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HSC

**EXAMINATION
REPORT**

Malay

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MALAY (FOR BACKGROUND SPEAKERS)

2 Unit

Listening Examination

Overall the passage was well handled.

Question 1 – Students had to be specific about the day being two days before Hari Raya.

Question 2 – Weaker answers missed the word ‘must’ and ‘pada’ (on the day itself). The required answer involved saying ‘shut the door and don’t celebrate or allow any visitors’.

Question 3 – Nearly all students answered in terms of Ida’s pregnancy as cause for her complaints.

Question 4 – Specific items had to be named (eg Peti sejuk and the TV).

Question 5 – Most students were able to respond. Some problems arose when students claimed Munah’s husband was a ‘Kementerian’. The specific answer required reference to ‘pegawai kementerian’ and ‘Pemandu bas’.

Question 6 – Four complaints were required. They had to be explained by stating the item and the reason for the complaint (eg ‘curtain’ was not sufficient).

Question 7 – Most students could identify the different values of each character.

Question 8 – This question caused the most challenges. Many students missed the instruction which required them to base their answer on the voices of the speakers and not just on the possible emotions that could be linked to the content.

Question 9 – Generally well done — as with Question 7.

Written Examination

Section I: Reading Skills

Better students considered the marks allocated for each question and sought to give appropriate detail. Weaker students seemed to rely at times on their general knowledge, rather than find the specific answer in the passage.

- (a) Generally well answered, but some students did not provide proof for their answer (eg the age of parents, the size of the baby etc). The best answers explained the ‘shocking’ aspects of the statistics presented and showed how this generated reader interest.
- (b) Generally poorly answered, with many students choosing to give reasons for teenage pregnancy. Many were unable to identify what the Howard Program was, and consequently could not explain why it failed.
- (c) & (d) Generally well done, with most students able to identify several points to reinforce their answer.
- (e) Better students were able to describe the writer’s feelings about the issue. They realised that the writer felt sympathy for the girls, but also saw the problem as serious.
- (f) Generally well handled. Weaker students merely described the picture and did not link it clearly with the text.

Section II: Writing Skills

Students had a choice of response type, either as an interview with a government official or a newspaper article, with the latter the more popular choice. Unfortunately, many students tended to stray from the topic. The style of writing was generally appropriate.

The interview with a government official was generally appropriately focused, with better students using a variety of questions and answers. Weaker students often used very informal language, which was inappropriate in this context.

Section III: Contemporary Issues

Question 3 (a): Only 7 students answered this question and most handled it well. The best responses began by stating the theme and message and then showed how the different symbols were used. Weaker students merely listed the symbols and stated the theme without showing the links.

It should be noted that Igau relies on a large number of different symbols. A comparison between Australia and Malaysia was not sufficient to show the depth of symbolism in the story.

Question 3 (b): This was more the popular choice. Weaker students merely discussed the roles played by Syarifah and Hasnah in their families, without showing how their characters were developed. Very weak answers missed the position of these women as inferior in their family.

Better answers discussed how the characterisation of the women compared with the men. The women are presented as victims, to gain reader sympathy. By discussing the character traits of both major characters in each story, perceptive answers were able to show clearly how the female characters represented the position of women in different social settings.

Question 4: The majority of students were able to defend their opinion and provide suitable examples from the set texts, from personal experience and from other sources. The question allowed for a ‘Yes’, ‘No’ or ‘Yes and No’ approach. Provided the argument and examples were relevant and logical, any of these approaches was acceptable.

Weaker students moralised about the need for tradition, to create a dynamic society. They did not provide proof or show how tradition hinders and/or promotes such a society.

3 Unit

Section 1: Poetry

Most students chose to discuss Anis Sabirin and Usman Awang, although Latiff Mohidin’s poems show more personal feelings than do Usman Awang’s.

The question required discussion of more than one poem by each poet. It also required a discussion of the techniques used. Weaker students merely retold the content of the poems but did not discuss techniques such as imagery and symbolism. They also tended to write about their own feelings on the topic and not those of the poet.

Section II: Novel

Question 2: This was the more popular question and, overall, students showed a good knowledge of the novel.

Three areas needed to be covered:

- to show whether the main characters were stereotyped or not and, if so, what they represented
- a discussion of character traits with proof
- how the portrayal of the characters presented the theme and message.

Weaker students attempted to discuss all the characters in the novel and retell the story.

Question 3: Only four students attempted this question and none was able accurately to identify the source of the quote in terms of the story.

Although the major character to be discussed in this essay was Karim, Pak Kia and Zaidi could not be ignored. They are all referred to in the quote and had to be discussed.