

# Syllabus

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Cambridge IGCSE First Language Thai  
Syllabus code 0518  
For examination in June 2011



UNIVERSITY of CAMBRIDGE  
International Examinations

**Note for Exams Officers:** Before making Final Entries, please check availability of the codes for the components and options in the E3 booklet (titled “Procedures for the Submission of Entries”) relevant to the exam session. Please note that component and option codes are subject to change.

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# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at **[www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)**.

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at **[www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)**.

### Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

### Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why choose Cambridge IGCSE First Language Thai?

The Cambridge IGCSE First Language Thai syllabus is designed for candidates whose mother tongue is Thai. Cambridge IGCSE First Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing;
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation;
- a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

## 1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. First Language Thai (0518) falls into Group I, Languages.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

## 1.4 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at [international@cie.org.uk](mailto:international@cie.org.uk).

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at [international@cie.org.uk](mailto:international@cie.org.uk). Learn more about the benefits of becoming a Cambridge Centre at [www.cie.org.uk](http://www.cie.org.uk).

## 2. Assessment at a glance

### Cambridge IGCSE First Language Thai Syllabus code 0518

Cambridge IGCSE First Language Thai comprises two papers. All candidates take Papers 2 and 3 and are eligible for the award of grades A\* to G.

Paper 2: Reading and Directed Writing	2 ¼ hours	Weighting
<p><b>Part 1 – 40 marks</b></p> <p>Question 1 – 20 marks</p> <p>Candidates select, compare and summarise specific information from Passages 1 and 2.</p> <p>Question 2 – 20 marks</p> <p>Candidates respond to a directed writing task based on their understanding of Passage 1 and Passage 2.</p> <p><b>Part 2 – 20 marks</b></p> <p>Candidates respond to a directed writing task, based on Passage 3, in which they use and develop given information.</p>		60%
Paper 3: Continuous Writing	1 ¼ hours	Weighting
Candidates write one composition of 350–500 words.		40%

Question papers are set entirely in the target language. Dictionaries may not be used in the examination.

# 3. Syllabus aims and assessment

## 3.1 Aims

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in a First Language for the IGCSE examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing;
- enable students to understand and respond appropriately to what they read;
- encourage students to enjoy and appreciate the variety of language;
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
- promote the students' personal development and an understanding of themselves and others.

## 3.2 Assessment objectives

There are ten assessment objectives (AOs) in Cambridge IGCSE First Language Thai. The assessment objectives are grouped according to the three skill areas tested in the examination, as follows:

### A Reading and Directed Writing

Candidates are assessed on their ability to:

- AO1 understand and convey information
- AO2 understand, order and present facts, ideas and opinions
- AO3 evaluate information and select what is relevant to specific purposes
- AO4 articulate experience and express what is felt and what is imagined
- AO5 recognise implicit meaning and attitudes
- AO6 communicate effectively and appropriately.

### B Continuous Writing

Candidates are assessed on their ability to:

- AO2 order and present facts, ideas and opinions
- AO4 articulate experience and express what is felt and what is imagined
- AO6 communicate effectively and appropriately.

# 3. Syllabus aims and assessment

## C Usage

Candidates are assessed on their ability to:

AO7 exercise control of appropriate grammatical structures

AO8 understand and employ a range of apt vocabulary

AO9 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling

AO10 show a sense of audience and an awareness of register and style in both formal and informal situations.

## 3.3 Specification grid

This grid below shows how assessment objectives relate to the examination papers, described in more detail in Section 4.

Assessment objective	Paper 2	Paper 3
AO1	✓	✓
AO2	✓	✓
AO3	✓	—
AO4	✓	✓
AO5	✓	—
AO6	✓	✓
AO7	✓	✓
AO8	✓	✓
AO9	✓	✓
AO10	✓	✓



# 3. Syllabus aims and assessment

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## 3.4 Exam exclusions

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

# 4. Description of papers

The question papers are set entirely in the target language.

## 4.1 Paper 2: Reading and Directed Writing

**2¼ hours**

**Dictionaries may not be used in the examination.**

Part 1: There are two passages followed by two questions, one of which may be subdivided. The first question tests candidates' ability to select, compare and summarise specific information from both passages; the second question invites a response to the passages in a variety of forms, for example a selective summary, a letter, a report, a speech, a script of a conversation or broadcast, a continuation of a story, an expressive development of an idea in the passage, etc.

