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# 1996 HSC

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**EXAMINATION  
REPORT**  
*Malay*

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# 1996 HIGHER SCHOOL CERTIFICATE EXAMINATION

## MALAY

In 1996 130 candidates presented for the examinations in Malay. All of these candidates presented for the 2/3 Unit (Common) paper and 30 presented for the 3 Unit examination.

### 2/3 UNIT (COMMON)

#### Section I: Reading Skills

##### Question 1

Both passages dealt with the impact and potential of new technologies. Passage A specifically referred to the Internet as a largely unknown quantity and sounded a warning as to its possible effects and consequences. Passage B dealt with satellite television and emerging communications systems, referring in particular to the role and responsibilities of government, broadcasters, the general public, parents, etc.

- (a) This question which focused on Passage A, was quite well handled. It asked what social problems were associated with the Internet. The passage referred to the potential for anarchy because not everyone can get access to the Internet and the imbalanced access could exacerbate special problems, especially among the '*silent majority*'.
- (b) This question asked why the writer referred to the position of women in Europe in earlier items. The correct answer was *to show an analogy with regard to inequality of access by women*.
- (c) Candidates were required to refer to the negative aspects of satellite television, as discussed in Passage B. Particularly relevant were movies which claim, quite falsely, to reflect '*the good life*' which typifies the West. The passage claims this impression is unreal, giving rise to false hopes and dreams.
- (d) This question, which was generally well handled, focused on Passage B and asked candidates to explain what steps the public could take to counter the influence of satellite television. Typical steps included parental control, government education programs, critical thinking by the public, and the taking of individual responsibility in choosing what to view.
- (e) Here candidates were required to compare the role of people in authority, as outlined in Passages A and B. This was quite challenging, as Passage A focused on providing access to the Internet for everyone, whereas Passage B referred to the responsibilities of government, broadcasters, the commercial world and the public to adopt a balanced approach.

Passage B also indicated the need for government research and monitoring as well as for the public to be critical and not so accepting of such technology.

- (f) A discussion and comparison of the style of both passages was required here. Both were of a formal and serious tone, pitched at educated and both issued warnings, using *kita* for inclusiveness. This was the correct answer.

Students found this question difficult because of these similarities.

## Section II: Writing Skills

### Question 2

While the prescribed themes are of obvious importance in the Syllabus and its assessment or examination, candidates must read carefully the question as set and address it in context.

This question required candidates to imagine that they were participating in a debate on the given topic. They were required to take on side or the other in the debate and present a reasoned argument in support of the case they chose to present. Because they were proponents in a debate, it was not a matter of merely writing an essay, nor of presenting a view that said 'on the one hand ... on the other hand ...'.

Furthermore, the topic focused on **family** life; it was not a recounting of individual lifestyles or preferences. The best answers gave some evidence of passion and a recognition, occasionally quite sophisticated, of the tone and declamatory style of a debate, eg *tuan-tuan dan puan-puan*, and the use of emphatic or rhetorical phrases.

Few answers gave any indication of an international or global view, with most relying on personal or local contexts.

The weakest answers evoked no image of a debate, and there was some evidence of prepared answers on a theme, with little or no adaptation to the quite specific topic as set out.

## Section III: Contemporary Issue

### Question 3

Most candidates showed a thorough knowledge of the contents of the stories. In the better answers, however, students were able to discuss literary techniques as well.

Both Question 3(a) and Question 3(b) required candidates to show how the specified theme was presented in the story, ie it was necessary to refer to both technique and content.

- (a) Many candidates did not appear to have read this question carefully. It required a discussion of the theme *How a person deals with change*. Unfortunately, the focus of too many answers was on the general theme *Change and Development* as presented in the stories, without discussing the techniques used to show change in the specific characters.

Some candidates merely retold the plots of their chosen stories, without relating them to the topic at all.

- (b) The majority of candidates selected this question. Although the theme was quite clearly stated in the question, many merely discussed the topic of *conflict* and described the various conflicts in the two stories. They did not always relate these conflicts to the *nilai*, traditional and modern, as specified in the question.

In the better answers, candidates were able to see and discuss the similarity of techniques in characterisation, then explained which characters represent which values, commented on settings etc. That is, they used the content to demonstrate the techniques and did not merely re-tell the stories.

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### Question 4

There were some excellent answers, which addressed all aspects of the question logically. Here candidates stated whether they agreed or disagreed with the statement, or tried to prove that both external and internal factors were important. They mentioned as proof of their argument at least two short stories, outside sources and views based on their own experience.

