



Malay Background Speakers

Stage 6

Syllabus

PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction to Malay in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the standard version of Malay (Bahasa Melayu baku) and its spoken variety, as used in the Malay archipelago.

The Malay language is rich in colloquial and idiomatic expressions and literary allusions, and this is reflected in the content of this syllabus.

In contemporary Malaysian society, Malay is considered to be the standard language of communication by all the inhabitants of the Malay archipelago, which encompasses a diverse range of cultures, dialects, and religions. Although the different dialects are recognised as belonging to the Malay archipelago, they do not form part of this syllabus.

Although there is both formal and informal speech, the written version of the language must be formal. In letter-writing, formal, traditional conventions of the language must be used. The use of Jawi script is encouraged, but is optional. Jawi is widely used in the northern and eastern states of Malaysia, notably Kelantan and Terengganu, as well as in Brunei. The historical, cultural, and religious significance of Jawi could receive appropriate recognition in the teaching of a program based on this syllabus.

2.2 Description of Target Group

The *Malay Background Speakers Level Syllabus* is designed for students with a cultural and linguistic background in Malay. The target group for this syllabus is almost exclusively students with a Malaysian background who are studying in Malaysia.

This syllabus also serves to meet the needs of students wishing to pursue their education in Australia.

The cohort will range from students who were born and reside in a country where Malay is a medium of instruction to students who have recently arrived in Australia.

2.3 Rationale

The study of Malay contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development, and general knowledge.

The study promotes understanding of different attitudes and values within Malay-speaking and Australian communities, and in Malay-speaking communities in Australia (Christmas Island, Cocos (Keeling) Islands).

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Malay is also one of the languages of Indonesia, Brunei, Singapore, and southern Thailand.

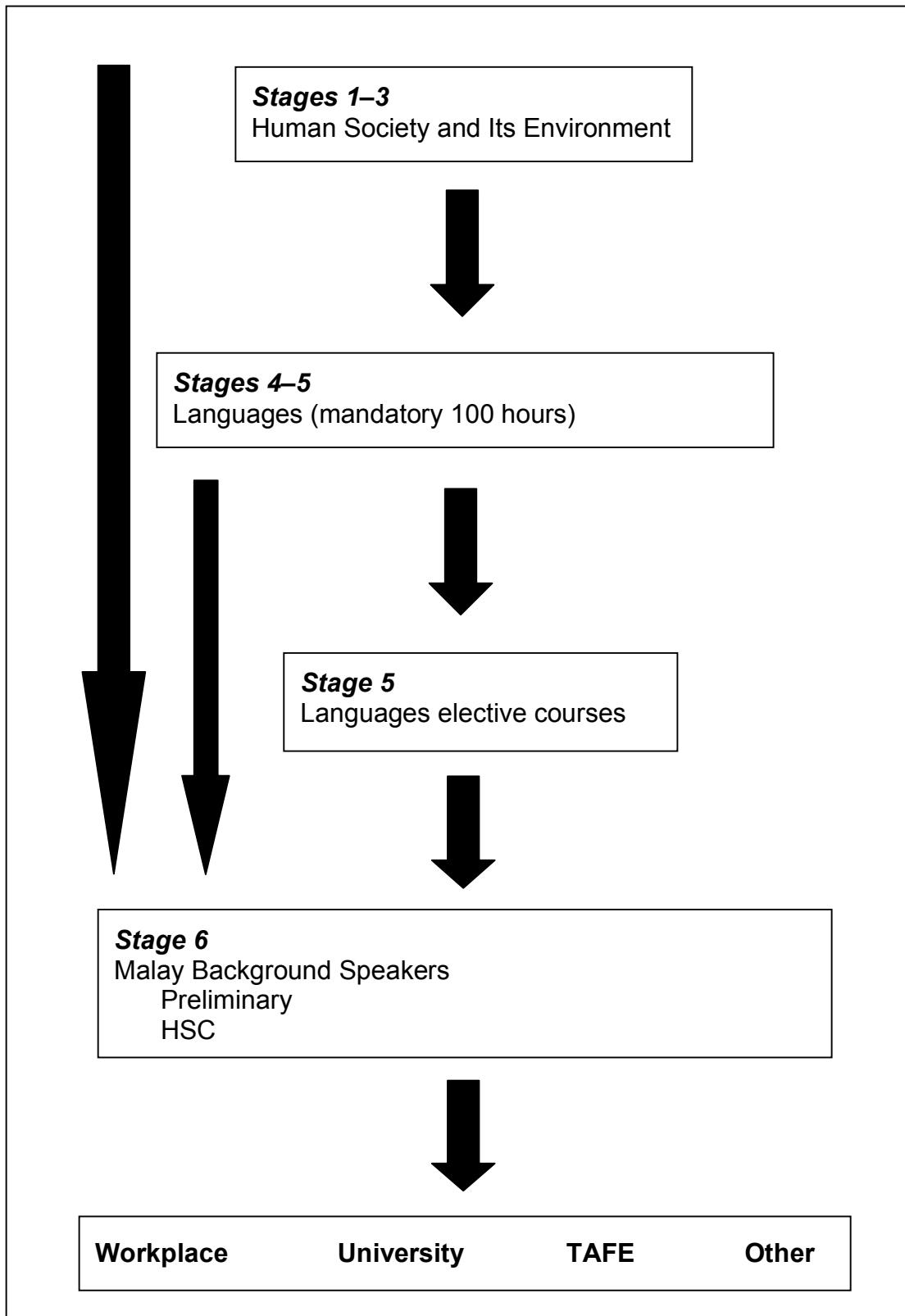
The Malay language is significant because of the:

