FIRST LANGUAGE THAI 0518
IGCSE
2007

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You can find syllabuses and information about CIE teacher training events on the CIE Website (www.cie.org.uk).

First Language Thai

Syllabus code 0518

CONTENTS

NOTES

This syllabus is available in the June examination only.

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims

- Assessment Objectives

- Assessment

- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

First Language Thai falls into Group I, Languages, of the International Certificate of Education (ICE) subjects together with other First Languages, Foreign Languages, English as a Second Language and Latin.

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:

1   enable students to communicate accurately, appropriately and effectively in writing;

2   enable students to understand and respond appropriately to what they read;

3   encourage students to enjoy and appreciate the variety of language;

4   complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);

5   promote the students' personal development and an understanding of themselves and others.

ASSESSMENT OBJECTIVES

The ten assessment objectives in First Language have been grouped according to the three skill areas tested by the examination as follows:

A READING AND DIRECTED WRITING

Students should be able to:

1 understand and convey information;

2 understand, order and present facts, ideas and opinions;

3 evaluate information and select what is relevant to specific purposes;

4 articulate experience and express what is felt and what is imagined;

5 recognise implicit meaning and attitudes;

6 communicate effectively and appropriately.

B CONTINUOUS WRITING

Students should be able to:

2 order and present facts, ideas and opinions;

4 articulate experience and express what is felt and what is imagined;

6 communicate effectively and appropriately.

C USAGE

Students should be able to:

7 exercise control of appropriate grammatical structures;

8 understand and employ a range of apt vocabulary;

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

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

SPECIFICATION GRID

The relationship of the assessment objectives to the scheme of assessment is set out below.

Assessment Objective / Component	1	2	3	4	5	6	7	8	9	10
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	—	✓	—	✓	✓	✓	✓	✓

ASSESSMENT

SCHEME OF ASSESSMENT

All candidates take Papers 2 and 3 and are eligible for the award of grades A* to G.

The papers in the assessment are as follows:

Paper 2 (2¼ hours) Reading and Directed Writing
Paper 3 (1¼ hours) Continuous Writing

WEIGHTING OF PAPERS

Paper	*Weighting*
2	60%
3	40%

DESCRIPTION OF PAPERS

The question papers will be set entirely in the target language. Dictionaries are not permitted.

Paper 2

Part 1 There will be two passages. Two questions will be set, one of which may be subdivided. The first will test candidates' ability to select, compare and summarise specific information from both passages; the second question will invite 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 This part will test candidates' ability to use and develop given information in another form. (For examples see above, Paper 2, Part 1.)

Paper 3

This paper will test candidates' skill in continuous writing. A selection of nine titles will be provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates will be required to choose **one** assignment and will be advised to write 350-500 words.

CURRICULUM CONTENT

All candidates follow the same curriculum.

ASSESSMENT OBJECTIVES

	All students should be able to:	*Students who are aiming for Grades A* to C, in addition should be able to:*
A Reading and Directed Writing	- demonstrate understanding of extended texts	- show a more precise understanding of extended texts
	- scan for and extract specific information, organise material and present it in a given format	
	- show some sense of audience and awareness of style	
	- identify main and subordinate topics, summarise, paraphrase, re-express	- recognise the relationship of ideas, arrangement of concepts
		- draw inferences, evaluate effectiveness, compare, analyse, synthesise
	- recognise and respond to simple linguistic devices including figurative language	- recognise and respond to more sophisticated linguistic devices
	- edit or elaborate the work of others	
B Continuous Writing	- express thoughts, feelings and opinions in order to interest, inform or convince	- show a wider and more varied sense of audience and context and an awareness of different styles
	- demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling	- demonstrate a sophisticated use of vocabulary and structures
C Usage	- exercise care over punctuation and spelling	- demonstrate accuracy in punctuation and spelling
	- write in accurate simple sentences	- write accurate complex sentences
	- attempt a variety of sentence structures	- employ a varied sentence structure
	- recognise the need for paragraphing	- write in well constructed paragraphs
	- use an appropriate vocabulary	- use an imaginative and varied vocabulary
	- show some sense of audience and awareness of style	- show a clear sense of audience and awareness of style

GRADE DESCRIPTIONS

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.

Copies of syllabuses, past papers and Examiners' reports are available on CD-ROM and can be ordered using the Publications Catalogue, which is available at www.cie.org.uk under 'Qualifications & Diplomas' – 'Order Publications'.