



## Syllabus

# Cambridge IGCSE™

## First Language Malay 0696

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](http://www.cambridgeinternational.org/ISO9001)

Copyright © UCLES September 2019

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

---

# Contents

---

|  |           |
|--|-----------|
| <b>1 Why choose this syllabus?</b> .....         | <b>2</b>  |
| <b>2 Syllabus overview</b> .....                 | <b>5</b>  |
| Aims   | 5         |
| Content overview                                 | 5         |
| Assessment overview                              | 6         |
| Assessment objectives                            | 6         |
| <b>3 Subject content</b> .....                   | <b>8</b>  |
| <b>4 Details of the assessment</b> .....         | <b>9</b>  |
| Paper 1 – Reading and Directed Writing           | 9         |
| Paper 2 – Composition                            | 10        |
| <b>5 What else you need to know</b> .....        | <b>11</b> |
| Before you start                                 | 11        |
| Making entries                                   | 12        |
| After the exam                                   | 13        |
| How students and teachers can use the grades     | 13        |
| Grade descriptions                               | 13        |
| Changes to this syllabus for 2022, 2023 and 2024 | 14        |

## Changes to this syllabus

The latest syllabus is version 1, published September 2019. There are no significant changes which affect teaching. For information about changes to this syllabus for 2022, 2023 and 2024, go to page 14.



# 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 First Language Malay** encourages learners to read a variety of texts and improve their use and style of language in a range of contexts. Learners develop the ability to understand and respond to what they read and to communicate effectively in writing. These skills equip them for progression to further study or employment.

Our approach in Cambridge IGCSE First Language Malay encourages learners to be:

**confident**, exploring and evaluating ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others

**responsible**, understanding how to use language in different contexts and for different purposes to influence and affect the world around them

**reflective**, critically reviewing their own work and identifying ways to improve. They develop successful learning strategies to consolidate their skills

**innovative**, applying their knowledge and understanding to engage with a range of texts and styles of writing. They adapt their skills in order to respond to tasks in different contexts

**engaged**, taking inspiration from, and being interested in, the variety of language around them. They read critically, learn from others and understand how their learning fits within the wider context.



**'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 First Language 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 GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at [www.cambridgeinternational.org/recognition](http://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](http://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](http://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](http://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 enable students to:

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

### Content overview

Cambridge IGCSE First Language Malay offers candidates the opportunity to respond knowledgeably to a range of reading texts during the course as a whole. Candidates will use some of these texts to inform and inspire their own writing and write in a range of text types for different purposes and audiences.

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

Candidates are encouraged to become appreciative and critical readers and writers of Malay.

The syllabus tests standard Malay. The main reference book for this is *Tatabahasa Dewan* by Nik Safia Karim et al.



#### Support for Cambridge IGCSE First Language 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](http://www.cambridgeinternational.org/support)

## Assessment overview

All candidates take two components. Candidates will be eligible for grades A\* to G.

| All candidates take:                       |         | and:                |         |
|--|---------|---------------------|---------|
| <b>Paper 1</b>                             | 2 hours | <b>Paper 2</b>      | 2 hours |
| Reading and Directed Writing               | 50%     | Composition         | 50%     |
| 50 marks                                   |         | 50 marks            |         |
| Structured and extended writing questions  |         | Composition tasks   |         |
| Questions are based on three reading texts |         | Externally assessed |         |
| Externally assessed                        |         |                     |         |

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

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading

Candidates will be assessed on their ability to:

- R1** demonstrate understanding of explicit meaning
- R2** demonstrate understanding of implicit meaning and attitude
- R3** analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R4** demonstrate understanding of how writers achieve effects and influence readers
- R5** select and use information for specific purposes.

### AO2 Writing

Candidates will be assessed on their ability to:

- W1** articulate experience and express what is thought, felt and imagined
- W2** organise and structure ideas and opinions for deliberate effect
- W3** use a range of vocabulary and sentence structures appropriate to context
- W4** use register appropriate to context
- W5** make accurate use of spelling, punctuation and grammar.



## 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 Reading          | 40                   |
| AO2 Writing          | 60                   |
| Total                | 100                  |

### Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % |         |
|----------------------|---------------------------|---------|
|                      | Paper 1                   | Paper 2 |
| AO1 Reading          | 80                        | 0       |
| AO2 Writing          | 20                        | 100     |
| Total                | 100                       | 100     |

---

## 3 Subject content

---

The skills covered in the syllabus are outlined below.