- dominant political, economic, and cultural role that the language (as Malay and Indonesian) plays in the geographical region to which Australia belongs;
- fact that the language is a unifying force in the multicultural societies of the Malay archipelago;
- vital part played in the modern world by the religious and cultural heritage that the Malay archipelago shares with many other regions in the world;
- notable connection with the Malay language and culture in the north and north-western parts of Australia.

In its development the language, as used in the Malay archipelago, is closely linked with socio-political, historical, and cultural factors that impact on the traditions and lives of the Malaysian population. An awareness of these factors, which have shaped and continue to shape the multiracial Malaysian society, is essential in a program based on this syllabus. In order to develop a depth of competence and maturity in using communicative, cognitive, learning, and social skills to meet the objectives of this syllabus, including an understanding of the subtleties of the language, there is a particular emphasis on literature and culture.

The ability to communicate in Malay may, in conjunction with other skills, increase students' vocational opportunities in the areas of trade, business, banking, defence, diplomacy, immigration, education, journalism, law, engineering, tourism, and the arts.

3 Continuum of Learning for Malay Stage 6 Students



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The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Background Speakers level. Students may also begin the study of a language in Stage 6.

4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Malay to communicate with others
- understanding and appreciation of the cultural contexts in which Malay is used
- ability to reflect on his or her own and other culture(s)
- understanding of language as a system
- ability to make connections between Malay and English, and/or other languages
- cognitive, learning, and social skills
- potential to apply Malay to work, further study, training or leisure.

5 Objectives

The student should be able to achieve the following objectives:

Objective 1 — exchange information, opinions and ideas in Malay

Objective 2 — express ideas through the production of original texts in Malay

Objective 3 — analyse, evaluate, and respond to texts that are in Malay

Objective 4 — understand aspects of the language and culture of Malay-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Malay and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course is intended to provide the student with the opportunities to develop his or her communication skills, knowledge and understanding of the language through the study of a range of authentic Malay texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, the student will develop the skills needed to study the prescribed texts for the HSC course.

The HSC Course (120 indicative hours)

In addition to the development of language and communication skills, the HSC course is structured to provide the student with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
The student should be able to: 1. exchange information, opinions, and ideas in Malay	1.1 convey information, opinions, ideas, feelings, and attitudes accurately and appropriately. 1.2 exchange and justify opinions and ideas. 1.3 use appropriate features of language for a variety of contexts, purposes, and audiences. 1.4 use strategies to sustain communication.
2. express ideas through the production of original texts in Malay	2.1 sequence and structure information, opinions, ideas, feelings, and attitudes logically and coherently. 2.2 demonstrate control of appropriate language structures and vocabulary. 2.3 produce texts that are persuasive, creative, and discursive. 2.4 produce texts appropriate to context, purpose, and audience. 2.5 use a variety of features to put forward and defend opinions and convey meaning, through being able to recognise and use the subtleties and nuances of literary allusion, and incorporate a wide range of vocabulary and expressions.

