of understanding of how to write this genre. Frequent misspellings.