

# FIRST LANGUAGE THAI

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<p><b>Paper 0518/01</b> <b>Reading and Directed Writing</b></p>
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## Key messages

- Candidates should take time to read all questions carefully to ensure they respond to all parts of the question.
- **Question 1(h) (i–iv)** require a reason for the writer's use of language in the whole phrase – simply giving the definition was insufficient as an answer.
- Candidates should take note of the number of marks available for each question – if there are 2 marks then they should try to find 2 discrete points for their answers.
- For **Question 2**, Candidates should ensure they refer to all 4 bullet points, and attempt to develop, evaluate, or analyse the facts, ideas, and opinions from both passages.

## General comments

Many responses were insightful and interesting to read.

Candidates are reminded to take care with their handwriting, to ensure that it is legible. Examiners try hard to understand all that is written, but marks cannot be awarded if communication is not successfully achieved because of illegible handwriting.

In order to do well, candidates need to answer the questions using their own words, rather than lifting large sections from the original reading text.

In general, responses to the sub-questions in **Question 1** revealed that the main points in Text 1 had been understood and many candidates responded well to the more straightforward questions.

Most candidates answered **Question 2** adequately and the best managed to avoid a simple summary or lift of information. They demonstrated that they could develop, analyse and evaluate the facts, ideas, and opinions.

The majority of candidates attempted all questions. Some, however, appeared to run out of time, which meant their answers for **Question 2** were incomplete.

## Comments on specific questions

### **Question 1**

Strong candidates with good reading skills clearly identified and were able to interpret explicit and implicit information, including the writer's attitudes. They could demonstrate strong understanding of how the writer used language to convey emotion and influence readers. These candidates identified keywords in the text and used them as part of their answers.

To do well, candidates can prepare by reading widely and learning to recognise figurative language (idioms, metaphors, similes, quotes, proverbs, and sayings) in order to identify and interpret explicit and implicit information from the context. They are reminded not to write lengthy answers for questions for which only carry one mark.

## Question 2

In the best responses, there was evidence of a wide range of appropriate vocabulary. This allowed for the expression of deeper and more nuanced meaning. Spelling, punctuation and grammar were almost always accurate, with few omissions. The use of tone, style and register were wholly appropriate regarding audience and context. The content appropriately linked the topic, which reflected good forethought and planning by the candidates. More capable candidates were able to engage the reader and invited them to recognise the importance of attending the School trip to Khiri Wong, as indicated in the article. In this task, candidates need to use their own words – it was insufficient to copy large chunks of text from the article without development, evaluation and analysis.

Stronger responses were able to develop, evaluate and synthesise all elements of the task, including why candidates should visit Khiri Wong if he/she was interested in the environment, why the village was visually attractive, the positive outlook of the villagers and the activities made available for visitors. These answers included a wide range of facts, ideas and opinions from both passages. However some candidates did not mention the pure air, despite it being titled 'Breathe in the pure air at Khiri Wong'.

Some candidates wrote about Khiri Wong but without further analysis, evaluation or development of the facts, ideas and opinions from the passages, thus only partially satisfying elements of the task. Candidates are reminded that they must carefully read the question and instructions before writing, and must include all elements required in the task.

# FIRST LANGUAGE THAI

Paper 0518/02  
Composition

## Key messages:

- Candidates should read all the questions before selecting which to answer.
- Candidates should study the syllabus and mark scheme prior the examination, to ensure that they understand the requirements of the tasks.
- Candidates should keep in mind to write between 350–450 words. Over-long responses beyond 450 words risk not demonstrating mastery of content and structure.
- Candidates should ensure that their writing is legible and easy to read.
- Candidate should avoid unnecessarily complicated sentence structures, e.g. passive voice, unnecessary nominalisation (การที่, ความที่), unnecessary perfect tense (ได้มีการ).

## General comments

### Section 1

**Question 1(b)**, an article on a school website to keep the school clean ‘โรงเรียนสะอาด... ด้วยมือเรา’ was the most popular, while **Question 1(d)**, an online magazine about environmental damage caused by tourism ‘การท่องเที่ยวทุกรูปแบบมีผลเสียต่อสิ่งแวดล้อม’ was the least popular.

Strong candidates showed that they understood the expectations of the task. They clearly expressed their view towards the given statement with convincing explanation and evidence to support their opinions. The arguments were well organized, well developed and linked in a logical way. The writing demonstrated persuasive techniques, such as emotive language and factual information, successfully. They also showed an awareness of how to grab the reader’s attention. In addition, the candidates used register appropriately and showed their consistency of tone. They used correct grammar, precise words and a wide range of appropriate vocabulary.

### Section 2

The most popular question was **2(d)** which required the candidates to begin their story with a statement ‘Finally, my dream comes true’ or ‘ในที่สุดความฝันของฉันได้กลายเป็นความจริง’. **Question 2(c)** ‘the good deed that I did’ or ‘ความดีที่ฉันทำ’ was the least popular question. Successful candidates demonstrated very well their understanding of descriptive or narrative writing. The best descriptive responses described the event or situation clearly but also moved the reader by the use of well-defined and well-developed ideas. The reader could feel the atmosphere and tension of the writing by the use of effective language devices. In the best narrative responses, the response went beyond a telling of a situation or personal experiences. They built up tension and engaged the reader’s attention with an interesting storyline including a climax that was carefully managed with a wide range of imaginative ideas. The language used was appropriate to the characters and tone of the writing. Some candidates did not write in the narrative genre for **Questions 2(c)** and **2(d)**. This limited the marks available to them for the use of language, register, and structure of their writing.

## Comments on specific questions

### Section 1

#### Question 1

- (a) Strong candidates created a well-structured letter in the correct format, with realistic suggestions about how the department store could be improved to attract young people. Formal register and persuasive tone were maintained throughout. Successful responses were precise and straightforward while also showing humility and politeness. Candidates should consider whether it

is appropriate to give very strong negative comments about bad experiences they have had in the department store in a letter suggesting improvements.

- (b) Successful candidates made a range of interesting points to convince their peers to be aware of the importance of cleanliness in the school, how students could contribute and who would benefit from this action. They used appropriate register and tone and presented their ideas in the format of an article, not a list of points, bullet points or numbers.
- (c) The best candidates indicated clearly whether they agreed or disagreed with the statement. Some also demonstrated their critical thinking skills by explaining their own interpretation of the word 'true friend'. They provided convincing explanation and evidence to support their opinions. The arguments were well developed and linked in a logical way.
- (d) Successful candidates stated clearly whether they agreed or disagreed with the statement 'tourism has caused damage to the environment'. Sufficient and convincing rationale and examples were given to justify their ideas. Specific examples of eco-tourism such as Kiriwong Village (หมู่บ้านคีรีวง) in Nakorn Si Thammarat Province were given as an evidence of tourism that did no harm but could benefit the environment.

## Question 2

- (a) and (b) Strong candidates were able to give well-developed and well-sequenced descriptions including a variety of interesting details and images. The reader could enter into the atmosphere because of the use of appropriate and well-chosen vocabulary. The structure of the response was clear and consistent. Appropriate use of literary devices such as imagery, simile, onomatopoeia, metaphor, or Thai idioms or sayings helped to create a clear image and maintain the reader's attention.
- (c) and (d) Successful candidates created an interesting plot and maintained the reader's engagement with the build-up of tension of the story and a well-managed climax. Some stories made effective use of a twist ending. Character development was reasonable and believable. Candidates should keep in mind not to write an essay, describe an event, or tell a personal experience without an awareness of how to maintain the reader's interest. Candidates should ensure that they are familiar with the mark scheme prior to the examination, to help them to understand the requirements.