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<p>3. analyse, evaluate, and respond to texts that are in Malay</p>	<p>3.1 present information in a different form and/or for a different audience.</p> <p>3.2 explain the significance of context in conveying meaning.</p> <p>3.3 identify, discuss, and analyse main points and detailed items of specific information.</p> <p>3.4 summarise and interpret information and ideas.</p> <p>3.5 compare and contrast aspects of texts.</p> <p>3.6 infer points of view, values, attitudes, and emotions from features of language in texts.</p> <p>3.7 respond to fiction and non-fiction texts personally and critically.</p> <p>3.8 compose an argument supported by textual references.</p>
<p>4. understand aspects of the language and culture of Malay-speaking communities</p>	<p>4.1 demonstrate knowledge of appropriate language structures and semantic relations, and language origins.</p> <p>4.2 examine and discuss sociocultural elements in texts.</p> <p>4.3 recognise and employ language appropriate to different sociocultural contexts, and appreciate indirect and culturally appropriate ways of addressing others, including protocols.</p> <p>4.4 appreciate and explore the way that analogies, imagery, symbolism, hidden meanings, metaphors, veiled sayings, nuances, similes, and other stylistic features affect the tone and mood of spoken texts and provide insight into the speaker's motives and opinions.</p>

7.2 Key Competencies

The Malay Stage 6 Background Speakers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work, and everyday life.

Key competencies are embedded in the *Malay Background Speakers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

8 Content

8.1 Themes and Contemporary Issues

Themes provide a context and an organisational focus within which the student will develop his or her knowledge of Malay, and understanding of the cultural contexts in which Malay is used.

Themes will be studied through a range of texts, some of which may be prescribed. The texts will enable the student to reflect on, and respond to, aspects of language and culture of Malay-speaking communities. The student will develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

8.1.1 Prescribed Themes

There are four prescribed themes, two to be studied each year:

2008

- Malaysia and the world (Year 12)
- socioeconomic change and development (Year 12)
- women in society (Year 11)
- cultural change (Year 11)

2009 and until further notice

- Malaysia and the world (Year 11)
- socioeconomic change and development (Year 12)
- women in society (Year 11)
- cultural change (Year 12)

8.1.2 Prescribed Contemporary Issues

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives for each of the issues. For each theme studied, the student will be required to study at least two works from the required reading list in the 'Resources' section.

Theme	Contemporary Issues
<ul style="list-style-type: none">• Malaysia and the world	<ul style="list-style-type: none">• national perspectives (national identity)• international perspectives (cross-cultural contacts)
<ul style="list-style-type: none">• socioeconomic change and development	<ul style="list-style-type: none">• impact of information technology• impact of development on the environment
<ul style="list-style-type: none">• women in society	<ul style="list-style-type: none">• impact of the changing role of women on the family• position of women in Malaysian society
<ul style="list-style-type: none">• cultural change	<ul style="list-style-type: none">• influence of Western culture• youth and their identity in society

8.2 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.3 Texts and Text Types

The term 'text' refers to any form of communication – spoken, written, or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which the student should be made aware.

The student will read, listen to, and view a range of texts and text types in Malay relevant to the prescribed themes and contemporary issues. English language texts may also provide a perspective on the themes and contemporary issues being explored. However, most of the texts studied must be in Malay. In addition, the student will be expected to construct a range of texts appropriate to a variety of contexts, purposes, and audiences.

The student will analyse and evaluate texts from linguistic perspectives (language forms and features, structure), and cultural perspectives (thematic, contextual, social, and political), and consider the relationships between the two. The student will analyse and evaluate the way texts convey their message and have an impact on their audience.

In this way, the student will develop skills in listening, speaking, reading, and writing. The student will also develop skills in critical literacy by reflecting on his or her own and other cultures, and by making connections between Malay and English, and/or other languages.

