



EXAMINERS' REPORT ON 2001 TERTIARY ENTRANCE EXAMINATION

SUBJECT: MALAY: ADVANCED

STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2001	64	1	1
2000	87	2	1
1999	90	-	2

The Examiners' Report is written by the Chief Examiner (or another Examiner on their behalf) to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and may have been substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

SUMMARY/ABSTRACT

The 2001 Malay: Advanced paper achieved a reliability factor of 0.90 as a whole and 0.82 for the written paper. The over-all mean of the paper achieved was 60.76 this year compared to 65.06 for last year. Candidates exhibited a range of ability similar to last year, some clearly more fluent in Malay, others more able in English, but the general trend, as with last year, was that candidates encountered more difficulty when attempting questions in English. However, it is worth noting that the able candidates demonstrated proficient ability in both languages and therefore scored well in all sections of the paper.

No technical problems were experienced and the paper covered a wide range of the prescribed syllabus topics. The examination paper adhered closely to the structure of the paper set last year with recommendations made by the examiners kept in mind.

GENERAL COMMENTS

There were no problems encountered in the organisation and preparation of the examination paper. The examiners took responsibility for different sections of the paper. There were several meetings held to discuss the material and questions devised for each of the sections. Once accepted, the whole of the examination paper was put together.

Teachers and future candidates are advised to consider the following comments made by markers regarding candidates' performance in the examination.

- Generally vocabulary and sentence structures in Malay were adequate but better candidates demonstrated language that is more complex and a wider range of vocabulary, idioms and metaphors. However, candidates had difficulty expressing ideas in English.
- Essays were generally well written this year, however, some candidates did not fully address the topics they selected. Candidates are advised to read the essay topic carefully and answer it with relevant points.

- A large percentage of candidates still tended to translate Malay into English and vice versa, by resorting to word for word or sentence for sentence translation thus losing the essence of the over-all meaning. Further practice in this area would be beneficial for candidates. Candidates should be mindful of the fact that translating word for word does not always result in what is being tried to be communicated.
- As with last year, candidates were again hesitant in offering their own personal views particularly for Question 2(b), Section Three. Furthermore, many candidates misinterpreted Question 2(a), Section Three. Candidates are advised to read each question carefully to determine what is being asked.

COMMENTS ON SPECIFIC SECTIONS /QUESTIONS

Oral Examination

The oral examination, which consisted of an oral presentation and discussion, formed 25% of the Malay: Advanced examination. This examination was held both in Kuala Lumpur, Malaysia and Perth, Western Australia. Candidates demonstrated satisfactory ability in this section.

Written Examination

Section 1 – Listening and Responding: English and Malay

Marks for this section ranged from 1 to 17 out of a possible 20. Examiners felt that this section was done well generally and it discriminated well between candidates because of the number of questions that needed to be answered and the bilingual nature of the section. Candidates who were proficient in both languages performed well in this section whilst those who were more able in one of the languages scored accordingly. Candidates will better perform in this section if they were to utilise their reading time prudently. By looking at the questions more closely, candidates will be able to predict and better understand the cues in Malay or English. This year the inclusion of dialogue/conversation type recordings caused some candidates a degree of difficulty.

Section 2 – Listening and Responding in Malay

In this section, candidates were required to listen to two passages and to write a response regarding the issue of the freedom of accessing information from the Internet and its implications. Generally, candidates were able to do this section satisfactorily. Better marks were given to candidates who were able to summarise through their listening the issues associated with unrestricted access to the Internet and steps that needed to be taken to educate young people to use it wisely. However, some candidates offered personal opinions that were not called for and quite a number of candidates wrote very much more than the required number of words stipulated i.e. 100 words.

Some candidates concentrated on one text rather than a balanced response based on both texts. Ideally, candidates should be able to grasp the main points being presented in the texts and then express them cohesively in their own words. It is quite acceptable to select or lift some phrases from the texts to include in their responses, but they need to be coherent and candidates need to show that they have understood the passages.

Section 3 – Viewing, reading, and responding in English and Malay

Question 1

Most candidates satisfactorily answered this question in Malay as it called for a straightforward summary of the advice suggested in the passage regarding the parenting of children.

Question 2(a)

This question had two parts and had to be answered in English. Marks ranged from 1 to 6 out of the possible 7. Candidates were required to discuss what issues regarding parenting were reinforced in Passage 1 by their reading of Passage 2. A large percentage of candidates had difficulty in understanding what the question required them to do. Those who did, were able to pick what the two passages, although in different languages, were about, mainly the need for care and consistent discipline to raise children.

