



**Cambridge Assessment
International Education**

Syllabus

Cambridge IGCSE™

Malay 0546

Use this syllabus for exams in 2022, 2023 and 2024.
Exams are available in the June series.

**Bahasa
Melayu**

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 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.

'We think the Cambridge curriculum is superb preparation for university.'

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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Changes to this syllabus

For information about changes to this syllabus for 2022, 2023 and 2024, go to page 45.
The latest syllabus is version 2, published September 2020.



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 4700 schools in 150 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:

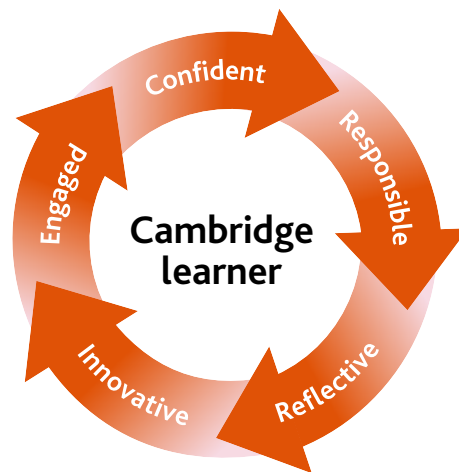
confident, using new and familiar structures and vocabulary to communicate with others in everyday situations

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.



'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.'

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 or to enable them to progress directly to employment. 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 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.

Learn more at www.cambridgeinternational.org/recognition



Cambridge Assessment International Education is an education organisation and politically neutral. The content 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.

'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.'

Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE.

Teaching resources

- School Support Hub
www.cambridgeinternational.org/support
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support for Cambridge IGCSE

Training

- Introductory – face-to-face or online
- Extension – face-to-face or online
- Enrichment – face-to-face or online
- Coursework – online
- Cambridge Professional Development Qualifications

Find out more at

www.cambridgeinternational.org/profdev

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at

www.cambridgeinternational.org/social-media

2 Syllabus overview

Aims

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

The aims are 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.

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.



Support for Cambridge IGCSE Malay

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

www.cambridgeinternational.org/support

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

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 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 requiring written responses 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 monologues or dialogues
<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 conversations
<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>	Conversations, interviews
<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. The number of questions in each group may vary in each examination session.

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 descriptions
<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

Description of questions (continued)

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

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

Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook*, available from our website. 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

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. There is further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook*.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at www.cambridgeinternational.org/samples provides details of how the sample will be selected and how it should be submitted.

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

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

Assessment objective

W1, W4

Task

Candidates fill in a form with single words or short phrases in response to a given context.

Total marks

5

Question 2

Assessment objective

W2, W4

Task

Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.

Total marks

12

Question 3

Assessment objective

W3, W4

Task

Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.

Total marks

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</i> + adjective = <i>dengan baik</i> double adjectives = <i>lambat-lambat, cepat-cepat</i> <i>dengan</i> + adjective + <i>sekali</i> = <i>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

tuliskan, 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

kadang-kadang, 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)	Kata adjektif biasa
Buah dan sayuran (continued)	bermasak
mangga	manis
nanas	mentah
pic	pedas
pir	savuri, makanan tidak manis
pisang	segar
raspberi	
sayuran	Daging, ikan dan makanan laut
strawberi	ayam
tembikai	daging
terung	daging kambing
timun	daging khinzir
tomato	daging lembu
	ikan
Makanan lain	makanan laut
beras	sosej
garam	
gula	Snek
jeli	ais krim
jem	burger
keju	coklat
kek	gula-gula
kicap	kentang goreng
lada	kerepek kentang
mentega	piza
minyak	snek
nasi	
pasta	Minuman
rempah	air lemon
roti	air mineral
roti bakar	air tapis
salad, ulam	jus
sandwic	kola
santan	kopi
sos	minuman
sup	minuman ringan
tauhu	susu
telur	teh
tepung	
yogurt	