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The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

advertisements	essays*	recounts
announcements	films	reports*
articles*	interviews	reviews*
broadcasts	journal entries*	short stories
debates	letters*	speeches/talks*
descriptions	narrative accounts*	
discussions*	personal profiles	

8.4 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively.

Information on the use of dictionaries in examinations is in the 'Assessment' section of this syllabus under 'External Examination'.

8.5 Grammar

Grammar can be described as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

The student will already have acquired a significant understanding of the function of grammar in Malay through prior knowledge or study of Malay. Developing the student's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending his or her awareness of the system of structures that underlie the language, as well as his or her ability to apply and adapt this knowledge.

The student studying Malay in a Background Speakers course is expected to recognise and use the following grammatical structures.

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Grammatical item	Sub-elements	Example(s)
Verbs	base-word verbs ber- me-, me-kan, me-i menge-kan, memper-kan, ke-an, ter- active, passive imperative forms with reduplication imitative reduplication with markers and modifiers with negators with accompanying prepositions	berlari, berenang melukis, melihatkan, mendekati mengetengahkan, memperisterikan, kelihatan, kedengaran, tertawa belum kukenal namanya, dipukul, sebaiknya masalah itu dibincangkan lebih dahulu jangan tutup pintu! buka pintu itu! surat-menyurat (reciprocity) berlari-lari (repetitive, varied or non-specific action), berlari- larian mundar-mandir, bolak-balik, beli-belah, hempas-pulas, tungkus-lumus sudah, telah, sedang, akan, harus, dapat, boleh, suka, ingin, mahu, lagi, kembali, saling, hendak tidak, belum, bukan bergantung pada, ingat akan, mohon maaf atas, percaya pada, bertentangan dengan
Nouns	base-word nouns ke... an/ketidak-an pe- pe... an/per... an,-an -wan/-wati keber-an keter-an juru- ke- -isme -asi -logi	kemanusiaan, ketidakadilan pekerja pertemuan, peralihan, jaminan karyawan/wati keberangkatan, keberkesanan keterlanjuran juruterbang, jurulatih ketua, kekasih liberalisme modernisasi ekologi

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Grammatical item	Sub-elements	Example(s)
Nouns (cont)	with reduplication semi-duplication imitative reduplication with the negator	surat-surat khabar, buku-buku (plurality, showing variety), sayur-sayuran (showing collectivity) keanak-anakan (showing diminutive), lelaki, rerumput, tetuan asal-usul, selok-belok, jari-jemari, adat-istiadat bukan
Personal pronouns	1st person 2nd person 3rd person other terms used in the place of pronouns with the negator	saya, aku, kami, kita, beta, patik awak, kamu, anda, engkau, kau, kamu sekalian, anda sekalian dia, ia, beliau, mereka, -nya Ayah, Emak, Mak, Ibu, Bapa, Adik, Kakak, Kak, Abang, Bang, Saudara/i, Tuan, Puan, Encik, Cik, Cikgu, etc, person's name bukan
Question markers	with other prepositions	siapa, apa, mana, mengapa, kenapa, di mana, ke mana, dari mana, bagaimana, berapa, -kah, bila daripada siapa, dengan apa, untuk siapa
Deictics		ini, itu, sini, sana, situ, begini, begitu
Quantifiers	cardinal numbers collectives indefinite terms	satu, dua, etc, plus eka, dwi, etc ketiga pemain, kami berenam, berpuluh-puluh, beramai-ramai, ratusan banyak, beberapa, sedikit, semua, seluruh, segala, separuh

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Grammatical item	Sub-elements	Example(s)
Quantifiers (cont)	ordinal numbers classifiers singularity plurality	pertama, kedua, kesepuluh orang, buah, ekor, pucuk, helai, butir, etc se-, satu, suatu through duplication, through context, through use of para/kaum, through use of in/at(muslimin/at), through use of an (tahunan)
Adjectives	base-word adjectives me-kan with adjectival function ter- adjective ke-an compound adjectives comparatives with degree markers with other modifiers with negators	menyenangkan termasyhur kebaratan lemah-lembut, kacau-bilau, murah hati se- + adjective, setingginya sama + adjective + -nya, lebih + adjective + daripada, yang/paling/ter- + adjective terlalu mahal, sangat kecil, amat penting, kurang penting, lebih berat, paling murah semakin dahsyat, makin sibuk tidak sihat, belum matang
Adverbs	dengan + base duplication of base ber-an	dengan teliti diam-diam, tidak henti-hentinya, tersedu-sedu, gila-gilaan berdua-duaan

