

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2006 question paper

0518 FIRST LANGUAGE THAI

0518/02

Paper 2 maximum mark 60

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Part 1

Question 1: Summarise (from the two given passages)

20 marks

15 Marks for content (information from both passages)

A. The objectives of Kids for Forests:

1. To campaign for the conservation of the seven ancient forests and their inhabitants as they are depleted and are threatened by extinction.
2. To call for governments in the world to protect these ancient forests by stopping deforestation and illegal trade in endangered species.
3. To call for sustainable policies which are appropriate for local people and these forest animals.
4. To call for rich countries to set up an International Fund for local people who suffer from the effects of deforestation and illegal trade.

B. The importance of the seven ancient forests and where they are:

These 7 ancient forests cover 5 continents:

1. **European ancient forest** – home to the brown bear. At present, only 6,000 bears are left – these animals, other species, natural resources, and local people are in danger. The forest used to cover Europe from Scandinavia to the Mediterranean, but these days it covers only Sweden, Finland and some of Russia.
2. **Temperate rainforest in Chile** – home to Andean deer. At present, only 2,000-3,000 deer left on earth. This rich forest is also a home for other plants like Chilean pine trees, and forest dwelling people who have been there for many generations.
3. **Tropical Forest in Central Africa** – the second biggest forest after the tropical rainforest of the Amazon. It is home to forest elephants and other mammal species and birds. About 12 million people have benefited from this forest.
4. **Tropical rainforest of the Amazon** – this is about the size of the United States of America. This is the biggest ancient forest on the planet. Most of it is in Brazil. The habitat of the jaguar is in danger from deforestation. Between 1990 and 1998, the area of forest destroyed was the equivalent to the combined areas of Australia and Switzerland.
5. **Tropical Forest in Asia-Pacific** – home to the orangutan, of which there are about 30,000 left, and rich in natural resources. Its immense diversities include more than 30,000 plants, more than 1,600 kinds of birds and 500 mammals. Also, it is the habitat for many ethnic minorities. This area, in particular in Indonesia, has been depleted, by something in excess of a thousand square kilometres per year.
6. **Russian Forest, mainly in Asia** – only 400 Siberian tigers left due to intensive mining and tree plantation.
7. **Ancient Forest in North America** – from the Canadian Atlantic coast towards the Pacific coast of Alaska – its inhabitants are wolves. Between 1990 and 2000, it was estimated up to 123,000 square kilometres or the equivalent of a quarter of the area of Thailand was destroyed.

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C. What the conference in Kuala Lumpur offers for selected children all over the world

1. Orientation about the roots of the problems, and how these can be addressed in various countries.
2. Calling for the implementation of what has been established in the convention:
 - a. stop deforestation;
 - b. surveying the forests around that need to be protected;
 - c. calling for every government to conserve protected forests by 2010.
3. The children built so-called 'Imagined Forests' using various kinds of material to voice their concerns.
4. They invited representatives from 70 countries to enjoy a so-called 'Lunch Of Life' – each group represented their country and wore national costume. They discussed the need to protect wildlife in the tropical forests and called for conservation of plants and marine life in the tropical zones.

The suggestions that they came up with are:

- a. protected areas need substantial budgets to ensure that the areas are well-looked after;
 - b. the need to ensure that logging smugglers will be properly punished; forest areas need to be replanted;
 - c. ordinary people, villagers, non-governmental organisations, and children who are involved in environmental issues need to be heard.
5. Children joined in 'Flying Ambassador' activity, which encouraged representatives to sign in 'Kids for Forests' passport as a way of committing themselves to conserve the diversity of land and marine species.

Notes: reward other relevant information. The information should integrate well.

5 Marks for summary style (concision, focus, use of own words and spelling)

- 5 Excellent, effective summary style throughout, focused. Structures and words are well-chosen and appropriate, spelling very good.
- 4 Generally good, concise and well-focused, in own words, spelling good.
- 3 Satisfactory, concise although occasionally not consistent, reasonably focused, with very occasional lifting from the texts, spelling good.
- 2 Occasional concision, tendency to lose focus although the passage has been understood, quite a lot of lifting, some spelling mistakes.
- 1 Descriptive – discursive style, frequently unfocused, evidence of lifting is seen throughout, lots of spelling mistakes when trying to use own words.

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Question 2: Write a script for school activity on 'Conserving seven Ancient Forests'. Thai children who went to the conference in Malaysia (from the two diaries in passages 1 and 2) were invited to discuss these issues. The candidate will interview them and is allowed to give their own opinions provided that these are firmly rooted in the texts. 20 marks

15 marks for content

Band 1 13-15 Very good piece of argument, confident and persuasive
The interview contains a great deal of material especially from passage 2. The script is well thought out and persuasive with appropriate general and detailed information from both passages, not candidate's own ideas or from personal experience.

Band 2 10-12 Good argument – well-balanced
The interview contains material from both passages, well contrasted with pros and cons. Although it is persuasive and coherent, there are still some parts which are a little weak, e.g. no substantial supporting evidence or rather brief in parts, and occasionally the essay shows candidate's ideas rather than relating to passages.

