



**Cambridge Assessment
International Education**

Syllabus

**Cambridge IGCSE™
Malay 0546**

Use this syllabus for exams in 2025, 2026 and 2027.
Exams are available in the June series.

**Bahasa
Melayu**

Version 1

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

**Cambridge
Pathway** 

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department 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 learners to progress from one stage to the next, and are well supported by teaching and learning resources.

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, responsible, reflective, innovative and engaged – equipped for success in the modern world.

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

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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

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Important: Changes to this syllabus



For information about changes to this syllabus for 2025, 2026 and 2027, go to page 51.

The latest syllabus is version 1, published September 2022. There are no significant changes which affect teaching.

1 Why choose this syllabus?

Key benefits

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 4500 schools in over 140 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE Malay develops a set of transferable skills for understanding and communicating in everyday situations in Malay. Learners begin to develop cultural awareness of countries and communities where Malay is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE Malay encourages learners to be:

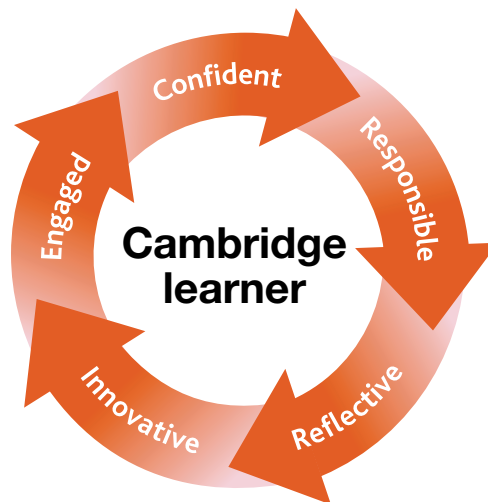
confident, using new and familiar structures and vocabulary to communicate with others in everyday situations

responsible, seeking opportunities to use and develop their language skills

reflective, considering how to communicate different ideas and attitudes

innovative, applying language to a variety of situations

engaged, developing learning strategies which help them to express their ideas and their understanding of other cultures.



School feedback: 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Malay gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses.

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 the 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.

Cambridge IGCSE Malay has been designed to help candidates develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

Support for Cambridge IGCSE			
Planning and preparation <ul style="list-style-type: none"> Schemes of work Specimen papers Syllabuses Teacher guides 	Teaching and assessment <ul style="list-style-type: none"> Endorsed resources Online forums Support for coursework and speaking tests 	Learning and revision <ul style="list-style-type: none"> Example candidate responses Past papers and mark schemes Specimen paper answers 	Results <ul style="list-style-type: none"> Candidate Results Service Principal examiner reports for teachers Results Analysis

Sign up for email notifications about changes to syllabuses, including new and revised products and services at www.cambridgeinternational.org/syllabusupdates

Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev



Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in Malay at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Malay is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Malay or another subject area.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Malay is spoken. The five topic areas listed below are described in more detail in section 3.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Malay on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment overview

All candidates take all four papers. Candidates will be eligible for grades A* to G.

All candidates take:		and:	
Paper 1	Approximately 50 minutes	Paper 2	1 hour
Listening	25%	Reading	25%
40 marks		45 marks	
Candidates listen to a number of recordings and answer multiple-choice and matching questions.		Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.	
Externally assessed		Externally assessed	
and:		and:	
Paper 3	Approximately 10 minutes	Paper 4	1 hour
Speaking	25%	Writing	25%
40 marks		45 marks	
Candidates complete one role play and conversations on two topics.		Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.	
Internally assessed and externally moderated		Externally assessed	

Information on availability is in the **Before you start** section.

Check the timetable at www.cambridgeinternational.org/timetables for the test date window for Paper 3.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Paper 3.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts

AO2 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

AO3 Speaking

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing opinions and feelings
- S3: use a range of structures and vocabulary with reasonable accuracy
- S4: demonstrate some ability to maintain interaction
- S5: show some control of pronunciation and intonation

AO4 Writing

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4: use a range of simple vocabulary and language structures reasonably accurately

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Listening	25
AO2 Reading	25
AO3 Speaking	25
AO4 Writing	25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	0	0	0
AO2 Reading	0	100	0	0
AO3 Speaking	0	0	100	0
AO4 Writing	0	0	0	100
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Skills

The skills covered in the syllabus are outlined below.

Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Malay is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic areas	Sub-topics
A	Everyday activities	<ul style="list-style-type: none"> • Time expressions (e.g. telling the time, days, days of the week, months, seasons) • Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils) • The human body and health (e.g. parts of the body, health and illness) • Travel and transport
B	Personal and social life	<ul style="list-style-type: none"> • Self, family and friends • In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances) • Colours • Clothes and accessories • Leisure time (e.g. things to do, hobbies, sport)
C	The world around us	<ul style="list-style-type: none"> • People and places (e.g. continents, countries and nationalities, compass points) • The natural world, the environment, the climate and the weather • Communications and technology (e.g. the digital world, documents and texts) • The built environment (e.g. buildings and services, urban areas, shopping) • Measurements (e.g. size, shape) • Materials
D	The world of work	<ul style="list-style-type: none"> • Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying) • Work (e.g. jobs and careers, the workplace)
E	The international world	<ul style="list-style-type: none"> • Countries, nationalities and languages • Culture, customs, faiths and celebrations

4 Details of the assessment

All questions are to be answered in Malay.

Dictionaries are not allowed in the examination.

