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**EXAMINATION
REPORT**

Malay

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1998 Higher School Certificate

MALAY EXAMINATION REPORT

2/3 Unit (Common) (For Background Speakers)

Listening Examination

Listening Skills (20 marks)

Question 1

Overall, well done. A few students answered in terms of **where** the speech occurred, instead of the incident described in the speech.

Question 2

Nearly all students were able to comment on the child's desire to play with the exciting displays in the centre. Only a few also commented on the child being naughty.

Question 3

Most students easily identified the trick but some left out key words such as *sengaja*. Some did not tell how the mother obtained help from the shop assistant.

Question 4

Generally well answered. Most students commented on the use of repetition to create emphasis and also tied the word into the title of the speech. Some were also able to comment on how the concept of 'lost child' affects the audience.

Question 5

This question was not as well done. A number of students simply quoted the description of the lost child but did not comment on **how** the author described the child. A few students misunderstood this question and answered in terms of how the child always behaved herself afterwards.

Question 6

Most students were able to explain how the choice of words showed the speaker to be a **mother**. Better students also commented on the register used to indicate 'educated'.

Question 7

Many students based their answer on **content** rather than the **voice** as required.

Question 8

Nearly all students disagreed with the statement and were able to prove their point. Best answers drew proof from the passage (use of *ibu bapa*) and showed that the topic concerned the duties of both parents. Weaker answers pointed out that men also took children shopping.

Written Examination

Section I — Reading Skills (20 marks)

This section was generally well answered, but the term ‘modern’ confused some students, who defined it only in terms of giving good, healthy food to children.

Question 1

Part (a) Some students gave accurate answers to the proverb. However, they did not manage to give the accurate example quoted from the passage.

Part (b) Most students managed to state why children drink ‘Enercal’, which supposedly makes them healthy, balanced, intelligent and active.

Part (c) This question was not well done. Many students failed to state that modern living involves busy parents who have little time to give good, healthy food to their children.

Part (d) The message required in this question was to establish a pattern of good eating habits. The quote emphasised the authority/endorsement of healthy eating habits.

Part (e) The ‘*ciri-ciri*’ (elements) required were: the large title, the photograph of the drink and the child with computer. The text demonstrates positive language and the repetition of the brand name.

The message is to buy and drink ‘Enercal’.

The message is successful.

Part (f) Petikan A and Iklan B needed to be compared in terms of their respective styles.

Some examples of the styles can be illustrated as follows:

- Petikan A has short paragraphs; full sentences; includes a proverb; contains objective, formal language, has repetition; has foreign words, and endorsement by the authority.
- Iklan B is an advertisement, very persuasive, scientific, has technical terms; subjective, formal language.

Part (g) Students needed to choose one passage, then explain why they found the selected passage more interesting.

Section II — Writing Skills (20 marks)

Question 2

Students were expected to use the appropriate *Laporan* style approach. Some did not. Factual reporting about the Commonwealth Games had to be accurate.

Keuntungan does not relate only to economic issues, but also to infrastructure, cultural exchange, international relationships and so on.

Students were expected to maintain their focus on the **recent** Commonwealth Games, not to drift into references to **past** games and their benefits.

Many students did not write as a journalist reporting on the games, but purely from their own, personal interest.

Section III — Contemporary Issues (40 marks)

Question 3

Part (a) This was generally well done, particularly when discussing **Igau**.

It might be noted that **Igau** is set in Canberra, not Melbourne, as some students thought.

Many students limited themselves to **Igau** as related by the character 'Abu'.

More discerning students were able to discuss the techniques used, such as symbolism, comparison, atmosphere and the use of 'stream of consciousness'.

In general, **Budi Yang Tak Terbeli** was not so well discussed, with several students focusing on the conflict between traditional and modern values, instead of on the theme given.

Part (b) This was attempted by only 12 students. Most were able to show how the messages were presented and discussed various techniques. Unfortunately, most ignored the significance of the title, which was raised in the actual question.

Question 4

This was generally well done. A variety of approaches was acceptable. Some students based their answer on a liberal interpretation of the 'saying' in the question.

Nearly all students provided good, additional references, as well as the set text stores. A few also drew on personal experiences, as extra proof for their arguments.

3 Unit (Additional) (For Background Speakers)

Written Examination

Section I — Poetry (25 marks)

Only one student chose question 1, which was able to be answered in terms of either agreeing or disagreeing with the proposition.

Question 2 required students to describe the different images of Malaysia, as presented by the two poets, and show **how** each poet presented these images in two poems.

This involved more than describing the **content** of each poem. The best answers related the different techniques used to the different images of Malaysia presented. Weaker answers did not directly link the techniques used to the attempt to present different images of Malaysia. Some answers merely listed poems, sometimes more than the two required.

Section II — Novel (25 marks)

Question 3 was not well answered, as little or no attempt was made to discuss the roles of the different families. Instead, a list of themes or messages was given, in a rather haphazard way. In question 4, most students chose only two characters to contrast good and bad qualities. The **role** of the characterisation that is, to present the writer's message, was not clearly explained.

The most impressive answer discussed the characterisation of various characters in each group, and linked these characters to the various messages intended by the author.

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