

# 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 do not miss marks by omitting part of the task.
- In **Question 1(m)** candidates should remember that **(i, ii)** requires a reason on the writer's use of language in the whole phrase – simply giving the definition is 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.

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.

## 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 take part in this project, as indicated in the question. 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 were; what the Little tour guide project aims to do for communities, the duties which young people will carry out in the project, and what skills young people can get from this project. These answers included a wide range of facts, ideas and opinions from both passages.

Some candidates wrote about the project without further analysis, evaluation nor development of the facts, ideas and opinions from the passages, thus only partially satisfying elements of the task. Also, some candidates did not persuade their fellow candidates to take part in the project. 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 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 writing and to 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(d)**, an online article published in a blog discussing whether online shopping is better than in-store shopping, ‘ซื้อของออนไลน์ดีกว่าไปซื้อของตามร้านค้าทั่วไป’ was the most popular selection, while the **Question 1(a)**, a letter to a school director giving feedback and suggestions on a school library was the least popular question. 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 a convincing illustration which includes 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 registers appropriately and showed their consistency of tone. They used correct grammar, precise words, and a wide range of appropriate vocabulary. In order to reach the highest marks, candidates need to pay more attention to sentence structures and avoid unnecessary passive voice, nominalisation, and perfect tense. Over-long responses beyond 450 words often showed repetition of information and reflected unclear organisation.

### **Section 2**

The most popular question was **2(a)** which required the candidates to describe an atmosphere of one morning in the countryside, while **Question 2(b)** which required the candidates to describe a scene observed in an ice cream shop in town 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 using 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 **2(d)**, e.g., writing to tell personal experiences with occasional effort to give details of characters, setting, or the use of narrative devices to build up tension for readers. This limited the marks available to them.

## 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 about how the school could improve their library and attract more users. 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 their negative experiences they have had within the school's library and with constructive suggestions for improvements. The suggestions for attracting more users should be creative as well as realistic.
- (b) Successful candidates made a range of interesting points to convince their peers to see the importance of reducing global warming persuasively with their personal experiences, and also give creative and realistic suggestions on how audience could contribute to reducing global warming. 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 online magazines, even though targeted at teenagers, are accessible to all community members. Hence, the language used in the article should show a sense of formality and politeness.
- (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 concepts 'country life versus city life'. They provided convincing explanations 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 giving concrete rationale using relevant opinions, facts and ideas would limit the chance to score well.
- (d) Successful candidates stated clearly whether they agreed or disagreed with the statement 'online shopping is better than in-store shopping'. Sufficient and convincing rationale and examples were given to justify their ideas. Successful candidates usually demonstrated their analytical thinking in their writing to persuade the audience. Specific examples of online shopping or in-store shopping were given with relevant details to convince readers to see the benefit of those activities in the current rapid world. Candidates should be aware that giving the pros and cons of online shopping or in-store shopping in no relation to the topic could reflect the lack of planning and logical sequencing of their writing.

#### 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 the atmosphere because of the use of appropriate and well-chosen vocabulary and expressions. 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 start of a morning as the beginning of hope, or the variety of ice cream and customers represents diversity in the society. 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.