Paper 1 – Listening

Approximately 50 minutes including 6 minutes' transfer time, 40 marks

This paper consists of 37 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options. Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Centres must check the *Cambridge Handbook* for the year that candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series.

www.cambridgeinternational.org/eoguide

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

Description of questions

Questions 1–8

<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to short texts and answer eight multiple-choice questions with four options.
<i>Text types</i>	Announcements, phone messages, news items or dialogues
<i>Total marks</i>	8

Questions 9–14

<i>Assessment objective</i>	L1, L2, L4
<i>Task</i>	Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.
<i>Text types</i>	Short monologue or dialogue
<i>Total marks</i>	6

Questions 15–19

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.
<i>Text types</i>	Informal conversation
<i>Total marks</i>	5

Description of questions (continued)**Questions 20–28**

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	9

Questions 29–34

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Questions 35–37

<i>Assessment objective</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation/discussion or interview. In each question there are five options and candidates must select the two options which are true.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Paper 2 – Reading

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in Malay.

Description of questions

Question group 1

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short statements with the correct pictures.
<i>Text types</i>	Simple statements
<i>Total marks</i>	5

Question group 2

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.
<i>Text types</i>	Signs, notices, instructions, messages, advertisements
<i>Total marks</i>	5

Question group 3

<i>Assessment objective</i>	R2, R4
<i>Task</i>	Candidates answer multiple-choice questions with three options on a short text.
<i>Text types</i>	Email, message, postcard or letter
<i>Total marks</i>	7

Question group 4

<i>Assessment objective</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Malay.
<i>Text types</i>	Email, message, letter or blog
<i>Total marks</i>	12

Question group 5

<i>Assessment objective</i>	R3
<i>Task</i>	Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
<i>Text types</i>	Short descriptions, advertisements
<i>Total marks</i>	5

Description of questions (continued)**Question group 6**

<i>Assessment objective</i>	R3, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Malay.
<i>Text types</i>	Articles
<i>Total marks</i>	11

Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied.

The teacher/examiner booklet is confidential and must not reach candidates either directly or indirectly at any point. The candidate cards are confidential and must not reach candidates until the start of their 10 minutes of preparation time immediately prior to their speaking test.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner booklet.

Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook*, for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at www.cambridgeinternational.org/samples

Using the samples database

The samples database refers you to key information about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for the speaking tests
- when and how to submit the speaking tests
- which forms to complete and submit with the speaking tests.

The samples database at www.cambridgeinternational.org/samples will ask you for:

- your country/territory
- the syllabus code (i.e. 0546 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Cover sheets

You should upload a completed cover sheet with the speaking tests that you submit to Cambridge International. Download the cover sheet from the samples database at www.cambridgeinternational.org/samples. Follow the instructions on the form itself to complete it.

Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions on the samples database.

You should record marks on the required form which you should download each year from the samples database at www.cambridgeinternational.org/samples. Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the required Working Mark Sheet and submit these marks to Cambridge International according to the instructions on the samples database at www.cambridgeinternational.org/samples

External moderation

Cambridge International will externally moderate all internally assessed components.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Speaking assessment criteria grids

Role play

Each of the five role play tasks is assessed using the mark scheme below:

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

Topic conversations

When **both** topic conversations have been completed, give a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

Communication

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> Responds confidently to questions; may occasionally need repetition of words or phrases. Communicates information which is consistently relevant to the questions. Frequently develops ideas and opinions. Justifies and explains some answers.
10–12	Good	<ul style="list-style-type: none"> Responds well to questions; requires occasional use of the alternative question(s) provided. Communicates information which is almost always relevant to the questions. Sometimes develops ideas and opinions. Gives reasons or explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. Communicates most of the required information; may occasionally give irrelevant information. Conveys simple, straightforward opinions.
4–6	Weak	<ul style="list-style-type: none"> Has difficulty with many questions but still attempts an answer. Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> Frequently has difficulty understanding the questions and has great difficulty in replying. Communicates one or two basic pieces of information relevant to the questions.
0		<ul style="list-style-type: none"> No creditable response.

Quality of Language

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. Accurate use of a wide range of vocabulary with occasional errors. Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	<ul style="list-style-type: none"> Good use of a range of the structures listed in the syllabus, with some errors. Good use of a range of vocabulary with some errors. Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	<ul style="list-style-type: none"> Satisfactory use of some of the structures listed in the syllabus, with frequent errors. Satisfactory use of vocabulary with frequent errors. Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	<ul style="list-style-type: none"> Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	<ul style="list-style-type: none"> Very limited range of structures and vocabulary, almost always inaccurate. Poor pronunciation, rarely comprehensible; many serious errors.
0		<ul style="list-style-type: none"> No creditable response.

Paper 4 – Writing

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

Description of questions

Question 1

<i>Assessment objective</i>	W1, W4
<i>Task</i>	Candidates fill in a form with single words or short phrases in response to a given context.
<i>Total marks</i>	5

Question 2

<i>Assessment objective</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
<i>Total marks</i>	12

Question 3

<i>Assessment objective</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
<i>Total marks</i>	28

List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE Malay. The list is not intended to be restrictive.

