

Filipino Continuers

Stage 6 Syllabus

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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 Filipino in the Stage 6 Curriculum

2.1 The Language

Filipino is the national language of the Republic of the Philippines. It developed from Tagalog, a dialect spoken in Manila, the national capital and centre of commerce, and its neighbouring provinces in the large northern island of Luzon.

There are more than 80 dialects spoken throughout the country. However, Tagalog was originally adopted as the basis for Filipino in 1937. Filipino now incorporates words from other dialects. It is also often used as the language of communication in social and political gatherings, even in non-Tagalog provinces.

Filipino is a member of the Indonesian branch of the Malayo-Polynesian family of languages. It also uses many words borrowed from other languages particularly Spanish and English.

Filipino is a phonetic language with an alphabet consisting of 28 letters.

2.2 Description of Target Group

The Filipino Continuers Stage 6 Syllabus is designed for students who, typically, will have studied Filipino for 400 to 500 hours by the time they have completed Year 12. Some students with less formal experience than this will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

The study of Filipino contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Its study promotes understanding of different attitudes and values within the wider Australian community and beyond.

Students will develop linguistic ability and gain cultural understanding through the study of the Filipino language. The ability to communicate in Filipino should also promote understanding, harmony and cooperation with Filipino-speaking communities in Australia.

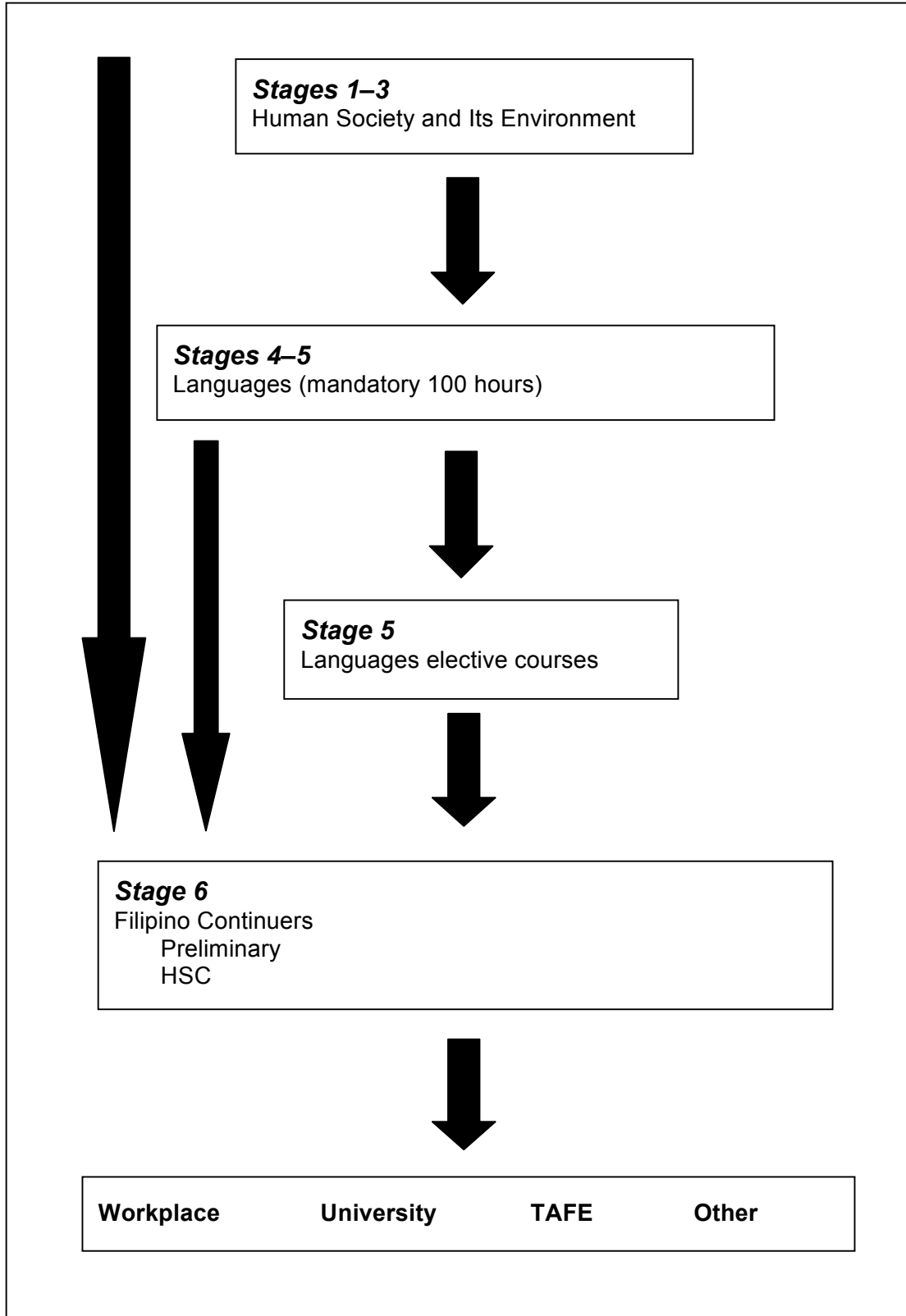
While English is widely understood and used in formal situations in the Philippines, the ability to communicate in Filipino is of considerable value in establishing social relationships both within and beyond Australia. In the context of Philippine culture, social relationships are commonly a vital key to successful relationships in business and other areas.