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

tanggung, ditanggungkan

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

tanggung, 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

lalu

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

tualala 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	Warna (continued)
berkebun	emas
tanam, menanam	gelap
	hijau
Peralatan di dalam rumah	hitam
alat pemanas	kelabu
barbeku	kuning
bateri	merah
cerek	merah jambu
dapur	muda
gas	oren
gelombang mikro	perak
jam gerak	putih
ketuhar	ungu
kipas	
mesin basuh	Pakaian dan aksesori
mesin basuh pinggan mangkuk	anting-anting
palam	baju
pembakar roti	baju hujan
pembesar suara	baju renang/seluar renang
pengecas	baju sejuk
penyaman udara	barang kemas
peti ais	beg
peti sejuk	beg galas
peti televisyen	beg tangan
radio	blaus
seterika	cermin mata/cermin mata hitam
telefon	cincin
tenaga elektrik	dompet
	fesyen
Kata kerja dan ungkapan kata	jaket
buka, membuka/tutup, menutup	jam tangan
pecah, memecahkan	kasut
telefon, menelefon	kasut but
tolak, menolak/tarik, menarik	kasut trainer
	kemeja
Warna	kot
biru	pakaian
coklat	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)

tanggung, menunggang 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/kerakyatan

bahasa 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
sebang berkumpul
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
laluhan masuk/laluhan 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 at lower secondary level.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their 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* for the relevant series.

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 examinations 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 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.

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

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.

Carrying forward internally assessed marks

To confirm if an option is available to carry forward marks for this syllabus, see the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year of assessment at www.cambridgeinternational.org/eoguide

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

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

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

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

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)
- Y (to be issued).

These letters do not appear 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.

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. Find more information at www.cambridgeinternational.org/igcse

Changes to this syllabus for 2022, 2023 and 2024

This syllabus is version 2, published September 2020.

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

Changes to version 2, published September 2020

Changes to assessment (including changes to specimen papers)	<ul style="list-style-type: none"> • We have updated information on Paper 1 Listening. • The duration is now approximately 50 minutes, including 6 minutes transfer time. • Candidates will complete the question paper as they listen to the audio material and at the end of the test they will be asked to transfer their responses onto the separate answer sheet. • The numbering of the questions has changed, Question 15 has been split into 5 separate questions to ensure that candidates can record one correct answer for each part of the task. • We have updated the specimen paper, mark scheme, transcript and audio material to allow you to practice this with your candidates before the first examination.
Other changes	<ul style="list-style-type: none"> • For Paper 1 Listening we have replaced the word CD with audio material, to reflect the use of new technology. • For further information on when the audio material will be available and how to access them see the <i>Cambridge Handbook</i>.

The syllabus has been reviewed and revised for first examination in 2022.

Changes to version 1, published September 2019

Changes to syllabus content	<ul style="list-style-type: none"> • Information that was previously in the Defined Content Booklet, such as the Minimum Core Vocabulary and the List of Grammar and Structures, is now in the syllabus. • The list of broad topic areas remains the same as the previous syllabus. The list of sub-topics has been updated. These sub-topics are not intended to be prescriptive or exhaustive. • The sub-skills to be taught are identified and listed under the relevant skills in the subject content section. • The vocabulary list has been updated. The list 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. Some assessment tasks may require students to understand and respond to words (and/or forms of words) that are not on the list.
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continued

**Changes to assessment
(including changes to specimen
papers)**

- There are now four papers weighted 25% each.
- The assessment objectives (AOs) have been revised. There is a new AO for Listening (25%). The number of marks for the papers has changed.
- Paper 1 Listening has been introduced. See Section 4 of the syllabus for details.
- Some of the tasks in Paper 2 Reading have changed. See Section 4 of the syllabus for details.
- Some of the tasks in Paper 3 Speaking have changed. See Section 4 of the syllabus for details.
- Some of the tasks in Paper 4 Writing have changed. See Section 4 of the syllabus for details. In line with other languages, there is no longer a narrative writing option.
- The mark schemes for Paper 3 and Paper 4 have been revised. See specimen mark schemes for 2022.
- The number of marks for the papers has changed.

Other changes

- The changes to the syllabus content and assessment have been made to ensure that candidates have opportunities to demonstrate language proficiency at level A2 (Basic User) and some elements of level B1 (Independent User) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).
- Grade descriptions will be published after the first assessment of this syllabus

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes explain how students should answer questions to meet the assessment objectives.

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



'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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