Articles	definite article (e.g. <i>itu, ini</i>) indefinite article (e.g. <i>sebuah, seorang, beberapa</i>)
Nouns	singular and plural (e.g. <i>buku, buku-buku</i>) noun-forming affixes (e.g. <i>pe- / -an / pe-an / ke-an / per-an</i>)
Adjectives	formation (e.g. <i>budak pandai, + yang = budak yang pandai</i>) types (e.g. <i>bagus, hitam, putih, besar, kecil, bulat, segitiga, lambat, awal, jauh, dekat, sopan, kedekut, panas, sejuk, sedih, gembira</i>) positive (e.g. <i>tinggi</i>) comparative (e.g. <i>lebih tinggi</i>) superlative (e.g. <i>paling tinggi, tinggi sekali, tertinggi</i>) regular comparative form (e.g. <i>setinggi, sebesar</i>) simile (e.g. <i>umpama, bagai = cantik bagai bidadari</i>) compounding (e.g. <i>sukacita, biru langit, kusut-masai</i>) quantifiers (e.g. <i>banyak, sedikit, segenggam, sekumpulan</i>)
Adverbs	formation <i>dengan + adjective = dengan baik</i> double adjectives = <i>lambat-lambat, cepat-cepat</i> <i>dengan + adjective + sekali = dengan cantik sekali</i> types time (e.g. <i>semalam, sekejap, serta-merta, baru-baru ini</i>) place (e.g. <i>di sana, di merata-rata, jauh, dekat</i>) manner (e.g. <i>laju, bersendirian, lemah lembut</i>) frequency (e.g. <i>selalu, jarang, tidak pernah</i>) <i>Dia tidur lena. / Abang betul-betul kecewa. / Ali pergi secara senyap. Lakonannya bukan pura-pura.</i>
Pronouns	personal (e.g. <i>aku, saya, anda, kamu, dia, mereka</i>) possessive (e.g. <i>aku = bajuku, kamu = bajumu, ia = bajunya, dia = baju dia, mereka = baju mereka, punya = buku ini saya punya, milik = buku ini miliknya</i>) demonstrative (e.g. <i>itu = buku itu, ini = buku ini, + yang = yang ini/itu</i>) relative (e.g. <i>yang, mana yang, apa yang</i>) reflexive (e.g. <i>saya sendiri, dirinya sendiri</i>) interrogative (e.g. <i>apakah, siapakah, manakah</i>) indefinite (e.g. <i>siapa-siapa, apa-apa, mana-mana</i>)

Verbs	<p>indicative</p> <p>present (e.g. <i>dia makan</i>)</p> <p>present continuous (e.g. <i>sedang, tengah, masih. Dia masih makan. Dia sedang tidur.</i>)</p> <p>past tense (e.g. <i>telah, sudah, baru, pernah. Dia sudah makan. Saya pernah pergi ke London.</i>)</p> <p>future (e.g. <i>akan, hendak, ingin. Dia akan makan. Saya hendak pergi ke London.</i>)</p> <p>active voice: (e.g. <i>Ibu memasak kari. Saya membasuh baju itu.</i>)</p> <p>passive voice: (e.g. <i>Kari dimasak oleh ibu. Baju itu saya basuh.</i>) (receptive use)</p> <p>conditional (e.g. <i>jika, kalau. Saya ingin bercuti di London kalau saya ada wang.</i>)</p> <p>infinitive</p> <p><i>Dia mesti pergi.</i></p> <p><i>Pinggan perlu dicuci. / Kedai mungkin dibuka.</i></p> <p>negatives (e.g. <i>tidak / tak = Saya tidak makan / Ibu tak ada di sini.</i>)</p> <p>imperative forms (e.g. <i>lah, jangan, sila, mari</i>)</p> <p>auxiliaries</p> <p>incomplete action: <i>belum</i></p> <p>ability: <i>dapat, boleh, mampu</i></p> <p>volition: <i>hendak, mahu, ingin, suka</i></p> <p>necessity: <i>mesti, harus, wajib, perlu</i></p> <p>possibility: <i>mungkin, mustahil</i></p> <p>certainty: <i>pasti, tentu</i></p> <p>permission: <i>boleh</i></p> <p>affixes</p> <p>prefixes (<i>ber-, men-, ter-, di-, memper-, diper-</i>)</p> <p>suffixes (<i>-i = baiki, -kan = masukkan</i>)</p> <p>circumfixes (<i>ber-kan, men-kan, men-i</i>)</p>
Conjunctions	<i>dan, tetapi, kecuali, sambil, lalu, apabila, serta, bukan sahaja...malah, walaupun... namun</i>
Prepositions	<i>di, dari, daripada, ke, kepada, dengan</i>
Number	cardinal (<i>satu, dua, tiga, seratus, seribu</i>) ordinal (<i>pertama, kedua, kesepuluh</i>)
Quantity	<i>banyak, sungguh banyak, sedikit, terlalu sedikit, setengah, suku, sepertiga</i>
Time	<i>pukul satu setengah pagi, bulan Julai, tahun 2022</i>
Classifiers	<i>orang, buah, ekor, helai, batang, biji, dll</i>
Negatives	<i>tidak, bukan, belum, jangan</i>
Interrogatives	<i>mengapa + kah, bila + kah, siapa + kah, bagaimana + kah, apa + kah, di mana + kah</i>

Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

Students are expected to be familiar with plural and feminine forms of nouns and adjectives where these are not given.