Band 3 7-9 Competent – but not well thought out
The interview contains substantial and coherent material from both texts, but mainly copied without digesting it. The general ideas and evidence are supported, giving both pros and cons and showing an attempt to argue, though focus can be lost in some parts – reader still understands the direction. Occasionally, the essay shows candidate's ideas, rather than material from the passages.

Band 4 4-6 Poor argument – not convincing
The interview is either mainly descriptive or gives only one side of argument, lacking evidence for the opposing view. It is weak and not really persuasive. Lots of evidence is offered, mostly from the texts, but without showing the ability to argue critically, and using candidate's ideas in some parts.

Band 5 1-3 Limited – fails to persuade
The interview is not at all developed for the purpose of argument – very weak. There is no sense of coherence, information is lifted from the texts, repetition tends to occur, there is a lot of material based on candidate's ideas, rather than texts. Reader cannot follow the argument and is not convinced or persuaded.

5 marks for written expression

- 5 Well written in terms of using vocabulary and sentence structures in a logical way. Also, the style is well-organised, balanced, well paraphrased, appropriate to the critical task and appropriate to the formal style.
- 4 Well-written structures, using vocabulary well. It is logically balanced with pros and cons appropriate to the formal style. However, occasionally it sounds rather clumsy.
- 3 Reasonably good, but lacks ability to rephrase some parts of argument in terms of structures and vocabulary – though appropriate in style, occasionally not consistent – e.g. using informal language or colloquial.
- 2 Rewriting needed as signs of lifting straight from the texts, or written in colloquial style.
- 1 Many errors e.g. spelling, vocabulary, structures etc. and as a result the piece is virtually impossible to follow.

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Part 2

Question 3: Write an article for the school magazine about this popular Thai scholar, who contributes a great deal to Thai culture and is hailed as a national treasure in promoting Thai culture. Candidates have to talk about his background, his interests, and his commitments.

20 marks

15 marks for content: should contain most of the topics below, but not necessarily in this order.

Background + interests + and how he tackles work:

Anek Nawikamul, a country boy from the South. His parents opened a school bookshop. A book-worm since he was a child, with an insatiable curiosity – he reads virtually everything e.g. history, folk-tales and more. That led him to read more at the library, and he started writing at an early age, when he was at primary school in years 3 or 4.

He has a wide interest in history, customs and ways of life and local knowledge etc. Some of the topics are a bit obscure e.g.

- when ice first came to Thailand;
- how the bottom cleaning stick was used in olden days;
- traditional local song writers and singers of both genders;
- a beggar's songs, how advertising first came to Thailand;
- shadow puppets;
- a famous story about a well-known pregnant ghost;
- a small elephant slightly bigger than a water-buffalo, which is now extinct.

He has written more than 73 books covering topics that are of interest.

He believes that if one needs to find out about something, one needs to search for it and that means one has put the effort into doing it. It has to come from a real interest and desire to investigate in order to answer questions. This search also has to be a labour of love – he always searches for the source no matter how hard or difficult it is. He has knowledge of a wide collection of various topics and without him valuable knowledge might be lost for the country.

Note: reward other relevant information.

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15 marks for Content

Band 1 13-15 **A confident and persuasive script – a success**
 Candidates make use of material efficiently and effectively. There is a strong element in combining fact and opinion to make the task successfully appeal to the reader. Factual language and emotion language are suitable and blend in nicely, not didactic.

Band 2 10-12 **Material and ideas integrated well**
 Candidate is competent, using what is relevant. The article is interesting and developed with a good sense of direction, appealing to the reader, though they might not be able to pick up all that is needed.

Band 3 7-9 **Substantial piece of work**
 Candidates make use of material substantially, though information and idea are repeated. The article is appealing, but the tone of the language might not be consistent. In other words, either the emotion or the fact is exaggerated and, as a result, the article can be seen as slightly unconvincing.

Band 4 4-6 **Not quite balanced – not persuasive**
 Candidates do not use information necessary for the article and can be unconvincing and/or the emotion language is too much, although there is evidence that they make an attempt to convince the reader. Or they use language to the point that it can be didactic,

Band 5 1-3 **Limited and basic – hardly competent and persuasive**
 Candidates do not know how to select information and the article does not try to make use of emotion language to the great effect. A rather weak article and not at all convincing.

5 marks for written expression: persuasive style

- 5 Very good and there is a sense of coherence through the article. The writing is very smooth and flowing. Good structures and use of words. Spelling is excellent.
- 4 Good and coherent though the organisation can be a little bit confusing. Good structures and use of words are good. Spelling is excellent.
- 3 Fine – the coherence and organisation is substantial though in some places can be confusing or just plain. Structures and choice of words are simple. Spelling can interfere with the article.
- 2 Inconsistent in places. Structures and choices of words are basic and some parts can be inaccurate. Spelling is rather poor.
- 1 No coherence due to lack of understanding of how to write this genre. Spelling is very poor.