

**2003 HSC Notes from
the Marking Centre
Filipino**

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2003 HSC NOTES FROM THE MARKING CENTRE

FILIPINO

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Filipino. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Filipino.

Oral Examination

Conversation

In general, candidates were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed.

Candidates who demonstrated a higher level of achievement were able to treat topics in depth and to present and justify opinions and comment.

Discussion

Performance in this section of the examination varied in accordance with the candidates' ability to demonstrate their ability against the assessment criteria.

Teachers and candidates are strongly advised to familiarise themselves with the syllabus requirements which do not specify the delivery of a speech, report or monologue. As in the Conversation, examiners will make an assessment of the candidate based on interaction with the candidate.

In the Discussion, candidates are required to:

- select a topic appropriate for an in-depth discussion with the examiner
- study at least three texts.

The syllabus makes clear that:

In the Discussion, the student will be expected to explore with the examiner(s) the subject of the in-depth study, and refer to the texts studied.

Candidates are using a variety of resources in preparing their in-depth study and these included the Internet, novels, short stories and poetry, articles from books and magazines, as well as interviews and information from the local community. Candidates must be prepared to use these texts to support the discussion rather than merely quoting the title or web address. In the better responses, candidates made specific reference to the texts studied and critiqued them rather than merely

referring to them superficially. This is particularly the case where information from the Internet was used.

Candidates who had researched the topic well brought to the discussion a richness of vocabulary and structures not evident where candidates had made only limited or superficial reference to texts.

The best performances were those of candidates who were able to demonstrate their ability to explore issues through texts, to present and discuss information, and to substantiate a point of view.

Written Examination

Section I – Listening and Responding

General Comments

In general, candidates responded well to the listening questions.

Teachers should provide candidates with opportunities to listen to a variety of texts. Practice with past HSC examinations will lead to a refinement of candidates' examination techniques.

Candidates should examine the requirements of the task carefully before making a response.

Strengths

The majority of candidates were able to identify the main points and/or gist in the texts. Most responses to the multiple choice were correct.

Weaknesses

Many candidates did not substantiate their responses with reference to the texts. Few candidates demonstrated a perceptive understanding of the texts.

Section II – Reading and Responding

General Comments

In general, responses to this section were very good. Candidates used a variety of sentence structures and vocabulary.

Teachers need to advise candidates to refer to the texts in order to substantiate their responses.

Candidates need to practise the conventions of a variety of text types. They also need to practise defining the requirements of each task.

Strengths

Most candidates were able to demonstrate a perceptive understanding of the written texts.

Some candidates were able to meet the more challenging aspects of Question 8(d).

Weaknesses

The majority of candidates did not provide textual references to substantiate their views. This occurred specifically where candidates were required to ‘analyse’ or ‘evaluate’ in their responses, eg Question 8(d). A number of candidates did not meet the requirements of the task in relation to word length.

Section III – Writing In Filipino

General Comments

Most candidates were able to manipulate language to meet the requirements of the task.

Candidates need to practise writing a variety of text types. They also need to read the requirements of the task carefully.

Strengths

In general, responses were creative, drawing on either past, present or imaginary experiences to give breadth and depth of treatment.

Weaknesses

Candidates need to practise writing a variety of text types. They should also read the requirements of the task carefully.

Filipino Continuers

2003 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	1	Tourism – announcement	H3.1
2(a)	1	Personal identity – conversation	H3.1
2(b)	4	Personal identity – conversation	H3.1, H3.2, H3.3
3(a)	1	World of work – dialogue	H3.1
3(b)	6	World of work – dialogue	H3.1, H3.2, H3.3
4(a)	1	Education and aspirations – discussion	H3.1
4(b)	6	Education and aspirations – review	H3.1, H3.2
Section 1: Listening and Responding			
Part B			
5(a)	1	Arts and entertainment – phone message	H3.1
5(b)	2	Arts and entertainment – phone message	H3.1, H3.2
6(a)	1	Education and aspirations – interview	H3.1
6(b)	2	Education and aspirations – interview	H3.1, H3.2
6(c)	4	Education and aspirations – interview	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
7(a)	2	Education and aspirations – radio announcement	H3.1, H3.2
7(b)	4	Education and aspirations – radio announcement	H3.1, H3.2, H3.3
8(a)	1	Lifestyles – magazine article	H3.1, H3.2
8(b)	2	Lifestyles – magazine article	H3.1, H3.2
8(c)	5	Lifestyles – magazine article	H3.1, H3.2, H3.3
8(d)	6	Lifestyles – magazine article	H3.2, H3.3, H3.4



Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Section 2: Reading and Responding Part B			
9	10	Leisure and recreation – article/diary entry	H1.2, H1.3, H2.1, H2.1, H2.3, H3.1
Section 3: Writing in Filipino			
10	15	Social issues – formal letter	H2.1, H2.2, H2.3
11	15	Personal identity/relationship – informal letter	H2.1, H2.2, H2.3



