

SYLLABUS

Cambridge IGCSE®
First Language Thai

0518

For examination in June 2018, 2019 and 2020

Changes to syllabus for 2018, 2019 and 2020

This syllabus has been updated.

You are strongly advised to read the whole syllabus before planning your teaching programme.

Changes to syllabus content

- The syllabus sections have been updated.
- The 'Why choose Cambridge IGCSE First Language Thai?' section has been revised to emphasise the development of lifelong skills.
- New revised question papers have replaced the current Papers 2 and 3. The new papers are: **Paper 1 Reading and Directed Writing** and **Paper 2 Composition**.
- The syllabus aims have been revised to ensure consistency with those of other IGCSE First Language qualifications.
- The language of the assessment objectives has been revised.
- The assessment objectives have been grouped under **two** main headings: **AO1: Reading** and **AO2: Writing**.
- A revised grid showing the relationship between the scheme of assessment and the assessment objectives has been included.
- The grade descriptions have been updated to align with the revised assessment objectives.
- The syllabus content has been updated.

Description of components

- **Paper 1 Reading and Directed Writing 2 hours, 50 marks**
Candidates answer all questions in Section 1 and Section 2.
Section 1 Comprehension and Use of Language (25 marks)
Candidates answer a series of questions on Passage 1, a fiction text.
Section 2 Directed Writing (25 marks)
Candidates answer one question on Passages 2 and 3, which are non-fiction and have a linked theme.
Candidates write a response of about 250–350 words.
The marking criteria have been updated to reflect the changes.
- **Paper 2 Composition 2 hours, 50 marks**
Candidates answer two questions: one from Section 1 and one from Section 2.
Section 1 Argumentative/Discursive Writing (25 marks)
Candidates answer one question from a choice of four and write a response of about 350–450 words.
Section 2 Descriptive/Narrative Writing (25 marks)
Candidates answer one question from a choice of four and write a response of about 350–450 words.
Revised levels of response mark schemes have been produced.

In addition to reading the syllabus carefully, teachers should refer to the published specimen papers for exemplification of these changes, available on our public website at **www.cie.org.uk**

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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/examsofficers**](http://www.cie.org.uk/examsofficers)

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**

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?

Cambridge IGCSE First Language Thai is designed for learners whose mother tongue is Thai. The course allows learners to:

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

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

Cambridge IGCSE First Language Thai is accepted by universities and employers as proof of knowledge and understanding of language in Thai.

Prior learning

We recommend that learners who are beginning this course should have previously studied a Secondary 1 language curriculum or equivalent educational framework. Learn more at **www.cie.org.uk/cambridgesecundary1**

Progression

Cambridge IGCSEs are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

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**

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**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

2. Teacher support

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** 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** for further information.

3. Syllabus content at a glance

Cambridge IGCSE First Language Thai offers candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences.

The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Candidates are encouraged to become appreciative and critical readers and writers in Thai.

4. Assessment at a glance

Candidates for Cambridge IGCSE First Language Thai take two compulsory components – Paper 1 and Paper 2. Both papers are externally assessed.

Component	Weighting
<p>Paper 1 Reading and Directed Writing 2 hours</p> <p>Candidates answer all questions.</p> <p>Section 1 Comprehension and Use of Language (25 marks)</p> <p>Candidates answer a series of questions on Passage 1, a fiction text.</p> <p>Section 2 Directed Writing (25 marks)</p> <p>Candidates answer one question on Passages 2 and 3 which are non-fiction and have a linked theme. The passages will be taken from newspapers, magazines, online materials or other publications.</p> <p>Candidates write a response of about 250–350 words.</p> <p>Passages will be printed in a separate Insert.</p> <p>This component is externally assessed.</p> <p>50 marks</p>	50%
<p>Paper 2 Composition 2 hours</p> <p>Candidates answer two questions, one in Section 1 and one in Section 2.</p> <p>Section 1 Argumentative/Discursive Writing (25 marks)</p> <p>Candidates answer one question from a choice of four and write a response of about 350–450 words.</p> <p>Section 2 Descriptive/Narrative Writing (25 marks)</p> <p>Candidates answer one question from a choice of four and write a response of about 350–450 words.</p> <p>This component is externally assessed.</p> <p>50 marks</p>	50%

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

Combining this with other syllabuses

Candidates can combine this syllabus in an examination 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.

