

# FIRST LANGUAGE THAI

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Paper 0518/01  
Reading and Directed Writing

## 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 3 bullet points, and attempt to develop, evaluate, or analyse the facts, ideas, and opinions from both passages.

## General comments

This year’s candidates, in general, performed well. 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.

Responses to the sub-questions in **Question 1** revealed that the main points in the passage 1 had been clearly understood and many candidates responded well to the more straightforward questions.

Whilst most candidates answered **Question 2** adequately, many appeared to summarise or lift information from both texts without development, analysis, or evaluate the facts, ideas, and opinions.

As far as the use of time was concerned, most candidates attempted all questions. Some, however, appeared to run out of time, which lead to incomplete answers in **Question 2**.

## Comments on specific questions

### **Question 1**

Strong candidates with good reading skills have 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. The stronger responses had identified keywords in the text and utilise it as part as their answers.

Candidates would benefit to read various kind of writing, such as figurative language (idioms, metaphors, similes, quotes, proverbs, and saying) 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 terms of the best responses, there was evidence of a wide range of appropriate vocabulary used. This allowed for the expression of deeper and more nuanced meanings. Spelling, punctuation and grammar were almost always also 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 promote the idea of Sufficient Economy, as indicated in the article. In this task, candidates were required to use their own words – it was insufficient to copy all large chunks of text from the article without development, evaluation nor analysis.

Stronger responses were able to develop, evaluate and synthesise all elements of the task, which was the most important ideas of Sufficient Economy, what changes people will see as Sufficient Economy is introduced, and how Sufficient Economy could benefit wider society. These answers included a wide range of facts, ideas and opinions from both passages. Some candidates did not mention what life will be if we adopt this model – despite it being titled ‘What will life be like in 20 years if we adopt the Sufficient Economy model?’

Some candidates wrote about the benefit of Sufficient Economy without further analysis, evaluation nor development of the facts, ideas and opinions from the passages, thus only partially satisfying elements of the task. In addition, some candidates used information from one article only to answer the questions. 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 to 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 be aware of the target audience of each task and ensure the use of appropriate register and tone throughout.
- 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(a)**, a letter to a school director giving feedback and suggestions on a school charity concert was the most popular, while **Question 1(b)**, an article to be published on the school website about teenagers and honesty 'เยาวชนกับความซื่อสัตย์' was the least popular.

Strong candidates showed that they understood the expectations of the task with a clear target audience. They clearly expressed their view towards the given statement with convincing explanation including facts, opinions and some complex ideas. The arguments were well organised, 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. Candidates should pay more attention to sentence structures and avoid unnecessary use of passive voice, nominalisation, and perfect tense.

### **Section 2**

The most popular question was **2(d)** which required the candidates to begin their story with a statement 'I have to win this competition' or 'ฉันจะต้องเอาชนะการแข่งขันครั้งนี้ให้ได้'. **Question 2(c)** 'I suddenly realised that I

forgot...' or 'ทันใดนั้น ฉันเพิ่งนึกขึ้นได้ว่าฉันลืม...' was the least popular question. Successful candidates demonstrated very well how to write 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. Candidates should keep in mind that connecting the concrete images or atmosphere with well-developed abstract ideas could lead to more successful descriptive writing. 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. It is necessary that the narrative writing is purposeful and appeals to the readers. Some candidates did not write in the narrative genre for **Questions 2(c)** and **(d)**, e.g. writing to tell personal experiences with occasional effort to give details of character, setting, or the use of narrative devices to build up tension of readers. This limited the marks available to them.

### Style and Accuracy

Many candidates used basic or repetitive vocabulary to communicate general meaning. It is recommended that candidates use a wide range of vocabulary and sophisticated sentence structures to gain particular effects on readers. Many candidates tend to write very long sentences without paragraph breaks. Most spelling mistakes resulted from the use of wrong tone marks; for example, candidates write หนี instead of หนี.

### Comments on specific questions

#### Section 1

#### Question 1

- (a) Strong candidates created a well-structured letter in the correct format, with realistic and creative suggestions on how the school could improve the organising of the upcoming charity concert and attract more participants. Formal register and persuasive tone were maintained throughout. Successful responses were precise and straightforward while also showing humility and politeness as the letter is meant to be sent to the school's director. Candidates should consider how to appropriately give comments on the bad experiences they had in the past year's concert with constructive suggestions for improvements. The suggestions for attracting more people should be creatively as well as realistically thought through.
- (b) Successful candidates made a range of interesting points to convince their peers of the importance of honesty and also gave creative and realistic suggestions on how the school could contribute to promote honesty in students. 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. Successful language could employ some necessary informal but polite usage to attract the audience. However, it should be kept in mind that the school website is accessible to all school community bodies including students, parents and teachers.
- (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 'imagination and knowledge'. They provided convincing explanation and evidence to support their opinions. The arguments were well developed and linked in a logical way. Candidates should keep in mind that argumentative/discursive writing that solely or mostly tells personal experience without using relevant opinion, facts and ideas would limit the chance to score well.
- (d) Successful candidates stated clearly whether they agreed or disagreed with the statement 'online game helps improve problem solving skills'. Sufficient and convincing rationale and examples were given to justify their ideas. Specific examples of online games were given with relevant details to convince readers of the benefit of those games in building problem solving skills. Candidates should be aware that giving pros and cons of online games in no relation to the topic could reflect the lack of planning and logical sequencing of their writing.

#### Question 2

- (a), (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. Candidates should keep in mind that connecting the concrete images or atmosphere with well-developed abstract ideas could lead to more successful descriptive writing, for example describing the aquarium as a representative of biodiversity in the world. 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), (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.