Kata adjektif biasa

baik

baru, moden

baru-baru ini

basah

bebas

benar

berat

berbeza

berguna

bersedia

besar

betul

biasa

bijak

bising

bodoh

bosan, membosankan

buruk

cepat

cetek

dalam

elok

hebat

kaya

kecil

keras

kering

kosong

kuat

kurus

lebih awal

lembut

menyeronokkan

meriah

moden

mudah

mudah alih

mungkin

negatif

panas

pantas

pedas

pemalu

percuma

perlahan

perlu

pintar

positif

ramah

ringan

ringkas

salah

sama (dengan)

sangat baik

sangat besar

sebelumnya

Kata adjektif biasa (continued)

sejuk
selamat
selesa
sempit
sempurna
senyap
serupa
sepi, kesepian
sopan
suam
susah
tegas
tenang
tepat
terkenal
tidak berguna
tidak bijak, kurang bijak
tidak gembira
tidak sopan
tipikal
tradisional
tua
umum

Adverba dan kata hubung biasa**Tempat**

bersama
dari
di antara
di atas
di bawah
di belakang
di dalam
di luar
di sana

di sebelah
di sekitar
di sini
di suatu tempat
ke, kepada

Adverba dan kata hubung biasa (continued)**Kemungkinan, Kebarangkalian**

mungkin, berkemungkinan

Kekerapan

biasanya, kebiasaannya
jarang
kerap
selalu
setiap hari
terlalu banyak
tidak pernah

Keadaan

dengan cepat
dengan perlahan
sangat
terutamanya

Penekanan

benar-benar
jadi, lalu
pasti

Darjah

agak
betul-betul
hanya
sahaja
sebaliknya
semua
tanpa
tidak cukup

Nombor cardinal

kosong, satu, dua, tiga, empat, lima, sehingga
sejuta

Nombor ordinal

yang pertama, yang kedua, yang ketiga, yang
keempat

Adverba dan kata hubung biasa (continued)**Pecahan**

separuh, sepertiga, seperempat

Kosa kata lain yang berkenaan nombor

banyak

beberapa

berapa banyak

cukup

dua kali ganda

hampir

jumlah

kebanyakan

kedua-duanya

kira-kira

lebih kurang

lebih, lebih lagi

majoriti

minoriti

nombor

pelbagai

satu-satunya

sedikit

sekali, dua kali, tiga kali

semua, setiap satu

semuanya

separuh

sesetengah

setiap

tiada apa-apa

Kata kerja biasa

ambil, mengambil

baca, membaca

baiki, membaiki, memperbaiki

bantu, membantu

bawa, membawa

benci, membenci

berhenti

beri, memberi

berlaku

Kata kerja biasa (continued)

bermimpi, impikan, mengimpikan

biar, membiarkan

bohong, berbohong

buat, membuat

cakap, bercakap

capai, mencapai

cari, mencari

cintakan, menyintai

cuba, mencuba

datang

dekati, mendekati

dengar, mendengar

duduk

faham, memahami

fikir, berfikir, memikirkan

galakkan, menggalakkan

gigit, menggigit

guna, menggunakan

habiskan, menghabiskan

ingat, mengingat, mengingati, mengingatkan

jadi, menjadi

jatuhkan, menjatuhkan

jawab, menjawab

jemput, menjemput

jerit, menjerit

jumpa, menjumpai, berjumpa

kata, mengatakan

kelihatan seperti

ketawa, mentertawakan

koyak, mengoyakkan

kumpul, mengumpul

kurangkan, mengurangkan

letak, meletakkan

lihat, melihat

lupakan, melupai, melupakan

mahu, mahukan

makan

masuk, memasuki

memecah-belahkan

Adverba dan kata hubung biasa (continued)**Kata kerja biasa (continued)**

mempunyai

minat, berminat dengan

minta, meminta

minum

mula, memulakan

nikmati, menikmati

pegang, memegang

percaya, mempercayai

pergi

perlu, perlukan, memerlukan

pindah, berpindah, memindahkan

pulang, pulangkan, memulangkan

rasa, merasai

risau, risaukan

salin, menyalin

sambut, menyambut

sampai, tiba

sedia, bersedia

senyum, tersenyum

simpan, menyimpan

suka, menyukai

supaya boleh

susun, menyusun

tahan, menahan

tahu, mengetahui

tangisi, menangis

tanya, bertanya (soalan)

tarik, menarik

tenangkan, menenangkan, bertenang

terangkan, menerangkan

terdapat

terpaksa, perlu

terus, teruskan, meneruskan

tinggal

tingkat, meningkatkan

tolak, menolak

tulis, menulis

ulang, mengulang

untuk menjadi sebahagian daripada

A Aktiviti harian**Ungkapan masa**

(minggu) akan datang

akhir

akhirnya

bila

bulanan

dalam pada itu

esok

giliran (saya, awak)

hari ini

hari/minggu/bulan

hingga

hujung minggu

kadangkala, kadang-kadang

kelmarin

kemudian, nanti, selepas itu

ketika

ketika, semasa

lewat

masih, belum

minggu seterusnya

minggu, minggu depan/hadapan, minggu lepas

musim

pertama sekali

sambil

sebelum (ini/itu)

sebentar lagi

sejak

selalu

semalam

semula

serta merta

seterusnya

tahun, tahunan

tarikh

tiba-tiba

tidak pernah

A Aktiviti harian (continued)**Masa**

hari

jam

jam tangan

minit

Pada jam/pukul satu/dua

pagi

petang

saat

Sekarang jam tujuh setengah/tujuh empat puluh lima minit/tujuh suku

setengah/suku jam

tengah hari

tengah malam

tengahari

Hari dalam seminggu

Isnin

Selasa

Rabu

Khamis

Jumaat

Sabtu

Ahad

Bulan

Januari

Februari

Mac

April

Mei

Jun

Julai

Ogos

September

Oktober

November

Disember

Musim

bunga

luruh

panas

sejuk

Makan dan minum**Hidangan**

berkelah

hidangan

hidangan utama

makan tengah hari

pembuka selera

pencuci mulut

sarapan

Makanan**Buah dan sayuran**

anggur

aprikot

bawang

bawang putih

buah, buah-buahan

buah plum

bunga kobis

cendawan

ceri

cili

daun selada

epal

kekacang

kelapa

kentang

kobis

lada

lemon

limau

lobak merah

makanan vegetarian/vegan

A Aktiviti harian (continued)**Makanan (continued)****Buah dan sayuran (continued)**

