



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**FIRST LANGUAGE THAI**

**0518/02**

Paper 2 Composition

**For Examination from 2018**

SPECIMEN MARK SCHEME

**2 hours**

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**MAXIMUM MARK: 50**

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This document consists of **6** printed pages.



Candidates will be awarded marks in two categories for each of the two compositions they write:

- the first mark is out of 12 for Style and Accuracy: see Table A
- the second mark is out of 13 for Content and Structure: see Table B1, B2 or B3 (depending on the type of composition: Argumentative/Discursive, Descriptive or Narrative).

**TABLE A – STYLE AND ACCURACY**

<b>Band 6</b>	<b>11–12</b>	<p>Fluent and easy to read. The candidate:</p> <ul style="list-style-type: none"> <li>• uses a variety of well-made sentences, including sophisticated complex sentences where appropriate, to achieve particular effects</li> <li>• uses a wide range of well-chosen and precise vocabulary</li> <li>• writes in a consistent, appropriate register and tone throughout</li> <li>• is consistently secure in their use of spelling, punctuation and grammar, even in more complex sentences or passages.</li> </ul>
<b>Band 5</b>	<b>9–10</b>	<p>Fluent and comprehensible. The candidate:</p> <ul style="list-style-type: none"> <li>• uses a variety of sentence structures correctly</li> <li>• uses vocabulary which is varied and often effective, sometimes complex</li> <li>• writes almost always in a consistent and appropriate register and tone</li> <li>• is nearly always accurate in their use of spelling, punctuation and grammar.</li> </ul>
<b>Band 4</b>	<b>7–8</b>	<p>Mostly fluent with occasional minor lapses in clarity. The candidate:</p> <ul style="list-style-type: none"> <li>• uses sentence structures correctly, including some complex ones</li> <li>• uses appropriate and accurate vocabulary which is occasionally chosen to communicate precise meaning</li> <li>• is not always consistent in their use of register and tone although this does not detract from the message</li> <li>• uses simple grammatical forms correctly. Sentence separation is mostly correct. Occasional spelling mistakes – but no error of any sort impedes communication.</li> </ul>
<b>Band 3</b>	<b>5–6</b>	<p>Sometimes fluent, sometimes unclear. The candidate:</p> <ul style="list-style-type: none"> <li>• uses simple sentence structures that may be repetitive. If more complex sentence structures are attempted, there is only limited success</li> <li>• uses vocabulary which communicates general meaning, but is limited and repetitive</li> <li>• shows some awareness of an appropriate register and tone, but sometimes makes lapses which detract from the message</li> <li>• makes some errors of punctuation including sentence separation; makes several spelling and grammatical errors, rarely serious enough to prevent understanding.</li> </ul>
<b>Band 2</b>	<b>3–4</b>	<p>Much of the response is difficult to read although there may be occasional clear sections. The candidate:</p> <ul style="list-style-type: none"> <li>• uses simple sentence structures, sometimes inaccurately. Complex sentences are not attempted, or if they are, they are repetitively joined by 'and', 'but' and 'so', with other conjunctions being used ineffectively, if at all</li> <li>• uses basic vocabulary, sometimes inaccurately</li> <li>• uses an inappropriate register and tone in most of the response</li> <li>• makes frequent errors of spelling, punctuation and grammar which prevent understanding to some extent, but the overall meaning is not in doubt.</li> </ul>
<b>Band 1</b>	<b>1–2</b>	<p>The response is difficult to read and understand. The candidate:</p> <ul style="list-style-type: none"> <li>• uses poorly constructed sentences</li> <li>• uses basic vocabulary, often inaccurately</li> <li>• shows no awareness of appropriate register and tone</li> <li>• makes persistent errors of spelling, punctuation and grammar which make much of the response difficult to understand.</li> </ul>
	<b>0</b>	<p>A mark of zero should be awarded for no creditable content where meaning of the writing is lost owing to poor control of language.</p>

**TABLE B1 – ARGUMENTATIVE/DISCURSIVE TASKS**

<b>Band 6</b>	<b>11–13</b>	<ul style="list-style-type: none"> <li>The argument is well expressed, sometimes complex and consistently persuasive, and supported by a wide range of relevant facts, ideas and opinions.</li> <li>Every stage of the argument is developed and linked in a logical way. Sentences within paragraphs are well-sequenced.</li> </ul>
<b>Band 5</b>	<b>9–10</b>	<ul style="list-style-type: none"> <li>The argument is clearly presented and almost always persuasive, supported by relevant facts, ideas and opinions.</li> <li>Nearly all stages of the argument are developed and linked in a logical way. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.</li> </ul>
<b>Band 4</b>	<b>7–8</b>	<ul style="list-style-type: none"> <li>The argument is coherent and supported by facts, ideas or opinions, developed in a straightforward manner.</li> <li>Stages of the argument are generally linked together in a logical way. The sequence of the sentences within paragraphs is satisfactory, although opportunities to link ideas may not be taken.</li> </ul>
<b>Band 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>The argument is generally sound, though sometimes repetitive. It is supported by facts, ideas or opinions, some of which are developed in a straightforward manner.</li> <li>Some stages of the argument are linked together in a logical way. The response may be uneven, starting more strongly than it finishes, or vice versa.</li> </ul>
<b>Band 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>The argument is often unclear. A few supporting facts, ideas or opinions are given, but these are not developed.</li> <li>There is a lack of overall sequencing. Paragraphs, if used, are not clearly linked together.</li> </ul>
<b>Band 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>The argument is difficult to follow and there is little attempt to develop supporting facts, ideas or opinions.</li> <li>The sequence of sentences is poor.</li> </ul>
	<b>0</b>	A mark of zero should be awarded where material is irrelevant.

