

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0518 FIRST LANGUAGE THAI

0518/03

Paper 3 (Continuous Writing), maximum raw mark 40

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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36–40	Apart from very occasional 'first draft' slips, the language is entirely accurate. Sentence structure is varied and demonstrates that the candidate has the skill to use various lengths and types of sentences to achieve a particular effect. Vocabulary is wide and is used with precision. Punctuation is accurate and helpful to the reader. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained.
31–35	The language is accurate with only occasional errors. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type, including the confident use of complex sentences. Punctuation is accurate. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The piece of writing is a relevant response to the topic, and the interest of the reader is aroused and sustained through most of the composition.
26–30	The language is largely accurate. Simple structures are used without error. Vocabulary is wide enough to convey intended meaning, but may lack precision. Sentences may show some variety of length, although there may be a tendency to repeat sentence types and 'shapes', producing a monotonous effect. Spelling of simple vocabulary is accurate. Punctuation is generally accurate. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is a relevant response to the topic and will arouse some interest in the reader.
21–25	The language is sufficiently accurate to communicate meaning clearly to the reader. There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure, but the reader may not be convinced that this variety is for a particular purpose. Vocabulary is usually adequate to convey intended meaning. Punctuation will be used but may not be used to enhance/clarify meaning. Simple words will be spelt accurately. Paragraphs will be used, but may lack unity or coherence. The subject matter will indicate that a genuine attempt has been made to address the topic, but there may be digressions or failures of logic. The reader may find compositions at this level lack liveliness and interest value.
16–20	Meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision, and may slow down reading. Some simple structures will be accurate, but a script at this level is unlikely to sustain accuracy for long. Vocabulary may be limited, either too simple to convey precise meaning, or more ambitious but imperfectly understood. Simple punctuation will usually be accurate. Simple words will usually be spelt correctly. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance to the topic but may achieve only a partial or a 'glancing' treatment of the subject. The incidence of linguistic error is likely to distract the reader from merits of content that the composition may have.
11–15	There will be many serious errors of various kinds throughout the script, but they will be of the 'single-word' type, i.e. they could be corrected without rewriting the sentence. Communication is established, although the weight of error may cause 'blurring' from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning, but is likely to be simple and imprecise. Spelling will be inconsistent. Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter, but the weight of linguistic error that will tend to occur will neutralise its effect.
6–10	Sense will usually be decipherable, but some of the error will be multiple, i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple, in the whole composition. The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error.
0–5	Accuracy will be hardly existent. Whole sections of the composition will make no sense at all. Where occasional patches of relative clarity are evident some marks should be given. The mark of 0 should be reserved for scripts that make no sense at all from beginning to end.

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The general marking criteria on page 2 are broken down into six subcategories, as shown on pages 3–5.

CONTENT: Maximum 20 marks for relevance and development of ideas, as follows:

Mark	Relevance	Development of ideas
9–10	The response addresses the topic relevantly throughout. The writing communicates the message coherently and appropriately to the reader. There is a strong sense of audience.	There is good evidence of complex and creative thought. The reader's attention is sustained throughout.
7–8	The response is mainly relevant. The writing is coherent but may lack some detail. There is some sense of audience.	There are some instances of complex and creative thought. The reader is engaged with the response.
5–6	The response is mainly relevant but there may be some minor inconsistencies. A limited sense of audience.	The response is generally clear and occasionally engages the reader's interest.
3–4	The response addresses the topic in a simple way, and the reader may become confused by a lack of coherence and order, or an over-complicated but poorly presented plot. Meaning is sometimes in doubt. There is likely to be no sense of audience.	In general the reader can follow the thread of the response, though there is very little attempt to raise the reader's interest.
1–2	The response is largely irrelevant. It may be very simple or very complex but confused. Large parts of the response may make no sense at all.	The response is so incomplete or confusing that the reader cannot follow the thread of the response. There is virtually no attempt to raise the reader's interest.
0	Nothing relevant to reward.	

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LANGUAGE: Maximum 20 marks for style and accuracy, as follows:

Mark	Structure	Grammar	Spelling/Punctuation	Clarity of communication
5	The response is clearly structured with a well-defined introduction, main body and conclusion. Paragraphs are well linked and have unity.	The candidate uses a wide range of vocabulary and phrases/idioms precisely. The response flows well, as the candidate writes in correct and complete sentences using accurate grammar. Meaning is conveyed with complete clarity.	Spelling is accurate. Punctuation is used correctly and helps to define meaning.	The response is always clear and neat. Effective communication achieved.
4	There is a good attempt to structure the response, with an obvious introduction, main body and conclusion. Paragraphs show some evidence of planning, have unity and are usually linked.	The candidate uses a wide enough range of appropriate phrases/idioms to convey some shades of meaning. The response is in complete sentences with generally accurate grammar. Meaning is clear.	Spelling is mostly accurate, with only a small number of minor errors. Punctuation is generally used correctly.	The response is mostly clear and neat. Fairly effective communication.
3	Although some attempt to structure the response has been made, the introduction or conclusion may be missing. Paragraphs may show some unity but are not well linked.	The candidate may attempt to use a range of vocabulary, adequately conveying the meaning. When using more complex vocabulary, meaning may be obscured. The candidate writes in complete sentences for the most part, but there may be some unfinished sentences. There will be patches of clear, accurate language but accuracy will not be sustained in more complex language. The reader may have to make an effort to understand all the response.	Spelling of simple words is correct, but there may be errors in more complex words. These do not prevent communication on the whole. The candidate has attempted to use correct punctuation, with varying success.	The response is legible. The reader's flow may be interrupted by occasional lack of clarity.

Page 5	Mark Scheme	Syllabus	Paper
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Mark	Structure	Grammar	Spelling/Punctuation	Clarity of communication
2	<p>The response is incomplete, or there is just a main body without an attempt at an introduction or a conclusion.</p> <p>Paragraphs may be haphazard (indeterminate length, not always in sequence, very short or very long etc.)</p>	<p>Vocabulary may be limited to simple language, imprecise or ambitious but confused.</p> <p>The candidate writes in a mixture of complete and incomplete sentences, which detract from the flow of the response.</p> <p>Grammar is often inaccurate and will hinder communication.</p> <p>Meaning is often obscured.</p>	<p>Spelling is inconsistent and may impede communication.</p> <p>Punctuation is either missing or often inappropriately used.</p>	<p>The response is illegible in places.</p> <p>The reader may find it difficult to follow.</p> <p>Communication is hindered.</p>
1	<p>There is some relevant material but it is unstructured and substantially incomplete.</p> <p>Paragraphs are rarely used, or used almost entirely inappropriately.</p>	<p>The candidate appears to have little knowledge of grammatical accuracy or how to form complete sentences.</p> <p>Some communication is established, but the meaning is opaque and the reader may not be able to understand more than occasional sections of the response.</p>	<p>The candidate appears to have little knowledge of correct spelling and punctuation. As a result, the reader will find it difficult to follow the response.</p>	<p>The response is more illegible than legible.</p> <p>The reader experiences significant difficulty understanding what has been written.</p>
0	Nothing relevant to reward			