

# SYLLABUS

**Cambridge IGCSE®**  
**First Language Thai**

**0518**

For examination in June 2017

### Changes to syllabus for 2017

This syllabus has been updated, but there are no significant changes.

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## 1. Introduction

### 1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

#### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

#### Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

#### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

#### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/exams officers](http://www.cie.org.uk/exams officers)

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at **[www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)**

### Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 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.

### Prior learning

We recommend that candidates who are beginning this course should have a level in Thai equivalent to first language competence.

### Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge IGCSE Thai are well prepared to follow Level 3 courses in Thai, or the equivalent.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **[www.cie.org.uk/igcse](http://www.cie.org.uk/igcse)** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **[www.cie.org.uk/events](http://www.cie.org.uk/events)** for further information.

### 3. Assessment at a glance

#### 3.1 Scheme of assessment

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   | 2¼ hours | Weighting |
|---|----------|-----------|
| <p><b>Part 1 – 40 marks</b></p> <p>Question 1 – 20 marks<br/>Candidates select, compare and summarise specific information from Passages 1 and 2.</p> <p>Question 2 – 20 marks<br/>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><br/>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   | 1¼ 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.

#### 3.2 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

#### 3.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level

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

## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

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

The aims are to:

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

### 4.2 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.

## 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.

### 4.3 Specification grid

This grid below shows how assessment objectives relate to the examination papers, described in more detail in Section 5.

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

## 5. Description of Papers

The question papers are set entirely in the target language.

### 5.1 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.

### 5.2 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 title and are advised to write 350–500 words.

## 6. Syllabus 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> <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>– show a more precise understanding of extended texts</li> <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>B Continuous Writing</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>   |
| <b>C Usage</b>                        | <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> |

## 7. 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 another aspect.

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.

## 8. Other information

### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cie.org.uk/examsofficer](http://www.cie.org.uk/examsofficer)**

### Language

This syllabus and the associated assessment materials are available in English only.

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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