Question 2(b)

Only a few candidates understood the requirements of the personal response question. Some candidates who showed understanding of the texts were able to give satisfactory responses and justify their personal opinions. Many candidates gave a limited response and seemed to be uncertain of what was being asked. A few candidates did not attempt either one of these questions. Candidates are advised to make some attempt at answering all questions so that they may be able to gain some marks.

Section 4 – Translations

Most candidates were able to do this section reasonably well this year. The English narrative, which was required to be translated into Malay, was done satisfactorily by most candidates. However, many candidates were unable to translate the word ‘peranakan’ from the Malay passage into English and were not aware of the ‘peranakan’ community in Malaysia.

Section 5 – Essay Writing

All the four essay topics were designed to provide candidates with the scope and opportunity to write on a range of topics from the syllabus.

A total of 26 candidates chose to do Question 1 which proved to be the most popular topic. Candidates wrote reasonably well, however, some candidates misinterpreted the statement and offered suggestions on how English could be improved for candidates rather than focussing on the factors that have caused standards in English to fall.

A total of 15 candidates attempted Question 2. It was interesting to note that most candidates referred to English medium films. Only one candidate referred to local Malaysian films in his/her answer. Generally, the essays for this topic were well done.

Nine candidates chose to write a narrative which Question 3 required them to do. Generally, candidates who chose to do this did not score high marks as candidates lacked narrative writing skills to engage their readers in their narratives.

Twelve candidates attempted Question 4. Candidates generally had similar content as most candidates discussed the sexual exploitation of women in advertisements, but few looked deeper into how the growth of feminism has contributed to advertisers using this as a selling point in their advertisements.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

Nil

Surinder Singh
December 2001

2001 Examining Panel

Chief Examiner: Mrs Marizah Nazaroff

Deputy: Mr Surinder Singh

Third Member: Mr Adrian Siow

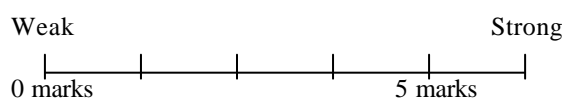
Chief Marker: Mr Surinder Singh

ORAL PRESENTATION AND DISCUSSION MARKING KEY

25 marks

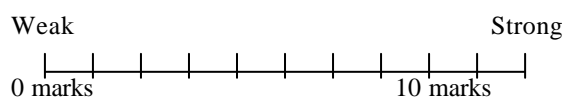
Section 1 Presentation in Malay 2-3 minutes 5 marks
[Brief cue cards, photographs, diagrams, maps to support presentation]

Appropriacy of Topic and Content	2 marks
Quality of Communication	2 marks
Language and Structure	1 mark



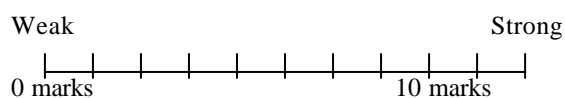
Section 2 Discussion of Presentation in Malay 3 minutes 10 marks

Quality of Discussion and Content	3 marks
Quality of Communication	3 marks
Language and Structure	3 marks
Non-verbal aspects	1 mark



Section 3 General Discussion in English 5 minutes 10 marks

Quality of Discussion and Content	3 marks
Quality of Communication	3 marks
Language and Structure	3 marks
Non-verbal aspects	1 mark



**Malay Advanced 2001
Marking Guide**

NOTE: These answers are intended only as a guide. Adjustments to answers may have occurred as a result of discussions between markers. These answers are not intended to be considered model answers.

SECTION 1: LISTENING AND RESPONDING - ENGLISH AND MALAY (20 marks)

Part A: Suggested Answers

1. Sailing activity (1 mark)
2. This is the island where he started and ended his challenge as he sailed around the world. (2 marks)
3. Nurturing a healthy family. (1 mark)
4. a) child abuse
b) abandoning babies or abortions
c) divorce (1 mark)
5. A wholesome approach which includes the physical, mental and social aspects of a family (1 mark)
6. a) traditional prose
b) modern prose
c) modern poetry
d) short stories
e) drama
f) novels (1 mark)
7. Malay poetry is more compact, requires an understanding of connotative and figurative diction, symbols, imagery and the ability to understand the meanings. (2 marks)
8. For the appreciation and reinforcement of the students' Malay language. (1 mark)

Part B: Suggested Answers

9. beroperasi dengan menarik syarikat-syarikat asing untuk menggunakan negara mereka sebagai pusat-pusat pengeluaran. (1 mark)
10. Cukai kereta diperturunkan dan ini meningkatkan persaingan di kalangan pengeluar-pengeluar Malaysia. Dengan persaingan ini, pengeluar-pengeluar kereta terpaksa mencari pasaran di luar negara untuk terns maju. (2 marks)
11. Syarikat penerbangan Exposure Airlines. (1 mark)
12. menggunakan terapi ketakutan - mengurangkan ketakutan dengan cara mengalami situasi yang sebenar, iaitu persis menaiki kapal terbang lengkap dengan segala peralatannya. (1 mark)
13. a) tempat duduk dekat tingkap
b) berasa sepi dan terasing
c) enjin kapal terbang
d) ketiadaan pramugara/pramugari (2 marks)
14. mengambil sikap tidak peduli/ tidak mahu tahu hal-hal negatif. (1 mark)
15. Rawatan itu berkesan (1 mark)
kerana pesakit itu berasa lebih tenang, menguasai keadaan, tidak cemas dan bersikap positif (1 mark)

SECTION 2: LISTENING AND RESPONDING - MALAY (10 marks)

In responding to this question, candidates will need to be able to select key points made in the two passages and then write a sequenced and coherent response. In the response the candidate should be able to clarify some issues relating to the freedom of internet access and what needs to be done so that this freedom is not detrimental to one's self and nation.

Some key points that need to be mentioned in the response are as follows:

- Kebebasan mengakses maklumat dari internet menunjukkan bahawa kerajaan mengakui hak rakyat.
- Percaturan (polisi) kerajaan ini patut disambut dengan sikap bertanggungjawab bukan memusnahkan.
- Pada era ini berbagai maklumat boleh didapati melalui internet termasuk maklumat sampah sarap (budaya kuning) yang boleh mencemar diri, bangsa dan negara.
- Satu mekanisme penapisan sendiri perlu dipupuk di persekolahan supaya generasi muda diajar tidak mudah terpengaruh dengan sebarang maklumat palsu atau buruk yang didapati melalui internet.

MALAY: ADVANCED TEE 2001 MARKING GUIDE

- Peranan guru-guru dan ibubapa sangat penting mendidik para pelajar supaya mereka cerdik menapis maklumat dan tidak berpengaruh dengan senang oleh maklumat dari internet sebelum dikaji maklumat itu benar atau tidak.

The above points should be part of the candidate's response to be able to gain maximum marks. The written expression of the response will also contribute to the over-all mark given. The response required is about 100 words and candidates who far over exceed this will be penalised.

SECTION 3: VIEWING, READING AND RESPONDING: ENGLISH AND MALAY (15 marks)

Suggested answers for Questions 1, 2(a) and 2(b).

Question 1 (8 marks)

The answer to Question 1 requires candidates to read and select the key points in the advice given to parents in passage one. Candidates need to select and write at least seven points in the advice for 7 marks, and 1 mark for the written expression i.e opening sentence. Examples of points candidates should include in their response are:

- Jangan bersikap bengis.
- Harus bertolak ansur.
- Mempunyai pandangan modern dan terbuka apabila berkomunikasi dengan anak mereka.
- Memahami kehidupan berkeluarga sebenar.
- Merenung kelemahan diri sama ada mereka adalah punca kenakalan anak.
- Jangan berkomunikasi kesat.
- Siapkan diri dari segi ketahanan mental dan fizikal untuk membesarkan anak-anak.

Suggested answer for Question 2(a). (~ 4 marks)

The issues, which are reinforced in Passage 1 by the reading of Passage 2 regarding parenting teenagers that need to be stated by candidates in their answers, are:

- Teenagers (children) need to be loved by the family and need the support of a family.
- Teenagers (children) need to be disciplined as most children accept discipline as part of the caring parents provide.
- Parents need to take control and be more involved in their parenting responsibilities, and not feel that by setting ground rules their children are going to dislike them.

To obtain maximum marks (4 marks), candidates need to mention at least two of the above points and one other relevant point; and express these ideas coherently in their answer.