**TABLE B2 – DESCRIPTIVE TASKS**

<b>Band 6</b>	<b>11–13</b>	<ul style="list-style-type: none"> <li>The response consistently presents well-defined, well-developed ideas and images, describing complex atmospheres effectively with a range of details.</li> <li>The structure is secure and coherent. Devices such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension are used.</li> </ul>
<b>Band 5</b>	<b>9–10</b>	<ul style="list-style-type: none"> <li>The response presents a variety of interesting ideas and images, with a range of details. A sense of atmosphere is created.</li> <li>The structure is clear, and largely consistent. There may be occasional repetition or missed details. Sentences are well sequenced and the description is effective.</li> </ul>
<b>Band 4</b>	<b>7–8</b>	<ul style="list-style-type: none"> <li>The response presents effective ideas and images that are relevant to the topic and which satisfactorily address the task. An attempt is made to create atmosphere and to provide some details.</li> <li>The response contains a series of points. Some of the ideas are developed successfully, though straightforwardly. The ideas may not be combined to make an overall picture. Some sentences are well sequenced.</li> </ul>
<b>Band 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>The response presents some relevant details, ideas or images, occasionally developed in a straightforward way. A limited feeling of atmosphere is created. The response may be more narrative (focused on events) than descriptive.</li> <li>There is some overall structure but the writing may lack direction and intent. There may be interruptions in the sequence of sentences and/or some lack of clarity.</li> </ul>
<b>Band 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>The response shows an attempt to present some relevant details, ideas or images. Where there is any development, this is very simple.</li> <li>There is limited attention to sequencing and structure and/or lack of progression.</li> </ul>
<b>Band 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>The response presents a few relevant descriptive details, ideas or images but these are undeveloped.</li> <li>A few sentences may be sequenced but overall the order of ideas is confused and there may be significant repetition.</li> </ul>
	<b>0</b>	A mark of zero should be awarded where material is irrelevant.

**TABLE B3 – NARRATIVE TASKS**

<b>Band 6</b>	<b>11–13</b>	<ul style="list-style-type: none"> <li>The narrative consistently engages the reader and uses a wide range of imaginative ideas, images and narrative devices successfully.</li> <li>The different sections of the story are carefully balanced and the climax is carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.</li> </ul>
<b>Band 5</b>	<b>9–10</b>	<ul style="list-style-type: none"> <li>The narrative is almost always engaging to the reader and uses some features that are of interest to a reader, although not consistently so. There is some use of detail and some build-up of character or setting.</li> <li>The story is orderly and the beginning and ending (where required) are satisfactorily managed. The reader is aware of the climax even if it is not managed completely effectively. The sequencing of sentences provides clarity and engages the reader in events or atmosphere.</li> </ul>
<b>Band 4</b>	<b>7–8</b>	<ul style="list-style-type: none"> <li>The narrative is straightforward, with satisfactory identification of features such as character and setting. There may be an attempt to use narrative devices, although these may be unsuccessful.</li> <li>While opportunities for appropriate development of ideas are sometimes missed, the overall structure is competent, and features of a developed narrative are evident. Sentences are usually sequenced to narrate events.</li> </ul>
<b>Band 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>The narrative is relevant but only has occasional details of character and setting. Narrative devices are probably not used.</li> <li>The overall structure is sound although there are examples where a particular section is too long or too short. A climax is identified but is not effectively described or led up to. Sentence sequences narrate events and occasionally contain intrusive facts or misleading ideas.</li> </ul>
<b>Band 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>The narrative is simple and generally unengaging, making limited use of ideas or images.</li> <li>While some events in the story are narrated in a logical sequence, many are unconnected and without a conclusion. Sentence sequences are only used to link a simple series of events. Unequal or inappropriate importance may be given to sections of the story.</li> </ul>
<b>Band 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>The narrative is very simple and unengaging.</li> <li>The story is difficult to follow because the structure is unclear and events in the story are generally muddled and unconnected. Some of the content has no relevance to the plot.</li> </ul>
	<b>0</b>	A mark of zero should be awarded where material is irrelevant.