



Syllabus

Cambridge IGCSE™

First Language Thai 0518

For examination in June 2021.

ภาษาไทย

Changes to the syllabus for 2021

The latest syllabus is version 1, published September 2018.

There are no significant changes which affect teaching.

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

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1. Introduction

1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **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

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/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.cambridgeinternational.org/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.cambridgeinternational.org/examsOfficers

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted. Students can choose from 70 subjects in any combination – it is taught by over 4800 schools in 146 countries.

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 students 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 & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, 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.cambridgeinternational.org/igcse

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 students' 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 Lower Secondary language curriculum or equivalent educational framework. Learn more at www.cambridgeinternational.org/lowersecondary

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.cambridgeinternational.org/cambridgeice

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@cambridgeinternational.org

If you are not yet a Cambridge school

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

2. Teacher support

2.1 Support materials

You can go to our public website at www.cambridgeinternational.org/igcse to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from the School Support Hub. Go to www.cambridgeinternational.org/support (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure 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 International. The resource lists include further suggestions for resources to support teaching. See www.cambridgeinternational.org/i-want-to/resource-centre for further information.

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.cambridgeinternational.org/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.

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is not available in all administrative zones. To find out about the availability visit the syllabus page at www.cambridgeinternational.org/igcse

Detailed timetables are available from www.cambridgeinternational.org/timetables

Combining this with other syllabuses

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

- syllabuses with the same title at the same level.

Please note that Cambridge IGCSE, Cambridge IGCSE (9–1) 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:
<p>AO1: Reading</p> <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
<p>AO2: Writing</p> <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

We have 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), we have 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 in the *Cambridge Handbook* at www.cambridgeinternational.org/examsOfficers

Language

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

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

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 result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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