Part 2: There is one passage followed by a directed writing task in which candidates use and develop the given information in another form, for example a selective summary, a letter, a report, a speech, a script of a conversation or broadcast, a continuation of a story, an expressive development of an idea in the passage, etc.

## 4.2 Paper 3: Continuous Writing

**1¼ hours**

**Dictionaries may not be used in the examination.**

A selection of nine titles are provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates are required to choose one assignment and are advised to write 350–500 words.

# 5. Curriculum content

All candidates follow the same curriculum.

Assessment Objectives	<i>All candidates should be able to:</i>	<i>Candidates who are aiming for Grades A* to C, should, in addition be able to:</i>
<b>A Reading and Directed Writing</b>	<ul style="list-style-type: none"><li>- demonstrate understanding of extended texts</li><li>- scan for and extract specific information, organise material and present it in a given format</li><li>- show some sense of audience and awareness of style</li><li>- identify main and subordinate topics, summarise, paraphrase, re-express</li></ul>	<ul style="list-style-type: none"><li>- show a more precise understanding of extended texts</li></ul>
<b>B Continuous Writing</b>	<ul style="list-style-type: none"><li>- recognise and respond to simple linguistic devices including figurative language</li><li>- edit or elaborate the work of others</li></ul>	<ul style="list-style-type: none"><li>- recognise the relationship of ideas, arrangement of concepts</li><li>- draw inferences, evaluate effectiveness, compare, analyse, synthesise</li><li>- recognise and respond to more sophisticated linguistic devices</li></ul>
<b>C Usage</b>	<ul style="list-style-type: none"><li>- express thoughts, feelings and opinions in order to interest, inform or convince</li><li>- demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling</li></ul>	<ul style="list-style-type: none"><li>- show a wider and more varied sense of audience and context and an awareness of different styles</li><li>- demonstrate a sophisticated use of vocabulary and structures</li></ul>
	<ul style="list-style-type: none"><li>- exercise care over punctuation and spelling</li><li>- write in accurate simple sentences</li><li>- attempt a variety of sentence structures</li><li>- recognise the need for paragraphing</li><li>- use an appropriate vocabulary</li><li>- show some sense of audience and awareness of style</li></ul>	<ul style="list-style-type: none"><li>- demonstrate accuracy in punctuation and spelling</li><li>- write accurate complex sentences</li><li>- employ a varied sentence structure</li><li>- write in well constructed paragraphs</li><li>- use an imaginative and varied vocabulary</li><li>- show a clear sense of audience and awareness of style</li></ul>

# 6. Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance in some other.

A **Grade A** candidate has demonstrated expertise in:

- understanding and communicating information at both a straightforward and a complex level;
- understanding facts, ideas and opinions, and ordering and presenting them with clarity and accuracy;
- evaluating material from texts and selecting and presenting in detail what is relevant for specific purposes;
- describing and reflecting upon experience and detailing and analysing effectively what is felt and what is imagined;
- recognising implicit meanings and attitudes of a writer;
- showing a clear sense of audience and an understanding of appropriate uses of language;
- writing in well constructed paragraphs, using a full range of appropriate sentence structure and showing accuracy in spelling and punctuation.

A **Grade C** candidate has demonstrated competence in:

- understanding and conveying information both at a straightforward level and at a more complex level;
- understanding basic facts, ideas and opinions and presenting them with a degree of clarity and accuracy;
- evaluating material from texts and selecting what is relevant for specific purposes;
- describing and reflecting upon experience and expressing effectively what is felt and what is imagined;
- recognising the more obvious implicit meanings and attitudes of a writer;
- showing a sense of audience and an awareness of appropriate use of language;
- writing in paragraphs, using sentences of varied kinds and exercising care over spelling and punctuation.

A **Grade F** candidate has demonstrated competence in:

- understanding and conveying information at a straightforward level;
- understanding basic facts, ideas and opinions, and presenting them with a degree of coherence;
- selecting material from texts and commenting upon it at a literal level;
- describing experience in concrete terms and expressing intelligibly what is felt and what is imagined;
- recognising clear meanings and explicit attitudes of a writer;
- showing awareness that language is used in different ways in different circumstances;
- writing at least in simple sentences – weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication.

University of Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk) Website: [www.cie.org.uk](http://www.cie.org.uk)

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