mangga

nanas

pic

pir

pisang

raspberi

sayuran

strawberi

tembikai

terung

timun

tomato

Makanan lain

beras

garam

gula

jeli

jem

keju

kek

kicap

lada

mentega

minyak

nasi

pasta

rempah

roti

roti bakar

salad, ulam

sandwic

santan

sos

sup

tauhu

telur

tepung

yogurt

Kata adjektif biasa

bermasak

manis

mentah

pedas

savuri, makanan tidak manis

segar

Daging, ikan dan makanan laut

ayam

daging

daging kambing

daging khinzir

daging lembu

ikan

makanan laut

sosej

Snek

ais krim

burger

coklat

gula-gula

kentang goreng

kerepek kentang

piza

snek

Minuman

air lemon

air mineral

air tapis

jus

kola

kopi

minuman

minuman ringan

susu

teh

A Aktiviti harian (continued)**Peralatan dapur**

alatan masak

cawan

garfu

gelas

kuali

kuali leper

mangkuk

periuk

pinggan

piring

pisau

sudu

Kata kerja dan ungkapan

berdiet

bersarapan, makan pagi

(rasa) haus/dahaga

(rasa) kenyang

(rasa) lapar

makan

mengadakan barbeku

menyediakan makanan, masak, memasak

minum, ambil minuman

potong, memotong

sarapan, makan tengahari, makan malam

Tubuh badan dan kesihatan**Anggota badan**

badan, tubuh

bahu

belakang

buku lali

dada

gigi

hidung

janggut

jantung

jari

jari kaki

Anggota badan (continued)

kaki (kanan, kiri)

kepala

kulit

leher

lengan

lutut

mata

misai

muka, wajah

mulut

perut

suara

tekak

telinga

tulang

Kata kerja dan ungkapan

berkepala botak, botak

bernafas

hidu, menghidu

lihat, melihat

memakai cermin mata

menggunakan alat bantuan mendengar

sentuh, menyentuh

Kesihatan dan penyakit

dokter

dokter gigi

farmasi

jururawat

plaster

temujanji perubatan

ubat, ubatan

Kata kerja dan ungkapan

baring, berbaring

bersenam, membuat senaman

demam

jatuh, terjatuh

A Aktiviti harian (continued)**Kata kerja dan ungkapan (continued)**

luka (pada jari)

mempunyai alahan

mengalami flu

patah (kaki, tangan)

pergi ke gim

rasa (tidak) sihat

rasa penat

rasa sakit/berpenyakit

sakit kepala/sakit perut/sakit gigi

sakit, menyakiti

selsema

Perjalanan dan pengangkutan

ambulan

arah

bagasi, beg pakaian

bas

basikal

bot, sampan

feri

jalan/landasan kereta api

kapal

kapal terbang

kereta

kereta api

lawat, lawatan

motosikal

platform, jeti

pejabat informasi pelancong, pejabat penerangan
pelancong

pelancong

pemandu

penerbangan

penumpang

perhentian bas

perjalanan

peta

tangguh, ditangguhkan

teksi

tiket (pergi balik/sehala)

Perjalanan dan pengangkutan (continued)

trem

Kata kerja dan ungkapan

belok, membelok

berbasikal

berjalan dengan bas/kereta api

jalan, berjalan kaki

lintas, melintas (jalan/jalanraya)

memarkir

menaiki bas

mengembara berjalan kaki

naik, menaiki/turun

pandu, memandu

pergi mengembara

sesat

terbang

terus, jalan terus

tiba, berlepas, meninggalkan

tunggang, menunggang (motosikal)

B Kehidupan peribadi dan social**Diri sendiri, keluarga dan kawan-kawan****Ucapan**

Anda bagaimana? Saya (tidak) sihat.

Anda ingin (pergi menonton filem)?

Apa khabar?

Boleh kita/Mari kita...

Gembira bertemu anda.

Helo/Hai!

Jumpa lagi nanti/esok.

Maaf/Maafkan saya.

Maaf?

Sama-sama!

Saya mesti pergi (dahulu)

Selamat pagi/petang/malam!

Selamat tinggal.

Terima kasih, tetapi saya tidak boleh. Boleh kita
rancang untuk hari lain?

Terima kasih.

B Kehidupan peribadi dan social (continued)**Kata seruan/selaan**

Cantiknya!

Malangnya!

Menariknya!

Menjengkelkan!

Silakan!