As a language, Filipino reflects much of the Philippines' Spanish and American cultural heritage. This blending of East and West is reflected in many aspects of culture, music, arts and literature of the Philippines.

The Filipino-speaking community in Australia is a significant one in terms of size, rate of growth and ease of integration into a culturally diverse Australia.

The ability to communicate in Filipino may, in conjunction with other skills, provide students with enhanced vocational opportunities in many fields such as tourism and hospitality, marketing and business, trade and commerce, banking and finance, international relations, government and public administration, agriculture, science and technology, media, education, and the arts.

3 Continuum of Learning for Filipino Stage 6 Students



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 Continuers 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 Filipino to communicate with others;
- understanding and appreciation of the cultural contexts in which Filipino 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 Filipino and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Filipino 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 experiences in Filipino

Objective 2 – express ideas through the production of original texts in Filipino

Objective 3 – analyse, process, and respond to texts that are in Filipino

Objective 4 – understand aspects of the language and culture of Filipino-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 Filipino and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. The student's skills in, and knowledge and understanding of, Filipino will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. The student will also gain an insight into the culture and the language of Filipino-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. The student will gain a broader and deeper understanding of Filipino and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Filipino-speaking communities will develop further.

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 will: 1. exchange information, opinions, and experiences in Filipino	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas on known topics 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Filipino	2.1 applies knowledge of language structures to create original text 2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future 2.3 organises and sequences ideas and information
3. analyse, process, and respond to texts that are in Filipino	3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information 3.2 infers point of view, attitudes or emotions from language and context 3.3 summarises, interprets and evaluates information 3.4 compares and contrasts aspects of texts
4. understand aspects of the language and culture of Filipino-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

7.2 Key Competencies

The Filipino Stage 6 Continuers 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 *Filipino Continuers 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 of Filipino Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Filipino-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The theme *the individual* enables the student to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables the student to study topics from the perspective of other individuals.

The theme *the Filipino-speaking communities* explores topics from the perspective of groups within those communities or the communities as a whole, and encourages the student to reflect on their own culture and other cultures.

The theme *the changing world* enables the student to explore change as it affects aspects of the world of work and other topics, for example, social issues and tourism.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Filipino-speaking communities	Theme: the changing world
Topics: personal identity, eg: – personal profile – personal values – home and community education and aspirations, eg: – school life – further education leisure and recreation, eg: – hobbies and interests – sports – entertainment – holidays and travel relationships, eg: – family and friends – community – workplace	Topics: lifestyles, eg: – urban and rural life – cultural/regional diversity – migration – food and cuisine history and culture, eg: – festivals, celebrations and customs – historical events, places and people arts and entertainment, eg: – literature – creative and performing arts – film and media	Topics: social issues, eg: – drugs – environment – unemployment – youth affairs world of work, eg: – technology – equity in the workplace – career opportunities tourism, eg: – travel at home and abroad – cross-cultural perspectives

8.2 In-depth Study

The student will be required to undertake one in-depth study in the HSC course. The in-depth study has been designed to enable the student to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table above, or to explore links between two or more of these topics or sub-topics.

