

Higher School Certificate

Draft Performance Bands

Filipino Continuers

The draft performance bands shown on the following page represent student performance in bands of achievement. They illustrate the typical performance of students in the Filipino Continuers HSC course.

Each band contains descriptions of student achievement of the course outcomes. The scales will continue to be refined to include information from performance in the new HSC courses and the outcomes assessed internally.

DRAFT PERFORMANCE BANDS

FILIPINO CONTINUERS

The typical performance in this band:

<i>Band 6</i>	<ul style="list-style-type: none"> • initiates and sustains conversation through an exchange of relevant information and ideas expressed accurately and fluently • demonstrates the ability to justify and substantiate a point of view • demonstrates an extensive knowledge of language structures, vocabulary, syntax, idiom, colloquialisms and grammar • uses Filipino accurately and creatively to communicate a range of ideas and opinions appropriate to audience and purpose • demonstrates an extensive ability to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently • demonstrates an excellent understanding of register, genre and text types • demonstrates an excellent global understanding of spoken and written texts and the ability to identify specific detail by summarising, interpreting and evaluating information and ideas
<i>Band 5</i>	<ul style="list-style-type: none"> • sustains conversation through an exchange of relevant information and ideas fluently but with minor inaccuracies in grammar and syntax • demonstrates a thorough understanding of language structures, vocabulary, syntax, idiom, colloquialisms and grammar • uses Filipino accurately to communicate a range of ideas and opinions appropriate to audience and purpose • demonstrates the ability to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently • demonstrates a thorough understanding of register, genre and text types • demonstrates a thorough global understanding of spoken and written texts and the ability to extract most relevant detail by summarising and interpreting information and ideas
<i>Band 4</i>	<ul style="list-style-type: none"> • exchanges information and ideas with some hesitation and some errors in language structures, vocabulary, grammar and syntax reflecting some interference from other languages • demonstrates a sound knowledge of language structures, vocabulary, syntax, idiom, colloquialisms and grammar • uses Filipino to convey information with some regard to context, purpose and audience • demonstrates some ability to manipulate language authentically and to structure and link ideas effectively and coherently • demonstrates some understanding of register, genre and text types • demonstrates a sound global understanding of spoken and written texts and the ability to extract some relevant detail
<i>Band 3</i>	<ul style="list-style-type: none"> • communicates using simple language structures, with frequent hesitation and errors in vocabulary, grammar and syntax reflecting interference from other languages • demonstrates a basic command of written Filipino with inaccuracies in language structures, vocabulary and spelling • demonstrates limited ability to structure and link ideas • observes some of the conventions of register and text type • demonstrates a limited global understanding of written and spoken texts and the ability to identify some detail
<i>Band 2</i>	<ul style="list-style-type: none"> • communicates a limited range of ideas using simple language structures, with frequent hesitation and errors in vocabulary, grammar and syntax • demonstrates a rudimentary understanding of written Filipino with errors in language structures, vocabulary and spelling • identifies isolated and often irrelevant detail with little or no global understanding of written and spoken texts • links some ideas and information
<i>Band 1</i>	