Jemputan

jemput, menjemput

terima, menerima jemputan

tolak, menolak jemputan

Keluarga dan hubungan

abang/adik lelaki

adik-beradik

anak lelaki

anak perempuan

anak saudara lelaki

anak saudara perempuan

bapa, ayah

bapa saudara

bapa tiri

bapa tunggal

bayi

bercerai

budak lelaki

budak perempuan

budak, kanak-kanak

bujang

cucu lelaki

cucu perempuan

datuk

datuk nenek

ibu

ibu bapa

ibu saudara

ibu tiri

ibu tunggal

isteri

jantina

jiran

Keluarga dan hubungan (continued)

kakak/adik perempuan

kanak-kanak kecil

kawan

keluarga

kembar

(orang) lelaki

majlis kahwin, perkahwinan

muda

nama keluarga

nama pertama

nenek

pasangan

remaja

saudara-mara

sepupu(-sepupu)

suami

sudah berkahwin

teman lelaki

teman wanita

tunang

wanita

warga tua

zaman kanak-kanak

zaman remaja

Penampilan**Kata adjektif**

cantik, kacak, lawa

gelap

gemuk

hodoh

(berambut) keriting

ketak

kurus

langsing

lurus

miskin

muda

panjang

pendek, rendah

B Kehidupan peribadi dan social (continued)**Kata adjektif (continued)**

(berambut) perang

tinggi

tua

Perwatakan dan perasaan**Kata adjektif**

aktif

baik, menyenangkan

biadap

bijak

bimbang

gembira

gila

ingin tahu

jahat

lucu

malas

marah

membosankan

menarik

nakal

penat

penting

pintar

puas hati, berpuas hati

sedih

senyap

serius

tamak

tenang/pendiam

terkenal

tidak gembira

tidak menyenangkan

Kata kerja dan ungkapan kata

angin baik/angin tidak baik

berkahwin

besar, membesar, dibesarkan

cium, mencium

Kata kerja dan ungkapan kata (continued)

dilahirkan

hamil

ketawa

marah

membesarkan, dibesarkan

menangis

mengeja (nama anda)

meninggal dunia

panggil, memanggil, dipanggil

peluk/memeluk

sayang/cinta

senyum

tinggal

Di rumah**Bilik dan perabot**

balkoni

bilik belajar

bilik makan

bilik mandi

garaj

koridor

laluan

pancur hujan

perabot

siling

tingkap

Bilik mandi

berus gigi

berus rambut

cermin

deodoran

dinding

pili

pintu

sabun/gel mandi

sikat

syampu

B Kehidupan peribadi dan social (continued)**Bilik mandi (continued)**

tandas

tangga

tuala mandi

ubat gigi

Kata kerja ungkapan kata

basuh, membasuh muka

berus, memberus gigi

mandi

sikat, menyikat rambut

Ruang tamu

ruang tamu

gambar

hamparan

kerusi

laci

meja

rak

sofa

tikar

Dapur

botol

dapur

kotak

sinki

tin

Kata kerja dan ungkapan kata

beku, membeku

goreng, menggoreng

makan/makan tengah hari, makan malam

masak, memasak

panaskan, memanaskan (sesuatu)

panggang, memanggang, barbeku

potong, memotong

rebus, merebus

sedia, menyediakan makan tengah hari/makan malam

Bilik tidur

almari

bantal

bilik tidur

cadar

katil

lampu

selimut

Kata kerja dan ungkapan kata

bangun

baring, berbaring

jaga

mengantuk/letih

rehat, berehat

tidur

Tugas dalam rumah**Kata kerja dan ungkapan kata**

bakar, membakar

basuh, membasuh

buang, membuang sampah

cuci, mencuci pakaian

gosok, menggosok

hidang, menghidang/kemas, mengemas meja

jahit, menjahit

kemas, mengemas/bersih, membersihkan rumah

memvakum

Taman, kebun

bunga

dinding/tembok

halaman

kolam

pagar

pasu

pokok, tanaman

taman

taman di belakang / di hadapan

B Kehidupan peribadi dan social (continued)**Kata kerja dan ungkapan kata**

berkebun
tanam, menanam

Peralatan di dalam rumah

alat pemanas
barbeku
bateri
cerek
dapur
gas
gelombang mikro
jam gerak
ketuhar
kipas
mesin basuh
mesin basuh pinggan mangkuk
palam
pembakar roti
pembesar suara
pengecas
penyaman udara
peti ais
peti sejuk
peti televisyen
radio
seterika
telefon
tenaga elektrik

Kata kerja dan ungkapan kata

buka, membuka/tutup, menutup
pecah, memecahkan
telefon, menelefon
tolak, menolak/tarik, menarik

Warna

biru
coklat

Warna (continued)

emas
gelap
hijau
hitam
kelabu
kuning
merah
merah jambu
muda
oren
perak
putih
ungu

Pakaian dan aksesori

anting-anting
baju
baju hujan
baju renang/seluar renang
baju sejuk
barang kemas
beg
beg galas
beg tangan
blaus
cermin mata/cermin mata hitam
cincin
dompet
fesyen
jaket
jam tangan
kasut
kasut but
kasut trainer
kemeja
kot
pakaian
payung

B Kehidupan peribadi dan social (continued)**Pakaian dan aksesori (continued)**

poket
rantai leher
sandal
sarung kaki
sarung tangan
selendang
seluar jeans
seluar panjang
seluar pendek
sepasang (sarung kaki, setokin/kasut/sarung tangan)
skirt
sut
tali leher
tali pinggang
topi
tudung
uniform

Kata kerja dan ungkapan kata

cuba, mencuba
lanya kasual
lanya terlalu longgar/terlalu ketat
padan/tidak padan
pakai, memakai
pakai, memakai pakaian/tanggal, menanggalkan pakaian
Saiz apa?
Seluar panjang ini selesa
Warnanya sesuai dengan anda

Bersantai**Aktiviti bersantai**

dengar, mendengar muzik (pop, klasikal, rock)
dengar, mendengar muzik menggunakan alat fon kepala
pergi ke konsert
pergi ke pesta muzik
pergi ke (panggung) teater
pergi memancing
tonton, menonton TV/cerita seram, cerita romantik, cerita lucu