The in-depth study may provide the student with opportunities to make comparisons between their learning and personal experience. It is expected that at least three different texts will form the basis of the in-depth study, so that the student is able to explore their chosen subject in sufficient depth. The student may refer to the Filipino resources list published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

The texts chosen to support the in-depth study will depend upon the availability of appropriate resources. Texts could include, for example, film, newspaper article, documentary, short story, song, or oral history, either in their original form, or adapted.

The in-depth study texts may involve some reference to text in English, such as sub-titled films, or supporting articles and/or information. However, the student will be expected to present and discuss the in-depth study in Filipino. Refer to the HSC External Examination Specifications for further information.

8.3 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).

8.4 Text Types

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.

advertisement	informal letter*	poem
announcement	interview	postcard*
article*	invitation*	recipe
chart	list	report*
conversation*	map	review*
diary entry*	menu	short story
discussion*	note*/message*	song
editorial	narrative account*/story*	speech/talk*
e-mail	news item	survey
film	notice	table/timetable
form	personal profile*	
formal letter*	play	

8.5 Vocabulary

Although there is no prescribed vocabulary list, the student should be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6 Dictionaries

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

Suitable editions are published with the resources on the Board of Studies website (www.boardofstudies.nsw.edu.au). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Filipino Continuers Stage 6*.

8.7 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 any particular theory of grammar or to favour one methodology over another.

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

The student studying Filipino in a Continuers course is expected to recognise and use the following grammatical structures:

Grammatical item	Sub-elements	Example(s)
Verbs <i>Pandiwa</i>	aspect: past present future focus: actor goal locative benefactive instrumental number pseudo verbs – <i>ibig, gusto, kailangan, dapat, ayaw</i>	Si Donna ay uminom ng tubig. Si Joy ay umiinom ng tubig. Si Mae ay iinom ng tubig. Si Jenny ay bumili ng aklat. Bilhin mo ang aklat na iyon. Bilhan mo si Rhoda ng aklat. Ibili mo si Jenny ng aklat. Ipamily mo ng mga aklat si Rhoda. Magsipaghanda kayo ng pagkain para sa mga bisita. Sa gubat ang kailangan nila ay tubig na inumin.

Grammatical item	Sub-elements	Example(s)
<p>Nouns <i>Pangngalan</i></p>	<p>proper</p> <p>common</p> <p>number: singular plural</p> <p>gender: masculine feminine neuter</p> <p>for common nouns: singular plural</p> <p>for proper nouns: singular plural</p> <p>case: nominative objective possessive</p>	<p>Ang monumento ni Rizal ay matatagpuan sa Luneta. Nagpunta kami sa pagdiriwang ng kanyang kaarawan.</p> <p>Maganda ang kuwento ni Clarinda. Ang lahat ng mga magulang ay inaanyayahan sa paaralan.</p> <p>doktor doktora anak</p> <p>ang bata ang mga bata</p> <p>si Marta sina Marta at Alfredo</p> <p>Si Marissa ay Australyana. Bumili si Andrew ng sapatos. Nasaan ang mga laruan nina David at Luis?</p>
<p>Pronouns <i>Panghalip</i></p>	<p>personal possessive demonstrative</p> <p>indefinite reflexive</p> <p>interrogative: singular plural</p>	<p>Pupunta ako sa Baguio. Ang iyong kotse ay bago. Ganito ang pagluluto ng adobo. Kaunti lamang ang aming ani. Sila mismo ang dumalaw sa ospital.</p> <p>Ilan ang kapatid mo? Sinu-sino ang dumalo sa kanyang kaarawan?</p>

