

# FIRST LANGUAGE THAI

Paper 0518/02

Reading and Directed Writing

## General comments

This year candidates, in general, performed well. Some Centres achieved good results from all entries, which is encouraging. Strong candidates were clearly well prepared and answered the questions confidently. Also, they clearly understood how to respond to each task in terms of using appropriate register, organisation, grammar and vocabulary.

Candidates are reminded to pay attention to timing in terms of allowing themselves time to complete all questions on the paper. Also, candidates need to ensure that they read the instructions carefully. Some candidates appeared to misread the instructions and so lost marks unnecessarily.

Candidates are reminded to take care with their handwriting, to ensure that it is legible. Centres should also check that any extra pages used by candidates are carefully attached.

## Comments on specific questions

### **Section 1**

#### **Question 1**

This is a challenging question for some, in that candidates need to remember to be precise and to give information only from the two texts without offering comments or opinions of their own. However, candidates in general, coped well with this task. Most candidates answered with care and selected the information needed for the summary task, organising it well and presenting it in their own words. It is also important not to give more information than is requested. Detailed information, for example, about the author's experience, the prize the book has won, the responses from readers, the unnecessary detailed comments from the critic in terms of her opinion as to why it is worth the award, and so on, was not required by the question. Also, it is important to be aware that the summary is not an essay and that means no need to write an introduction and no need to give one's own opinions and offer a conclusion. The summary task is basically testing whether candidates can identify the information requested, and present the relevant material concisely and correctly.

#### **Question 2**

It was very encouraging to see positive results – candidates performed very well in general. The contents were of interest and convincing in that the reader wanted to read the book. Many answers combined both fact and opinion and were well balanced. However, it is worth noting that it is not enough just to highlight the style and approaches that the author uses, it is just as important to give a brief summary of the story so that the reader can make a judgement as to whether the content is of interest. Weak candidates opted for interviewing either the critic or the author – not both as was stated in the instructions.

### **Section 2**

Strong candidates were very skilful in highlighting the place they had in mind by using their opinions or their personal experience to emphasise the place they chose. Some candidates, although the reader knew which place the candidates were talking about, had problems in organising the text. Candidates are reminded to plan their answer carefully before beginning to write, so the reader can follow their argument without confusion.

In some cases, candidates made it clear to the reader that a place was suitable for specific types of people. Skilful answers showed candidates using advanced skills in dealing with the task and responding appropriately. Careful reading of the question and planning paid dividends for these candidates in terms of marks.

# FIRST LANGUAGE THAI

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Paper 0518/03  
Continuous Writing

## General Comments

There are 9 questions on this paper and candidates must select one. In general, candidates are able to take advantage of the opportunities to recount their own experiences and draw on their own knowledge to support their responses and show what they can do. An area of ongoing concern is sentence structure, as candidates may often follow English patterns rather than Thai. Candidates are reminded of the need to be familiar with the appropriate structures of Thai grammar. For example, there were many cases in which the passive voice structure was incorrectly used in sentences. Sentence separation and spelling are other areas that also need attention. Weaker candidates should be praised for doing their best to write a full composition even when their knowledge of Thai may be very limited.

Candidates are reminded to ensure that their handwriting is legible at all times – marks cannot be awarded for responses which are illegible.

Candidates are reminded to plan their work carefully and to keep to the word limit so that they have time to re-read their work, think about their selection of words, sentence structure, and the overall structure of the text. This will also allow time for the editing of spelling and grammatical errors. A second reading, or even repeated readings can alert candidates to the use of unsuitable words or word associations, unfinished complex sentences, or perhaps inconsistent thoughts.

Candidates need to take sufficient time to study all the tasks and ensure they make a choice which best matches their skills and knowledge. For candidates who do produce plans, experience suggests that this tends to lead to a better structured, more coherent result.

Candidates are reminded to write in a style and manner appropriate to the chosen task. The goal of a discursive essay, for example, is to convince the audience of a conclusion. It is important for candidates to be clear about their conclusion. They are advised to give their argument a logical structure, setting out the advantages and the drawbacks of a particular position, leading up to a convincing finish.

## Comments on Specific Questions

The 2 questions which proved most popular were questions 4 and 8. Candidates coped very well with these, taking the opportunity to show their imagination as well as express their own ideas. In Questions 1 and 5, candidates took the opportunity to express their direct experience.

Candidates also coped very well with questions 2, 3, 6 and 7. These gave candidates the opportunity to use the target language to show their creative and intellectual ability.