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

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

The aims are to enable learners to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using appropriate, standard language
- work with information and ideas in language by developing skills of critical evaluation, analysis, comparison, synthesis and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

5.2 Assessment objectives

Cambridge IGCSE First Language Thai has two assessment objectives (AOs).

AO1: Reading

Candidates will be assessed on their ability to:

- R1 identify and interpret explicit and implicit information and attitudes
- R2 demonstrate understanding of how writers use language and structure to achieve effects and influence readers
- R3 analyse, evaluate and develop facts, ideas and opinions
- R4 select and synthesise information for specific purposes.

AO2: Writing

Candidates will be assessed on their ability to:

- W1 communicate clearly, effectively and imaginatively
- W2 sequence facts, ideas and opinions
- W3 use a range of appropriate vocabulary
- W4 use tone, style and register appropriate to audience and context
- W5 make accurate use of spelling, punctuation and grammar.

5.3 Relationship between assessment objectives and components

The weightings allocated to each of the assessment objectives (AOs) are summarised below.

The table shows the assessment objectives as a percentage of each component and across the qualification as a whole.

Component	AO1 %	AO2 %
Paper 1 Reading and Directed Writing	80	20
Paper 2 Composition	–	100
Weighting of AO in qualification	40	60

5.4 Grade descriptions

At grade A, the candidate demonstrates expertise in reading by	At grade C, the candidate demonstrates competence in reading by	At grade F, the candidate demonstrates competence in reading by
understanding implicit and explicit attitudes and points of view in texts and making perceptive responses	recognising attitudes and points of view in texts and responding in a straightforward way	recognising the more obvious meanings in texts and responding in a limited way
understanding arguments, ideas and information in texts and making articulate responses	recognising arguments, ideas and information in texts and responding in a straightforward way	recognising simple arguments, ideas and information in texts and responding in a limited way
identifying and making insightful comment on specific ways in which writers use language, form and structure for effect	understanding different ways in which writers use language, form and structure for effect	identifying some ways in which writers use language, form and structure
selecting material from texts and developing it for a specified purpose	selecting material from texts and providing straightforward explanations	providing basic answers to questions on material from texts
At grade A, the candidate demonstrates expertise in writing by	At grade C, the candidate demonstrates competence in writing by	At grade F, the candidate demonstrates competence in writing by
communicating arguments, ideas and information effectively in a continuous written response	communicating arguments, ideas and information in a straightforward way in a continuous written response	communicating ideas and information in a basic response
structuring text in a controlled and targeted manner so that the reader or listener can follow the ideas or argument from the beginning to the end	ensuring that text has a clear beginning, middle and ending, and that ideas generally follow on from one another	giving text a beginning, middle and ending
using a carefully chosen range of vocabulary, syntax and grammar to express thoughts, feelings and opinions effectively and clearly	using a range of language to express thoughts, feelings and opinions with some degree of clarity	using simple language to express thoughts, feelings and opinions
using language, structures and idiom to create appropriate tone, style and register	using language, structures and idiom to show awareness of audience and purpose	communicating ideas and information at a basic level
structuring sentences and paragraphs effectively, with few errors of spelling and punctuation	constructing sentences and paragraphs correctly. There may be a number of spelling and punctuation mistakes, but these do not impair communication	constructing simple sentences. Spelling and punctuation errors may sometimes impair meaning, but the reader can still understand the basic message

6. Syllabus content

In preparation for assessment, candidates should engage with a range of genres and types of texts, including fiction and non-fiction, essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include facts, ideas, perspectives, opinions and bias.

As developing writers themselves, candidates should be introduced to a range of skills – including the ability to compare, summarise and change perspective. They should develop the skills of summarising within the context of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech. They should also learn to create a discursive/argumentative letter or article and a descriptive or narrative composition.