Grammatical item	Sub-elements	Example(s)
Adjectives <i>Pang-uri</i>	positive comparative superlative intensive degree to denote more forceful or emphatic quality through repetition of the adjective and the use of a ligature demonstrative possessive numerals: cardinal ordinal distributive fractions adjectival affixes – may occur in front, in the middle or at the end	Ang magandang babae ay naglalakad. Kasing-ganda siya ng kanyang ina. Pinaka-maganda si Alma sa kanilang magka-kapatid. Malinis na malinis ang bahay ni Ana. Ganitong paraan ang pagluluto ng kanin. Ang handaan ay idaraos sa kanilang bahay. isang aklat dalawang aklat tatlong aklat apat na aklat unang hanay pangalawang hanay pangatlong hanay pang-apat na hanay isahan dalawahan tatluhan apatan kalahating bahagi katlong bahagi kapat na bahagi dalawang-katlong bahagi tatlong-kapat na bahagi maganda maka-Diyos pang-araw-araw mapag-aral pala-isip taga-bundok

Grammatical item	Sub-elements	Example(s)
Adjectives (cont)	<p>certain words or prefixes before adjectives to express exclamation</p> <p>the adjective is repeated to be even more emphatic</p> <p>nouns used as adjectives</p>	<p>Ang ganda niya! Kay ganda niya! Kaganda niya! Napakaganda niya! Pagkaganda niya! Ang ganda-ganda niya!</p> <p>ang Pansit Malabon ang wikang Kastila</p>
Adverbs <i>Pang-abay</i>	<p>time</p> <p>place</p> <p>manner</p> <p>others</p>	<p>kahapon mamaya ngayon sa isang taon kanina dito diyan doon sa Luneta sa harap tuwang-tuwa palihim patawa-tawa paano ayaw tunay na tunay, talaga, kulang, sapat</p>
Prepositions <i>Pang-ukol</i>		<p>ang aklat sa mesa ang aklat ni Donna</p>
Conjunctions <i>Pangatnig</i>		<p>at pero ngunit kahit sapagkat</p>

Grammatical item	Sub-elements	Example(s)
Ligatures <i>Pang-angkop</i>	used to show connection between two words or between a word and a clause, <i>na, ng, g</i>	matandang dalaga itim na aso
Enclitics	words that have no meaning when used on their own – <i>na, pa, nga, din, daw, po, ba</i>	Umalis nga siya. Umalis ba siya?
Negative words	<i>hindi</i> (negative reply) <i>hindi</i> (noun) <i>hindi</i> (pronoun) <i>hindi</i> (adjective) <i>hindi</i> (verb) <i>hindi</i> (adverb) <i>hinding-hindi</i> (never)	Hindi Hindi gulay ang binili niya. Hindi siya ang dumating. Hindi mabuti ang magsinungaling. Hindi nagluto si Lola. Hindi mabilis magtrabaho si Daniel. Hinding-hindi papayag ang Lolo.
Existential words	express actual possession or state of having: <i>may, mayroon</i> negative form: <i>wala</i>	May pagkain kami. Mayroon kaming pagkain. Wala kaming pagkain.
Question words	specific question words are used such as: <i>ano, sino, kanino, saan, nasaan, kailan, bakit, alin, ilan, paano</i>	Ano ang pangalan mo? Sino ang kasama mo? Saan siya nag-aaral? Ilan kayong magkakapatid?
Sentences <i>Pangungusap</i>	normal order of simple sentence: predicate + topic topic + <i>ay</i> + predicate forms: declarative (<i>pasalaysay/paturol</i>) interrogative (<i>patanong</i>) imperative (<i>pautos</i>) exclamation (<i>padamdang</i>)	Malaki ang bahay niya. Ang bahay niya ay malaki. Mahaba ang aming pader. Anong inyong nabasa? Tapusin mo ang iyong gawaing bahay. Naku! Napakaganda nang Tagaytay!

Grammatical item	Sub-elements	Example(s)
Sentences (cont)	kinds of sentences: simple (<i>payak</i>) compound (<i>tambalan</i>) complex (<i>hugnayan</i>)	Mahal ko ang aking bayan. Ako'y Pilipino at sa aking mga ugat ay nananalaytay ang dugong kayumanggi. Matatag ang kanilang kabuhayan pagkat sila'y nagkakaisa, malakas at di nahahati.

9 Course Requirements

For the Preliminary course:

120 indicative hours are required to complete the course.

For the HSC course:

the Preliminary course is a prerequisite

120 indicative hours are required to complete the course

themes and topics are prescribed for study.

10 Post-school Opportunities

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

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Filipino Continuers syllabus is contained in *Assessment and Reporting in Filipino Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Filipino Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc