

# E070 MALAY: ADVANCED (YEAR 12) - 2006-2008

## The Language

The language to be studied and assessed is the modern standard/official version of Bahasa Malaysia.

In oral and written work standard Malay is an acceptable form, whereas 'Market Malay' is not.

## Description of target group

While there are no formal restrictions for entry to this subject, it is recommended only for students who are considered **background speakers** with considerable speaking and reading fluency. Typically, background speakers of Malay have lived and been to school in a country where Malay/Indonesian is one of the major spoken and written languages. It is assumed that students have studied Malay or have studied with Malay as the language of instruction for at least six years.

## Rationale

The study of Malay contributes to the total education of students in the areas of communication and socio-cultural understandings. It provides access to the culture and traditions of Malay-speaking countries and communities. This knowledge promotes understanding and tolerance of different attitudes and values within the wider Australian community and beyond.

The Malay language is important because:

- the language (as Malay and Indonesian) plays a dominant political, economic and cultural role in the geographical region to which Australian belongs;
- the language is a unifying force in the multicultural society of Malaysia;
- the religious and cultural heritage that Malaysia shares with many other nations plays a vital part in the modern world.

## General Aims

This syllabus aims to develop students':

- ability to use both Malay and English to communicate with others
- understanding and appreciation of the socio-cultural contexts in which Malay is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Malay and English
- cognitive, social and learning skills

- ability to apply both Malay and English to work, further study, training or leisure
- understanding of the elements that have shaped and continue to shape Malaysian culture and society
- understanding of some aspects of the literature of Malaysia and the way it reflects Malaysia's multicultural society.

## Learning Outcomes

*Note: The term 'text' refers to any form of communication - spoken, written or visual. Further clarification of this term is given under Content.*

### Listening and Responding and Speaking

#### Outcome 1

*Students consider the interrelationship between texts, contexts, speakers and listeners in a range of situations.*

The content and context of this outcome is amplified by the following. Students:

- comment on the reasons why the style and content of spoken language vary in different contexts
- observe the specific ways in which the tone and manner of speakers alter depending on the context
- select spoken text type, subject matter and language to suit a precisely defined audience and purpose
- take into account audience diversity (in terms of background, opinions) and try to ensure that this diversity is acknowledged in the content and language of their own speech.

#### Outcome 2

*Students use a range of strategies to present spoken texts.*

The content and context of this outcome is amplified by the following. Students:

- use appropriate language and conventions in a range of settings
- present material imaginatively as a way of maintaining audience interest
- use time well, pacing their own speech effectively.

#### Outcome 3

*Students analyse how linguistic structures and features affect particular interpretations of spoken texts, especially in the construction of tone, style and point of view.*

The content and context of this outcome is amplified by the following. Students:

- identify characteristics of a speaker's tone and style of presentation e.g. humour, metaphor
- discuss reasons for particular stylistic techniques e.g. inflection, repetition, rhetorical devices
- explore the way that analogies, imagery and other stylistic features affect the tone and mood of spoken texts and provide insight into the speaker's motives and opinions.

#### **Outcome 4**

***Students use listening strategies which enable detailed critical evaluation of texts of varying complexity.***

The content and context of this outcome is amplified by the following. Students:

- use their linguistic knowledge of features such as irony, to interpret accurately spoken texts
- analyse critically a variety of spoken texts relating to a particular issue
- use socio-cultural understanding to infer meaning
- recognise that speakers may be selective about what they divulge about an issue or experience.

## **Reading, Viewing and Responding**

#### **Outcome 5**

***Students construct meaning from a range of texts and justify this meaning with detailed and well-chosen evidence from the texts.***

The content and context of this outcome is amplified by the following. Students:

- read, view and discuss layers of meaning in texts which use devices such as allegory, parable and analogy
- explore a text by entering imaginatively into the life of a character
- read and view texts such as newspaper articles, essays and documentary programs and demonstrate comprehension by summarising key points and evaluating arguments
- recognise how texts are constructed, explaining, for example, the significance of the underlying ideas, the role of minor characters in narratives, the principles behind the selection and the ordering of information in newspaper reports
- express opinions and ideas at length with a sustained justification of those opinions/ideas
- produce more than one interpretation of a text.

#### **Outcome 6**

***Students identify and comment on the impact of techniques intended to shape readers' and viewers' interpretations of and reactions to texts.***

The content and context of this outcome is amplified by the following. Students:

- comment on the way texts are structured to present a particular point of view
- explain how the same facts might be used to support divergent points of view

- analyse the use of techniques, e.g. irony, stereotypes, designed to influence readers and viewers to adopt a particular attitude
- interpret the tone of a range of texts, and justify this interpretation by close reference to the texts.

#### **Outcome 7**

***Students use reading and viewing strategies to critically evaluate texts in detail.***

The content and context of this outcome is amplified by the following. Students:

- recognise that a text is a complete entity and that all parts are significant e.g. title
- acquire a vocabulary adequate to describe variations in tone e.g. aggressive, enthusiastic, insolent
- detect themes and points of view

#### **Outcome 8**

***Students analyse texts in terms of the socio-cultural values, attitudes and assumptions that they reflect and project.***

The content and context of this outcome is amplified by the following. Students:

- explain the impact of an author's views and values on a text;
- interpret texts using their knowledge of the context(s) in which they were created, .g. texts set in other times
- consider how a reader's or viewer's socio-cultural identity, values and attitudes may influence the interpretation of a text.

#### **Outcome 9**

***Students increase their understanding of contemporary and cultural issues through a variety of texts, thus enabling them to appreciate the social, political and cultural background of Malaysian-speaking people.***

The content and context of this outcome is amplified by the following. Students:

- comprehend and comment on the ways in which a contemporary issue is interpreted through a variety of texts
- recognise that a text may offer insights into a variety of issues in contemporary Malaysian society.

## **Writing**

#### **Outcome 10**

***Students write sustained texts, which may be complex and/or abstract in their subject matter, and demonstrate a range of genre and register.***

The content and context of this outcome is amplified by the following. Students:

- write a range of texts in order to reflect on attitudes, values and issues
- write imaginative texts creating convincing characters

- construct texts which are coherent and progress logically
- demonstrate control of content by substantiating views in an organised way and by comparing and contrasting texts which deal with similar events and issues.

**Outcome 11**

***Students control spelling, syntax and text structures for a specific effect or to meet the demands of expository or imaginative writing.***

The content and context of this outcome is amplified by the following. Students:

- spell, punctuate and select vocabulary with acceptable accuracy so that errors do not detract from a reader's understanding, or from the text's fluency or authority

- apply their understanding of linguistic structures and features to attempt to influence audiences

**Outcome 12**

***Students improve their own writing by applying the knowledge gained from critically evaluating written texts.***

The content and context of this outcome is amplified by the following. Students:

- use techniques such as suspense, humour and irony
- experiment with text openings in order to engage reader/viewer interest
- experiment with a variety of text endings

# Content

## Prescribed Topics

In this syllabus, topics are prescribed so that tasks can be presented in cohesive contexts, rather than as a series of unrelated learning experiences.

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to teachers. The length of time devoted to each topic will vary according to the interests of students and the availability of resources.

Individual and National Identity	Development and Change	Current and Foreign Affairs
<ul style="list-style-type: none"> <li>Historical background (cultural and national identity)</li> <li>Religion</li> <li>Education</li> <li>The effect of core values on current issues (refugee problem, foreign workers)</li> </ul>	<ul style="list-style-type: none"> <li>Changing lifestyles</li> <li>Effects of science and technology (conservation and the environment, westernisation)</li> <li>Social systems (role of women, stratification of society)</li> </ul>	<ul style="list-style-type: none"> <li>Trade and tourism</li> <li>Government policies (New Economic Policy, New Development Policy, Vision 2020)</li> <li>Media</li> <li>Australian/Malaysian relationships</li> <li>Globalism</li> <li>Regionalism</li> </ul>

## Text Types

The term 'text' refers to any form of communication - spoken, written or visual. Texts should be based on authentic material (including literary texts) as these best reflect appropriate cultural and linguistic use of Malay. Teachers may choose written or oral texts suitable to the level of the syllabus, and exploit them in a variety of ways in keeping with the aims and objectives of the program. The texts chosen should provide the opportunity for students to study written material relating to one or more of the topics and covering a wide range of styles.

The following are examples of spoken and/or written text types designated for receptive and productive use.

Receptive (spoken)	Receptive (written)	Productive (spoken)	Productive (written)
Advertisement	Advertisement	Advertisement	Advertisement
Conversation	Article	Conversation	Article
Interview	Brochures	Debate	Brochures
News Item	Business letter	Discussion	Business letter
Personal Profile	Cartoons	Interview	Informal Letter
Play	Comic strips	Invitation	Invitation
Poem	Editorial	Narrative account	Journal entry
Recipe	Film	Presentation	Narrative account
Report	Interview	Report	Pamphlets
Short story	Journal entry	Review	Report
Song	Letter-formal	Survey	Review
Speech	Letter-informal		Survey
	Narrative		
	News Item		
	Novel		
	Pamphlets		
	Personal Profile		
	Play		
	Poem		
	Recipe		
	Report		
	Review		
	Short story		
	Statistical charts		
	Survey		

## Linguistic Elements

All linguistic elements, for example, grammar, semantics, sentence structure, and vocabulary, follow the guidelines in the following grammar books and dictionaries:

*Kamus Dewan*, Edisi Ketiga, Kuala Lumpur, Dewan Bahasa dan Pustaka, 1994.

*Kamus Dwibahasa*, Kuala Lumpur, Dewan Bahasa dan Pustaka, 1991.

*Kamus Inggeris Melayu Dewan*, Kuala Lumpur, Dewan Bahasa dan Pustaka, 1992.

Nik Safiah Karim, *et al.*, *Tatabahasa Dewan Jilid 1 : Ayat*, Kuala Lumpur, Dewan Bahasa dan Pustaka 1989.

Nik Safiah Karim, *et al.*, *Tatabahasa Dewan Jilid 2 : Perkataan*, Kuala Lumpur, Dewan Bahasa dan Pustaka 1989.

*Tesaurus Umum Bahasa Melayu*, Kuala Lumpur, Dewan Bahasa dan Pustaka, 1990.

### Use of Dictionaries

It is expected that students studying Malay: Advanced will develop the necessary skills to enable them to use a print Malay/English – English/Malay or Malay/Malay dictionary effectively. Suitable editions are listed in the above, but students may use another edition if they wish, as long as it is of at least the standard of those recommended.

Students may use a dictionary in the external examination. Further details are given under the Examination Details.

### Communicative Functions

The following list is not exhaustive, but is intended to highlight the most important functions for a Background Speaker course.

Students at this level should be able to employ a range of appropriate functions using grammar and vocabulary as presented in the course.

- Advising
- Analysing
- Approving/disapproving
- Clarifying
- Classifying
- Comparing
- Complaining
- Conceding
- Contradicting
- Creating discourse forms
- Declining to do something
- Defining
- Discussing
- Drawing inferences
- Evaluating

- Explaining
- Expressing
  - Belief
  - conditions
  - conviction
  - emotion
  - importance and necessity
  - inferences
  - intention
  - needs/wishes/wants
  - opinion
  - purpose
  - urgency
- forbidding
- giving reason
- grouping fact
- hypothesising
- instructing
- interpreting
- justifying
- making arrangements
- mediating/conciliating
- negotiating
- persuading/dissuading
- planning
- recounting
- reporting
- writing

### Socio-Cultural Understandings

Communication in a language requires both linguistic and cultural knowledge. Courses based on this syllabus will therefore seek to develop in students an understanding of the interrelationships between language, society and culture. Students will need to become aware that language and culture are closely related and that language varies according to socio-cultural contexts. The oral, written and visual resources included in courses will be selected for their potential contribution to developing socio-cultural understandings.

## Methodology

Any teaching method or combination of methods which allows students to achieve the Aims, Objectives and Outcomes of the syllabus is appropriate. Since the major emphasis of the Objectives is on communication, teaching methods should ensure that students are provided with a high level of appropriate input in both Malay and English, and are consistently involved in activities which encourage communication in both languages.

It is also expected that teachers will seek to develop students' independent learning skills. Students will be encouraged to reflect upon their learning strategies and to assume increasing responsibility for their own progress.

A focus on vocabulary, grammatical structures and other elements of language may often be a necessary part of students' preparation for all of the learning activities and exercises. Teachers themselves will judge at what point in their program such instruction will be needed.

## Time Allocation

The subject has been designed to be completed through a structured education program of approximately 120 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period of up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

## Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

## Resources

**Note: Availability of the resources in this list cannot be guaranteed: some may be out of print, but are still available if teachers can locate them in their department or library.**

**Note: Internet addresses current at time of printing but please be aware that subsequent address changes may have occurred.**

## Novels (Malay)

Abdul Talib M. Hasan, *Saga*

Anwar Ridhwan, *Hari-hari Terakhir Seorang Seniman* Kuala Lumpur, Dewan Bahasa dan Pustaka, 1979

Azizi Haji Abdullah, *Seorang Tua di Kaki Gunung*, Kuala Lumpur, Dewan Bahasa dan Pustaka, 1984.

Azizi Haji Abdullah, *Wi dan William*

Azmah Nordin, *Dukanya Abadi*

Khatijah Hashim, *Melawan Arus*.

Shahnon Ahmad, *Ranjau Sepanjang Jalan*

## Newspapers/Journals

*Aliran Monthly*

*Asiaweek*

*Berita Harian*

*Dewan Budaya*

*Dewan Masyarakat*

*Dewan Sastera*

*Dewan Siswa*

*Far Eastern Economic Review*

*Malay Mail*

*Mastika*

*New Straits Times*

*Newsweek*

*Pelita Bahasa*

*South-East Asia Chronicle*

*The Australian*

*The Bulletin*

*The West Australian*

*Time*

*Utusan Malaysia*

*Utusan Melayu*

*Utusan Zaman*

## Newspaper/Journal Articles

Examples of articles from magazines and periodicals are listed below to illustrate the range of reading material that teachers should compile for their students. It is recommended that teachers create their own lists with current articles and those that pertain to topics studied in class, to ensure availability and easy access for their students.

Adnan, H., 'Media Massa dan Masyarakat Bertanggungjawab', *Aliran Monthly*, September/October, 1985.

Adnan, H., 'Media Massa dan Masyarakat Bertanggungjawab Bahagian Kedua', *Aliran Monthly*, October/November, 1985.

Ahmad, K., 'Ekonomi dan Pembentukan Bangsa', *Dewan Masyarakat*, April, 1990

Anwar, Z., 'Pray Les, Play More', *Far Eastern Economic Review*, January, 1990

Arita, T., 'Jepun Bimbang dan Berhati-hati', *Dewan Masyarakat*, January 1983.

Baharuddin, O., 'Dasar Pandang ke Timur Setelah 10 Tahun', *Dewan Masyarakat*, February, 1990.

Baharuddin, O., 'Yang Semakin Tajam' *Dewan Masyarakat*, September, 1981.

Chew, H., 'Erti Kebudayaan Nasional', *Dewan Budaya*, May 1979.

Deraman, O., 'Pencemaran dan Halangan dalam Pembentukan Budaya Bangsa', *Dewan Budaya*, February, 1985.

Jaaffar, O., 'Berhati-hati Meniru Jepun', *Dewan Masyarakat*, December, 1982.

Junus, U., 'Kita dan Tradisi Barat', *Dewan Budaya*, February, 1986.

Junus, O., 'Pakaian dan Perbuatan', *Dewan Masyarakat*, January, 1987.

Kamaruddin, Z., & Yaakob, F., 'Wanita di sisi Undang-undang', *Dewan Masyarakat*, November, 1987.

Kelantan, O., 'Budaya Homogen Suatu Kebanggaan Bukan Prasangka', *Dewan Budaya*, February 1983.

Muda, R., 'Isu Perpaduan yang Boleh Menakutkan', *Dewan Masyarakat*, December, 1988.

Muzaffar, C., 'Economic Development: The Non-communal Approach', *Aliran Monthly*, September/October, 1985

Muzaffar, C., 'Ethics, Ethnicity and Communication', *Aliran Monthly*, n.d.

Muzaffar, C., 'Living in a Multi-ethnic Society', *Aliran Monthly*, n.d.

Muzaffar, C., 'Malaysian: The Rich and the Poor', *Aliran Monthly*, November/December, 1985

Muzaffar, C., 'Some Answers to Questions on Why Unity?' *Aliran Monthly*, n.d.

Nasuruddin, M., 'Towards Cultural Integration in Malaysia', *Aliran Monthly*, March/April 1986.

Osman, Z., 'Deb: Prospek dalam Keadaan Kemeletan Ekonomi', *Dewan Masyarakat*, July, 1987

Raffie, B., 'Integrasi Orang Asli dalam Masyarakat dan Kebudayaan Nasional', *Dewan Budaya*, June 1980.

Rahim, Z., 'Hati-hati Bila Berpaling Ke Timur', *Dewan Masyarakat*, March 1982.

Salleh, T., "Islam dan Kebudayaan Kebangsaan," *Dewan Budaya*, February 1985.

Saman, M., 'Perhubungan Antara Budaya dan Masalah Perkauman' *Dewan Budaya*, August 1982.

Sharif, Z., 'Wanita Desa Terbiar?', *Dewan Masyarakat*, June 1986.

Supardi, A., 'Moral dan Tidak Bermoral', *Dewan Masyarakat*, February 1983.

Ting, C., "Masalah Perkauman, Perubahan Sikap amat Perlu", *Dewan Masyarakat*, September 1981.

Toh, K.W., 'Youth Unemployment and Growth', *Aliran Monthly*, October/November 1985.

Tsuruok, D., "Fertile Future", *Far Eastern Economic Review*, May 1990.

Ub, T., "Kebudayaan Kebangsaan: Mengapa Sukar Dicapai", *Dewan Masyarakat*, October 1981.

Yaacob, F., 'Wanita Islam: Perlukah Bersuara Lantang?', *Dewan Masyarakat*, November 1986.

## Cartoons

For example, works by Lat.

## Multimedia

### Films/Videos (Malay)

Acted/Directed by P. Ramlee in the 1960s and 1970s:

*Antara dua Darjat*, Singapore

*Masam-masam Manis*, Kuala Lumpur

**Labu dan Labi**

Acted/Directed by Rahim Razali in the 1980s:

*Anak Sarawak*, Kuala Lumpur

Other Malay films in the 1980s and 1990s:

*Fenomena* directed by Aziz M. Osman, acted by M. Nasir and Ramona Rahman, Kuala Lumpur, 1990.

*Mat Som*, Directed by Hatta azad Khan, acted by Imuda, Kuala Lumpur, 1990

*Femina*, Directed by Aziz M. Osman.

*Selubung* directed by Shuhaimi Baba

Malay films based on novels of the same title in the 1980s:

*Langit Petang*, (A. Samad Said) Kuala Lumpur

*Mira Edora* (Khadijah Hashim), Kuala Lumpur.

Ranjau Sepanjang Jalan

Sembilu 1

## Films (English)

The Net (with Sandra Bullock)

Mrs Doubtfire (with Robyn Williams)

Tanamera

Lorenzo's Oil

Gallipoli (Peter Weir)

Educating Rita

## Websites

**Note: Internet addresses current at time of printing but please be aware that subsequent address changes may have occurred.**

MLTAWA

<http://www.apea.asn.au>

AFMLTA

<http://www.afmlta.asn.au>

## Examination Details

The examination will consist of a written paper (100%).

The written paper will have a duration of three hours. It will consist of the following sections.

Listening and Responding - Malay text/English questions (10%). Candidates will hear one or more recorded texts in Malay and will answer, in English, short-response or multiple-choice questions written in English.

Listening and Responding - English text/ Malay questions (10%). Candidates will hear one or more recorded texts in English and will answer, in Malay, short-response or multiple-choice questions written in Malay.

Listening and Responding - Malay (10%).

Candidates will hear two short recorded texts in Malay. Both texts will relate to the same topic/s prescribed in the syllabus. Students will respond to a task by organising the information from both texts into a meaningful sequence of ideas written in Malay (10 marks).

Viewing, Reading and Responding – English and Malay (20%). Candidates will read two texts, one in Malay and one in English. The text types will be drawn from those prescribed in the syllabus, but will vary in style and purpose. Candidates will be required to complete written responses, in English or Malay as directed, to tasks which may involve any of the following:

- giving responses in English to questions in English
- giving responses in Malay to questions in Malay
- summarising, interpreting and/or evaluating information from each text
- responding critically to the texts
- comparing and/or contrasting aspects of both texts.

Translation (20%). Candidates will be required to translate a short passage written in Malay into English (10 marks) and to translate a short passage written in English into Malay (10 marks).

Writing (30%). Candidates will be required to complete a piece of expository or imaginative writing, in Malay, of approximately 500 words.

Resources:

Candidates are permitted to use dictionaries satisfying the conditions set by the Curriculum Council for this subject. These dictionaries and the conditions under which they may be used, are listed on the Curriculum Council website:

[http://www.curriculum.wa.edu.au/pages/syllabus\\_manuals/volumes/III\\_lote/lote.htm](http://www.curriculum.wa.edu.au/pages/syllabus_manuals/volumes/III_lote/lote.htm)

Note: Personal copies of dictionaries should not contain any handwritten or typewritten notes, symbols, signs or any other marks (including underlining and highlighting), except the name and address of a candidate, and may be inspected during the examination.

## Assessment Structure

Assessment structures are an integral part of all Accredited Subjects.

The structure specifies:

1. the components and learning outcomes to be included in assessment
2. the weightings to be applied to these components
3. the types of assessment considered appropriate for the subject.

**Table 1**

Syllabus Content/Learning Outcomes	Weighting percentage
Individual and National Identity	30 – 40
Development and Change	30 – 40
Current and Foreign Affairs	30 – 40

**Table 2**

Learning Outcomes	Weighting percentage
Listening and Responding and Speaking	30 – 40
Viewing, Reading and Responding	30 – 40
Writing	30 – 40

**Table 3**

Types of Assessment	Weighting percentage
Examinations:	50
Classwork:	
Listening and Responding and Speaking	15 – 20
Viewing, Reading and Responding	15 – 20
Writing	15 – 20

## Grade-Related Descriptors

Grade-Related Descriptors describe the student performance standards that are used to award grades in this subject. Schools delivering this subject have been provided with a copy of the document. Additional copies may be purchased from the Curriculum Council.