The skills covered in the syllabus are outlined below for the different areas of language developed.

Assessment objective	Candidates should be able to:
AO1: Reading <ul style="list-style-type: none"> identify and interpret explicit and implicit information and attitudes demonstrate understanding of how writers use language and structure to achieve effects and influence readers analyse, evaluate and develop facts, ideas and opinions select and synthesise information for specific purposes 	<ul style="list-style-type: none"> demonstrate understanding of explicit and implicit meanings and viewpoints in texts identify and comment on specific ways in which writers use language, form and structure for effect make thoughtful and relevant responses to facts, ideas and opinions in texts accurately identify specific ideas, information and/or features in texts and develop them for a specified purpose
AO2: Writing <ul style="list-style-type: none"> communicate clearly, effectively and imaginatively sequence facts, ideas and opinions use a range of appropriate vocabulary use tone, style and register appropriate to audience and context make accurate use of spelling, punctuation and grammar 	<ul style="list-style-type: none"> produce clear and coherent texts that communicate effectively, sustaining the reader's interest structure text to make sequence and development of ideas clear to the reader choose vocabulary to create effects appropriate to purpose and audience use form and style suited to purpose and audience write in paragraphs, using varied sentence structures, demonstrating control of syntax and grammar, and using accurate spelling and punctuation.

For details of how these skills are assessed in each component, see Section 7 'Description of components'.

7. Description of components

7.1 Paper 1 Reading and Directed Writing

2 hours, 50 marks – external assessment

Candidates answer **all** the questions in two compulsory sections. Candidates write all their answers in the spaces provided on the question paper. Dictionaries may **not** be used.

The passages will be printed in the question paper Insert.

Section 1 Comprehension and Use of Language (25 marks)

This comprises a series of sub-questions requiring candidates to respond to Passage 1, a fiction text. There will be comprehension questions worth a total of 16 marks, and 9 additional marks relating to the author's use of language and structure, and the effect these have.

Passage 1 will be approximately 850–950 words long and will be from either the 20th or the 21st century.

This section tests the following reading assessment objectives (25 marks):

- R1 identify and interpret explicit and implicit information and attitudes
- R2 demonstrate understanding of how writers use language and structure to achieve effects and influence readers.

Section 2 Directed Writing (25 marks)

Candidates answer **one** compulsory question on two non-fiction passages – Passage 2 and Passage 3. Candidates use and evaluate the information in the two passages to create an argumentative/discursive letter or article. Candidates write a response of about 250–350 words.

Passage 2 and Passage 3 will have a combined total of up to 950 words and will be from either the 20th or the 21st century, or both, and will be thematically linked.

This section tests the following writing assessment objectives (10 marks):

- W1 communicate clearly, effectively and imaginatively
- W2 sequence facts, ideas and opinions
- W3 use a range of appropriate vocabulary
- W4 use tone, style and register appropriate to audience and context
- W5 make accurate use of spelling, punctuation and grammar.

This question also tests the following reading assessment objectives (15 marks):

- R3 analyse, evaluate and develop facts, ideas and opinions
- R4 select and synthesise information for specific purposes.

7.2 Paper 2 Composition

2 hours, 50 marks – external assessment

Candidates answer **two** questions, one from each section. Candidates write all their answers in the spaces provided on the question paper. Dictionaries may **not** be used.

Section 1 Argumentative/Discursive Writing (25 marks)

Candidates answer **one** question from a choice of four titles: two argumentative and two discursive.

Candidates use the title to develop and write a composition.

Candidates write about 350–450 words.

Section 2 Descriptive/Narrative Writing (25 marks)

Candidates answer **one** question from a choice of four titles: two descriptive and two narrative.

Candidates use the title to develop and write a composition.

Candidates write about 350–450 words.

This paper tests the following writing assessment objectives (50 marks):

W1 communicate clearly, effectively and imaginatively

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use tone, style and register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar.

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/examsOfficers**

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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