In weaker answers candidates related one of more stories and discussed in general terms the importance of *kasih sayang* in a family. Often these answers discussed the factors that result in a happy family, although this was not the topic. Very few referred to other specific sources; they concentrated, instead, on discussing factors that can destroy or maintain a family. Such answers included no critical thinking.

Furthermore, some answers appeared to be prepared essay on a different topic. The only reference to the actual topic tended to be in the introduction, when students stated their opinion.

Most candidates chose *Runtuh* and *Kucing* as being obvious *Isu Keluarga* stories, but, when trying to prove outside influences on family situation, stories such as *Ingin Melihat Rambut Menantu*, *Tanah* and *Bukan Satu Jalan ke Mekah* often worked better.

#### General Comments on Section III

Question 4 was on the topic of *Keluarga*. Some candidates, however, seemed to treat Question 3 in the same way but referred to the topic of *Development and Change*. Question 3 was, in fact, a question on literary analysis, whereas Question 4 was an essay, which drew on the prescribed texts plus other sources to demonstrate a point of view.

### 3 UNIT

#### Section I: Poetry

On the whole the standard of answers was disappointing. The majority of candidates chose to discuss *Usman Awang* but often could not distinguish between theme (*tema*) and message (*pesan*).

Most answers used only the literal contents (*isi*) of the poems to show how the message was presented. Little attempt was made to discuss poetic techniques such as tone (*nada*), symbolism or even choice of words. In the weakest answers candidates gave the *message* only in terms of the characters in the poems.

Many saw *Perempuan Malang* as criticising prostitution (*pelacuran*), rather than referring to prostitutes as members of the masses (*rakyat*) who are used and oppressed by the rich and powerful and then discarded.

Others merely gave a list of messages without explaining how they were presented.

In general, *Anis Sabirin* and *Latiff Mohidin* were better handled. More poems were referred to in discussing each poet, showing that detailed analysis of each individual poem was less vital. There were once again, however, some candidates who merely retold the contents of several poems instead of discussing the *perasaan peridabi*.

#### Section II: Novel

In general, answers on the novel, *Keluarga Gerilya*, were better than those for the poetry.

#### Question 3

Candidates were required here to show how the members of Amilah's family reflected and represented the experiences of the Indonesian people during the Revolution. In this context, knowing and using the correct names for all members of the family was a decided help.

Although many candidates discussed how such themes as sacrifice (*pengorbanan*) or humanity (*kemanusiaan*) were presented in the novel, they did not really link their choice of theme to *mengemukakan zaman revolusi*.

Some candidates tried to demonstrate their general knowledge of characterisation or of the literary techniques used by the writer, but failed to refer to the actual question.

It should be emphasised to students that, for worthwhile marks to be gained, the information they provide must be not only correct, but also **relevant** to the question as asked.

#### Question 4

Only one student attempted this question which required a detailed knowledge of the novel and, in particular, the exact source and significance of the quotation, ie it occurred well *before* Sa'aman's discussion with Van Keerling, *not after* as indicated in the answer. It was necessary to link the quotation to the main themes of the novel.

## Listening Skills

### 2/3 UNIT

Since the passage was a continuous narrative, it was important for candidates to listen carefully, read each question thoroughly and provide accurate details.

#### Question 1

This question was generally well handled, but the correct answer was 10 to 15 million people, with both parts of the approximation being given.

#### Question 2

This question was, on the whole, satisfactorily answered; the correct answer indicated fewer visits to hospital and no more need for inoculations.

#### Question 3

Three points were required in the answer:

1. Planning and dissemination of information (*merancang*).
2. Investigation of and research into causes of polio (*menyelidik*).
3. active eradication campaign against polio (*memerangi*).

#### Question 4

This question was very poorly answered. Candidates needed to compare 1974 with the present day, with reference to relative percentages of children inoculated rising from less than 5% to more than 75%, before their first birthday.

#### Question 5

Candidates were required to quote accurately the statement that, by the year 2000, the world would be free of polio.

#### Question 6

This question required an accurate and thorough account of the progress of the disease from its multiplying in the intestine, spreading through the body, reaching the spine and destroying cells and tissue.

#### Question 7

This question was reasonably well handled. The correct answers referred to the need for children to be inoculated **before** they are one year old (**not** *within a year's time*)

#### Question 8

To receive full marks, candidates had to refer to factors such as the relevant statistics, the involvement of WHO, the significance of scientific terms such as *picornovirus*, the importance of inoculation and the non-replacement of affected body cells.

Very perceptive candidates also noted the tone and voice of the reader, which reflected the seriousness of the topic, or the use of medical terminology in the passage.