### Reading

- demonstrate understanding of written texts, and of the words and phrases within them
- summarise and use material for a specific context
- develop, analyse and evaluate facts, ideas and opinions
- demonstrate understanding of how writers achieve their effects and influence readers
- select appropriate information for specific purposes
- recognise and respond to linguistic devices, figurative language and imagery.

In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as blogs, essays, reviews or articles, short stories in their entirety or extracts from a longer work of prose or drama. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include facts, ideas, perspectives, opinions and bias.

### Writing

- express what is thought, felt and imagined
- organise and convey facts, ideas and opinions effectively
- demonstrate a varied vocabulary appropriate to the context
- demonstrate an effective use of sentence structures
- demonstrate an understanding of audience, purpose and form
- demonstrate accuracy in spelling, punctuation and grammar.

As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive. They should develop the skills of summarising within the context of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech. They should also learn to create a discursive/argumentative letter or article and a descriptive or narrative composition.

---

## 4 Details of the assessment

---

The question papers are produced entirely in Malay.

### Paper 1 – Reading and Directed Writing

Written paper, 2 hours, 50 marks

Candidates answer **all** the questions in two compulsory sections. Dictionaries may **not** be used.

The texts will be printed in the question paper Insert.

#### Section 1 Comprehension and Use of Language (25 marks)

Candidates respond to a series of sub-questions based on Text A, a fiction text. There will be comprehension questions worth a total of 16 marks, and 9 additional marks relating to figurative language, the author's use of language and structure, and the effect these have.

Text A will be approximately 850–950 words long and will be from either the twentieth or the twenty-first century.

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

- R1** demonstrate understanding of explicit meaning
- R2** demonstrate understanding of implicit meaning and attitude
- R4** demonstrate understanding of how writers achieve effects and influence readers.

#### Section 2 Directed Writing (25 marks)

Candidates answer **one** compulsory question on two non-fiction texts – Text B and Text C. Candidates use and evaluate the information in the two texts to create an argumentative/discursive letter, article or speech. Candidates write a response of about 250–350 words.

This exercise is about demonstrating understanding of the ideas in the reading texts. Candidates can develop their ideas but they should not bring their own ideas from outside the text.

Text B and Text C will have a combined total of up to 750 words and will be from either the twentieth or the twenty-first century, or both, and will be thematically linked.

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

- R3** analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R5** select and use information for specific purposes.

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

- W1** articulate experience and express what is thought, felt and imagined
- W2** organise and structure ideas and opinions for deliberate effect
- W3** use a range of vocabulary and sentence structures appropriate to context
- W4** use register appropriate to context
- W5** make accurate use of spelling, punctuation and grammar.

## Paper 2 – Composition

Written paper, 2 hours, 50 marks

Candidates answer **two** questions, one from each section. Dictionaries may **not** be used.

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

- W1** articulate experience and express what is thought, felt and imagined
- W2** organise and structure ideas and opinions for deliberate effect
- W3** use a range of vocabulary and sentence structures appropriate to context
- W4** use register appropriate to context
- W5** make accurate use of spelling, punctuation and grammar.

### Section 1 Argumentative/Discursive Writing (25 marks)

#### **Argumentative:**

An argumentative composition attempts to clearly present a strong position on a particular topic. Its purpose is to both educate and persuade the reader on a particular point of view. It may target an audience that is more resistant to its viewpoint or message.

#### **Discursive:**

A discursive composition presents a balanced and objective examination of a subject. It does not, however, have to be expressly neutral. The composition should present both sides of the discussion.

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

Candidates use the title to develop and write a composition.

Candidates write about 300–400 words.

### Section 2 Descriptive/Narrative Writing (25 marks)

#### **Descriptive:**

A descriptive composition describes a person, place or situation, painting a picture with words so that the reader can picture it in his/her mind.

#### **Narrative:**

A narrative composition tells a story containing a sequence of connected events which may be real or imaginary.

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

Candidates use the title to develop and write a composition.

Candidates write about 300–400 words.

---

## 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](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have a level in Malay equivalent to first language competence.

#### 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. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://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.

#### 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 Malay (0546)
- 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](http://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.

### 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](http://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.

### 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](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus is available in English. The related assessment materials are available 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 First Language Malay will be published after the first assessment of the syllabus in 2022. Find more information at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

## Changes to this syllabus for 2022, 2023 and 2024

This syllabus has been updated. This is version 1, published September 2019.

There are no significant changes which affect teaching and learning.

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



'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

Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

Copyright © UCLES September 2019