Suggested answer for Question 2(b) (~ 3 marks)

Candidates may draw on some relevant points from the passages to write their answer. **The question asks for some personal view so candidates must demonstrate this.** In their answers, candidates could consider some of the following points:

- Changing world. Society is faced with many challenges and issues so life for the average teenager is becoming more difficult and they need guidance.
- The roles of the family and parents are becoming more demanding and vital. Families need to be kept intact in order to provide stable support for teenagers.
- Parents need to possess effective parenting skills. Parents need to develop trusting relationships with their teenage children and not be afraid to lay down reasonable rules and discipline, and also be open to communication.

OR

- Candidates may also choose to agree or disagree with some of the opinions offered in the passages and offer their own opinions about how teenagers should be parented.

MALAY: ADVANCED TEE 2001 MARKING GUIDE

SECTION 4: TRANSLATION: MALAY (suggested answer)

(10 marks)

Ellie mengintip pelawat itu. Tanpa diketahui, dia perlahan-lahan masuk ke dalam bilik dan duduk di kerusi elm Cina yang terlalu besar yang Cik Lottie namakan kerusi mandarin. Kayu yang licin dan berkilat itu terasa sejuk menerusi baju tidurnya yang nipis. Dia menggigil melihat lelaki itu bercakap-cakap dengan neneknya. Hatinya curiga memikirkan apa yang diperbuatkan mereka.

Tiba-tiba lelaki itu berdiri. Dia berteriak kepada Cik Lottie dengan nada suara yang keras dan marah. Kemudian dia melompat ke arahnya, tangannya mecekik kerongkong wanita itu. "Saya akan mencari kamu dan menuntut hak saya. "

Ellie memegang erat kerusi dalam ketakutan. "Nenek, " dia memanggil.

Lelaki itu menoleh dan melihatnya. Mata mereka bertembung, dia menggigil ketakutan dan terpaksa melihat mata jahat lelaki itu. Dia mula menjerit.

Pintu itu terbuka. Pembantu-pembantu lelaki bergegas masuk diikuti penjaga-penjaga sekuriti. Dengan sekelip mata, orang itu ditindih ke lantai, tangannya diikat di belakang, mukanya ditekan ke dalam pennaidani.

Ellie melihat dengan gementar, sementara seorang penjaga mengajukan senapang ke arah kepala lelaki itu. Cik Lottie berjalan perlahan-lahan melintasi bilik, dan berdiri melihat orang itu. Dia menggigil, marah tetapi tidak berasa takut.

Kemudian Maria masuk. Dia merebut Ellie dan membawanya keluar, masih ketakutan dan menangis menuju ke biliknya.

SECTION 4: TRANSLATION: ENGLISH (suggested answer)

(5 marks)

Those words echo in the ears of Baba (Mr) Kim Hock every time he visits the houses of the Straits born people in Hereen Street. Occasionally the Straits born children sing those words in front of an audience when Baba Kim Hock plays his flute in their Dondang Sayang presentation. It is these words that make Kim Hock lose his concentration. The tone of the music produced is discordant.(out of tune)

One night as Baba Kim Hock was eating his yellow rice and the salad that his wife had prepared, suddenly those words returned to haunt him. At that time he felt like he had a headache, annoyed with the attitudes of the people around him, those words from the past hurt his feelings.

"I don't have any appetite to eat" and Kim Hock puts down his chopsticks on top of the finely carved table. His round eyes look straight at the picture of a deer on the wall -a symbol of richness and high status in the Straits born community.

Note to Chief Marker

Students should not be penalised for inaccurate translation of 'bersipongan, bosomoh, toh' as these words are specific to the Straits born Chinese and will not necessarily be familiar to other students. However, the general meaning of the passage should be accurate.

MALAY: ADVANCED TEE 2001 MARKING GUIDE**SECTION 5: WRITING****(15 marks)**

Instruction: Please use the following criteria when assessing the examinees.

Methods of calculation:

- candidates are expected to come up with 5 main points
- give mark according to the number provided in each column
- total all marks
- when your total mark contains a fraction, round it up.

A. Organisation and Development of Content (Structure and coherence)

Links between facts are unclear	Some sequencing but often ad hoc	Sequences of information and ideas logical: links are clear
1	2	3

B. Breadth of Treatment of Topic

Extremely shallow	Very limited facts to support argument	Some facts are provided but not always relevant or incorrect.	Give a coherent and succinct composition with sufficient relevant and correct facts to support argument.
3	5	7	9

C. Control of Linguistic Element

Frequent major errors	Errors generally minor	Almost always accurate reproduction of language	Consistently accurate reproduction
1	1	2	3