Hobi

daki, mendaki
lukis, melukis
main trompet, tiup, meniup trompet
main/bermain gendang/dram, pukul/memukul gendang/dram
main/bermain gitar
main/bermain klarinet
main/bermain piano
main/bermain violin, biola
nyanyi, menyanyi
tiup, meniup seruling

Sukan

alat, peralatan
anugerah, hadiah
atlit
badminton
basikal
belayar
berenang
berlari
bermain luncur air
bermain ski
bola
bola jaring
bola keranjang
bola sepak
bola tampar
dam
gelanggang tenis
gimnastik
gol
golf
hoki
joging
Juara (Dunia)
jurulatih
kayuh, mengayuh basikal
luncur, meluncur, berluncur
melatih, berlatih
padang bola sepak

B Kehidupan peribadi dan social (continued)**Sukan (continued)**

padang golf

pasukan

peminat, penyokong

permainan/pertandingan

pingat

ragbi

raket, kayu

tenis

yoga

Kata kerja dan ungkapan kata

ambil, mengambil gambar

jaringkan, menjaringkan gol

main, bermain, memainkan

menang, memenangi perlumbaan

menang, memenangi pertandingan/perlawanan

menang, memenangi pingat

menulis cerita pendek/cerpen

menulis puisi (puisi-puisi)

tunggang, menungggang basikal

C Dunia Sekeliling/Dunia Keliling Kita**Orang dan tempat-tempat****Benua**

Afrika

Amerika, (Utara, Selatan, Tengah) Amerika

Antartika

Artik

Asia

Eropah

Oceania

Negara dan kewarganegaraan/kerakyatanbahasa ibunda calon, bahasa calon sendiri +
bahasa (-bahasa) lain yang dipelajari

kewarganegaraan calon + negara kediaman

Titik utama kompas

barat

barat daya

C Dunia Sekeliling/Dunia Keliling Kita (continued)**Titik utama kompas (continued)**

barat laut

selatan

tenggara

timur

timur laut

utara

Alam semula jadi dan alam sekitar

air terjun

alam sekitar

alam semula jadi

api

atas, puncak

batu

bawah tanah

bintang

bukit

bulan

bumi, tanah

dahan

dunia

gunung

gunung berapi

habuk

hutan

hutan simpan

iklim

kayu

kitar semula, mengitar semula

landskap

langit

laut

matahari

ombak

padang pasir

pantai

pasang surut

pasir

paya

paya bakau

C Dunia Sekeliling/Dunia Keliling Kita (continued)**Alam semula jadi dan alam sekitar (continued)**

pemanasan global
 pemandangan
 pembalakan, membalak
 pencemaran
 penyahhutan
 perladangan
 persisiran
 pulau
 rantau
 ranting
 redup, bayang-bayang
 rumput
 sumber asli
 sungai
 taman negara
 tasik
 tepi pantai
 udara

Iklm dan cuaca

ais
 angin
 awal
 awan
 banjir, banjir kilat
 cuaca
 darjah
 dingin beku
 guruh, petir
 haba
 hujan batu
 hujan, hujan lebat
 hurikan
 kabus
 keadaan cuaca
 kemarau
 lembap
 malam
 musim
 ramalan cuaca
 ribut

Iklm dan cuaca (continued)

salji
 sejuk
 siang
 sinaran matahari
 taufan

Binatang-binatang

anjing
 arnab
 binatang
 burung
 gajah
 harimau
 ikan
 kucing
 labah-labah
 lalat
 lipas
 monyet
 semut
 serangga
 singa
 tikus
 ular

Komunikasi dan teknologi**Dunia digital**

akses internet
 aplikasi
 berita
 blog
 dalam talian
 dokumen
 fail
 filem
 gambar
 halaman/laman web
 iklan
 internet
 kad
 kata laluan

C Dunia Sekeliling/Dunia Keliling Kita (continued)**Dunia digital (continued)**

keselamatan dalam talian

komputer

komputer peribadi

komputer riba

maklumat

mesej (teks)

mesin cetak

papan kekunci

pemacu pena, pemacu jari

penulis blog

perisian

permainan

rangkaian sosial

sembang berkumpulan

senarai

skrin

skrin sentuh

swafoto

tablet

telefon

telefon bimbit

tetikus

wayarles, tanpa wayar

Dokumen dan teks

bil

borang

buku

buku nota

buku panduan

komik

majalah

nota

pasport, dokumen perjalanan

poskad

rencana

risalah

sijil

surat

surat khabar

tiket

Kata kerja dan kata ungkapan

untuk akses internet, mengakses internet

untuk melayari, melayar (internet)

untuk memuat naik, muat naik

untuk memuat turun, muat turun

untuk mencari

untuk menekan, tekan

untuk menelefon, telefon

untuk menerbitkan dalam talian

untuk menge-mel, menghantar e-mel

untuk menghantar, hantar

untuk mengisi

untuk menyalin

untuk menyimpan, simpan

Alam binaan**Bangunan dan perkhidmatan**

apartmen, pangsapuri

aras

bangunan

garaj

gim

hospital

hotel

istana

kedai kopi

kilang

klinik

kolam renang

ladang

laluan masuk/laluan keluar

lantai

lif

muzium

pawagam

pejabat

pejabat pos

perpustakaan

pusat rekreasi

restoran

rumah

sekolah

C Dunia Sekeliling/Dunia Keliling Kita (continued)**Bangunan dan perkhidmatan (continued)**

stadium
 stesen bas
 stesen keretapi
 stesen minyak
 teater
 tingkat bawah
 universiti
 zoo