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Grammatical item	Sub-elements	Example(s)
Prepositions	prepositional phrases	akan, akibat, antara, atas, bagi, bersama, buat, dalam, dari, dekat, dengan, di, ke, kepada, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebagai, sekeliling, sekitar di bawah, ke hadapan, oleh sebab, sampai dengan, di antara, berkenaan dengan
Cohesive devices (inter-sentential)		seperti, tanpa, tentang, terhadap, padahal, di samping itu, selain itu, sesudah itu, begitu juga, sementara itu, walau bagaimanapun, akan tetapi, namun, oleh sebab itu
Conjunctions		sejak, agar, akibat, asalkan, atau, bahawa, baik maupun, dan, hanya, kalau, kerana, kecuali, kemudian, ketika, jika, lalu, melainkan, meskipun, sambil, sampai, sebab, sebagai, sebelum, sedangkan, sehingga, sejak, selama, seolah-olah, sementara, setelah, setiap, supaya, tetapi, setiap kali, tidak hanya... tetapi juga, untuk, ketika, daripada... lebih baik, tidak hanya... tetapi juga, biar, kecuali
Interjections		wahai, syabas, wah, aduh, cis, amboi, alamak, aduhai
Articles		sang, para, si, kalangan, gerombolan, golongan, pihak
Particles		-kah, -lah, -tah

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Grammatical item	Sub-elements	Example(s)
Phrases and sentences	<p>compound clauses</p> <p>use of ini/itu to point to a particular referent in a noun-phrase</p> <p>use of adalah/ialah to mark the subject-predicate break</p> <p>use of yang as a relative clause marker</p> <p>use of yang to introduce an identifying clause</p> <p>emphatic sentences — use of -lah followed by yang</p> <p>direct and indirect speech</p>	<p>Mereka bangun lalu turun ke serambi.</p> <p>Ia menjawab dengan kuat serta menepuk-nepuk dadanya.</p> <p>Duit yang dihulurkannya kepada pengemis itu merupakan sebahagian besar daripada gaji bulan ini</p> <p>Adelaide ialah bandar raya yang indah.</p> <p>Projek ini adalah untuk para remaja.</p> <p>Pengarah kilang yang hanya mementingkan dirinya sendiri tidak disukai para pekerjaanya.</p> <p>Yang tinggi itu anak saya.</p> <p>Yang mahallah yang dia mahu!</p> <p>'Sayang... bukan aku tidak mahu jadi isterimu, tetapi bapa aku tak izinkan', ujarnya.</p> <p>Ditegaskannya bahawa bukannya dia tidak ingin jadi isteri lelaki itu, tetapi bapanya tidak mengizinkan.</p>

By the end of this course, the student will be expected to use structures and features which are suitable to the context and which demonstrate cohesion and coherence of expression.

Example: Suatu perkara yang perlu ditimbulkan berkaitan dengan kepimpinan pertubuhan-pertubuhan wanita ialah kualitinya. Walaupun kadang-kadang ada rungutan bahawa kepimpinan terletak dalam tangan segelintir sahaja, dan tokoh-tokoh yang sama terdapat dalam kebanyakan pertubuhan, namun telah didapati juga bahawa tiap-tiap pertubuhan dianggota oleh pemimpin yang benar-benar memberikan perhatian dan minat. Juga didapati kualiti kepimpinan mereka tinggi, terutama daripada segi dedikasi, komitmen dan keupayaan melaksanakan perancangan.

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course
- themes and contemporary issues are prescribed for study.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes, contemporary issues, and texts are prescribed for study.

9.1 HSC Course Prescriptions

There are prescribed texts required for study in the Malay Background Speakers Stage 6 HSC course. These are published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). The prescribed texts will also be published in the *Board Bulletin*. As the prescribed texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

10 Post-school Opportunities

The study of Malay provides the student with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Malay assists the student to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

11 Assessment and Reporting

11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