2003 CCAFL Filipino Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Communicates confidently and fluently with correct intonation and pronunciation • Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment • Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> • Communicates effectively, with some degree of fluency and authenticity • Responds with relevant information and a range of relevant opinions and/or comment • Responds with a range of vocabulary and structures, but with some minor inaccuracies 	10–12
<ul style="list-style-type: none"> • Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary • Responds with relevant information and opinions 	7–9
<ul style="list-style-type: none"> • Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors • Presents some relevant information, opinions or ideas 	4–6
<ul style="list-style-type: none"> • Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1–3



Discussion

Outcomes assessed: H1.3, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation• Consistently justifies and substantiates a point of view	9–10
<ul style="list-style-type: none">• Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies• Responds with relevant information, opinion or comment• Justifies and substantiates a point of view	7–8
<ul style="list-style-type: none">• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary• Shows some evidence of justifying a point of view	5–6
<ul style="list-style-type: none">• Presents some information, opinions or ideas relevant to the chosen topic and texts studied• Sustains basic communication• Responds using simple structures and vocabulary with frequent pauses and errors	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the chosen topic• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax	1–2



2003 CCAFL Filipino Continuers Marking Guidelines

Section 1: Listening and Responding

Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1



Question 2 (b)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates thorough understanding of John’s behaviour leading his mother to speak to him as she does	4
• Demonstrates satisfactory understanding of John’s behaviour leading his mother to speak to him as she does	2–3
• Demonstrates limited understanding of John’s behaviour leading his mother to speak to him as she does	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 3 (b)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Pam’s motives, philosophy and strategies in starting her new business • Supports answer with a detailed reference to text	6
• Demonstrates a good understanding of Pam’s motive, philosophy and strategies in starting her new business • Provides a detailed explanation with some relevant textual reference	4–5
• Demonstrates a basic understanding of Pam’s purpose and strategies in starting her new business • Provides a fair explanation	2–3
• Provides limited understanding and explanation	1



Question 4 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 4 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the details of each candidate's personality as discussed by the speakers• Conveys the information accurately and appropriately	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the details of each candidate's personality as discussed by the speakers• Conveys the information with some accuracy and appropriateness	4-5
<ul style="list-style-type: none">• Demonstrates some understanding of the detail of each candidate's personality as discussed by the speakers• Conveys information fairly accurately	2-3
<ul style="list-style-type: none">• Demonstrates limited understanding of the text <p>OR</p> <ul style="list-style-type: none">• Provides isolated examples from the text	1

**Section 1: Listening and Responding****Part B****Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of the effects of celebration on audience	2
• Demonstrates a limited understanding	1

Question 6 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 6 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and perceptive explanation of the way the Principal conveys his point of view	2
• Makes relevant references from the text	
• Identifies how the Principal conveys his point of view	1
• Makes limited references to text	



Question 6 (c)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how the relationship between both speakers is reflected in the language they used• Supports answers with appropriate references to text	4
<ul style="list-style-type: none">• Demonstrates some understanding of how the relationship between both speakers is reflected in the language they used• Supports answers with some references to text	2–3
<ul style="list-style-type: none">• Demonstrates limited understanding• Identifies isolated references to text	1

**Section 2: Reading and Responding****Part A****Question 7 (a)***Outcomes assessed: H3.1, 3.2***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies what Merit Coaching offers	2
• Identifies one assurance that Merit Coaching offers	1

Question 7 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and perceptive explanation of why this advertisement is effective • Demonstrates a comprehensive understanding of how language is used • Makes relevant references to text	4
• Provides a detailed explanation with some relevant textual references • Demonstrates some understanding of how language is used	3
• Gives some explanation with limited references to the text and the language used	2
• Makes isolated references to text	1

Question 8 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

**Question 8 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies elements in Jeressa's philosophy of staying healthy	2
• Identifies one element in Jeressa's philosophy of staying healthy	1

Question 8 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a perceptive explanation on how the writer conveys Jeressa's great achievement	5
• Supports answers with relevant information from the text	
• Provides a good explanation with some relevant textual references	4
• Gives some explanation with limited references to the text	2–3
• Makes isolated references to text	1

Question 8 (d)*Outcomes assessed: H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the effect achieved by the insert in the article	6
• Demonstrates a thorough knowledge and understanding of the language used	
• Supports answers with appropriate references to text	
• Demonstrates some understanding of the effect achieved by the insert in the article	4–5
• Demonstrates a satisfactory understanding of the language used	
• Supports answers with some references to text	
• Demonstrates limited understanding of the effect achieved by the insert in the article	2–3
• Demonstrates an elementary knowledge of the language used	
• Shows isolated references to text	1

**Section 2: Reading and Responding****Part B****Question 9***Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Responds to the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text (includes points)• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–2

**Section 3: Writing in Filipino****Question 10–11***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task• Demonstrates the ability to sequence and structure ideas and information coherently and effectively	13–15
<ul style="list-style-type: none">• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task• Demonstrates the ability to sequence and structure ideas and information effectively	10–12
<ul style="list-style-type: none">• Presents information and a range of ideas and/or opinions relevant to the task• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	7–9
<ul style="list-style-type: none">• Presents some information, opinions or ideas relevant to the task• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–3