Kawasan bandar

bulatan
 jalan
 jambatan
 kampung
 kejiranan
 kesesakan lalu lintas
 lalu lintas
 lampu trafik
 lapangan
 lapangan terbang
 lebuh raya
 lintasan pejalan kaki
 medan kereta
 pasar
 pekan/bandar
 perhentian bas/keretapi
 selekoh
 stesen/ laluan bawah tanah
 taman permainan
 tempat

Kedai

bank
 bil
 buka, terbuka
 gerai
 harga
 jualan
 jualan murah
 kad kredit

Kedai (continued)

kedai
 kedai buku
 kedai roti
 kedai runcit
 mahal
 murah
 pasar
 pasaraya
 pelanggan
 pelayan
 penjaja
 penjual daging
 penjual ikan
 resit
 saiz
 syiling
 tutup
 wang baki
 wang kertas
 warung

Kata kerja dan kata ungkapan

Berapa harganya?
 untuk membuat bayaran
 untuk beli, membeli
 untuk berbelanja, belanja
 untuk membeli-belah
 untuk membuat aduan
 untuk mendapat bayaran balik
 untuk menjual, jual
 untuk menyewa (basikal)

Berat dan unit

darjah
 gram
 kilogram
 kilometer
 liter
 meter
 sentimeter

C Dunia Sekeliling/Dunia Keliling Kita (continued)**Saiz**

besar

kecil

panjang

pendek

saiz sederhana

sangat besar

sangat kecil

tinggi

Bentuk

bulat (adj.), bulatan (n.)

segi empat sama (n., adj.)

segi tiga (n., adj.)

Bahan

batu

besi

bulu

emas

gentian kaca

getah

kaca

kapas

kayu

kertas

kulit

perak

plastik

Pendidikan dan latihan**Institusi pendidikan**

bahagian

guru

kantin

kolej

kursus

pelajar

pendidikan

pengarah

sekolah

sekolah berasrama

D Dunia Pekerjaan**Pendidikan dan latihan (continued)**

sekolah menengah

sekolah rendah

sekolah swasta

semester

subjek

tadika, pra-sekolah

tahun persekolahan

taman permainan

universiti

Dalam bilik darjah/kelas

buku

buku nota

buku teks

gam

kamus

(sehelai) kertas

kotak pensil

loceng

meja

papan (hitam/putih/interaktif)

pemadam

pembaris

pen

Subjek sekolah

bahasa

biologi

drama

fizik

geografi

kimia

matematik

muzik

pendidikan agama

pendidikan jasmani

sains

sains komputer

sejarah

seni

subjek (wajib/pilihan)

D Dunia Pekerjaan (continued)**Pendidikan/Pengajian**

contoh
jadual
kelas
keputusan
kerja rumah
laporan sekolah
latihan
markah
pelajaran
peperiksaan, ujian
projek
rakan sekelas
rehat
soalan

Kata kerja dan kata ungkapan

kira, mengira
tanda, menanda
untuk baca, membaca
untuk belajar
untuk faham, memahami
untuk gagal, gagal
untuk latih, berlatih
untuk lulus
untuk menerangkan, terangkan
untuk mengambil nota
untuk menguji kaji
untuk menjawab, jawab
untuk menyoal
untuk tahu, mengetahui
untuk tulis, menulis
untuk ulang kaji, mengulang kaji

Profesion dan kerjaya

ahli bomba
arkitek
askar
doktor haiwan
guru

Profesion dan kerjaya (continued)

jurubina
jururawat
jurutera
juruterbang
mekanik
peguam, peguambela, peguamcara
peladang
pelayan
pemandu (bas/teksi)
pembuat roti
pendandan rambut, tukang gunting rambut
penterjemah
polis
posmen
pramugari (f.), pramugara(m.)
setiausaha
tukang kayu
tukang paip

Tempat kerja

bengkel
bisnes
gaji
kerja, pekerjaan
majikan
pejabat
pekerja
syarikat
upah

Kata kerja dan kata ungkapan

dibuang kerja, dipecat
dinaikkan pangkat
mencari kerja/pekerjaan
mendapat gaji
mendapat/hilang pekerjaan
menganggur
pencen
pergi bercuti

E Dunia Antarabangsa

Budaya – Moral, agama dan perayaan

acara istimewa

agama, kepercayaan

bunga api

cuti umum

gereja

haji

Hari Deepavali

Hari Krismas

Hari Merdeka

kuil

masjid

Ramadan

sinagog

Tahun Baharu

ulang tahun perkahwinan

Budaya – Kata kerja dan ungkapan

beragama, warak

berpuasa

percaya, mempercayai, beriman (kepada tuhan)

sambut, menyambut

sembahyang, bersembahyang

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a Malay curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE First Language Malay (0696)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

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.

Audio material

The *Cambridge Handbook* tells you when and how to access the audio material for each examination series. www.cambridgeinternational.org/eoguide

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 an 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.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking.

Marks achieved in Paper 3 Speaking cannot be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

This syllabus is available in English only. The assessment materials are in Malay.

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
 - candidates are not allowed to use voice-activated software to dictate their written work
 - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
 - candidates are not allowed to use human readers.

Please note that we are unable to provide Braille papers for this syllabus.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 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.
- 2 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.
The outcomes help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Malay will be published after the first assessment of the syllabus in 2022.

Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 1, published September 2022.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Any textbooks endorsed to support the syllabus for examination from 2022 are still suitable for use with this syllabus.



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

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 (0)1223 553554 email: info@cambridgeinternational.org www.cambridgeinternational.org

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