



Filipino Continuers

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 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.

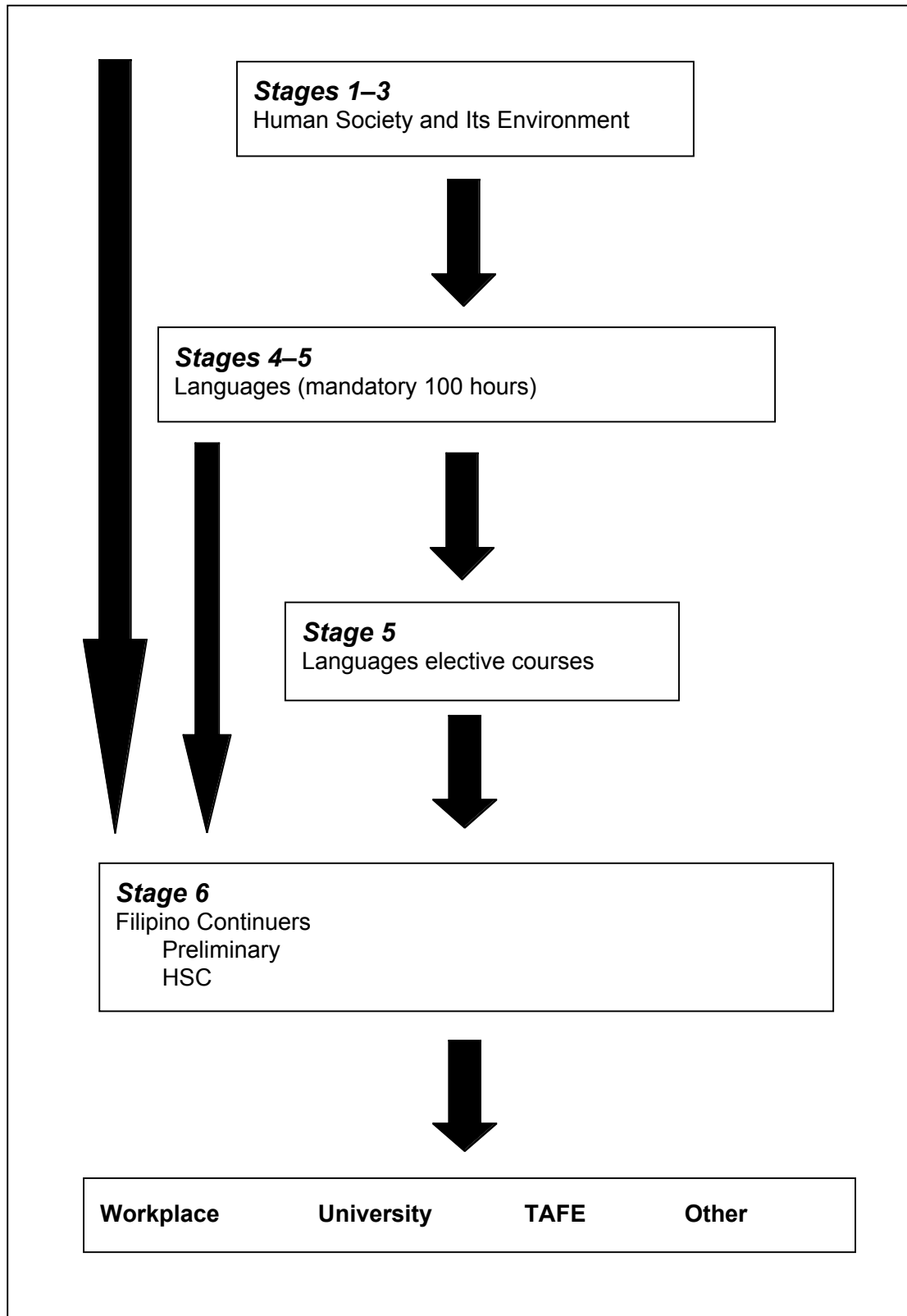
As a language, Filipino reflects much of the Philippines' Spanish and American cultural heritage. This blending of East and West is reflected in many aspects of culture, music, arts and literature of the Philippines.

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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



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

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: <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – personal profile – personal values – home and community • education and aspirations, eg: <ul style="list-style-type: none"> – school life – further education • leisure and recreation, eg: <ul style="list-style-type: none"> – hobbies and interests – sports – entertainment – holidays and travel • relationships, eg: <ul style="list-style-type: none"> – family and friends – community – workplace 	Topics: <ul style="list-style-type: none"> • lifestyles, eg: <ul style="list-style-type: none"> – urban and rural life – cultural/regional diversity – migration – food and cuisine • history and culture, eg: <ul style="list-style-type: none"> – festivals, celebrations and customs – historical events, places and people • arts and entertainment, eg: <ul style="list-style-type: none"> – literature – creative and performing arts – film and media 	Topics: <ul style="list-style-type: none"> • social issues, eg: <ul style="list-style-type: none"> – drugs – environment – unemployment – youth affairs • world of work, eg: <ul style="list-style-type: none"> – technology – equity in the workplace – career opportunities • tourism, eg: <ul style="list-style-type: none"> – 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 (<http://www.boardofstudies.nsw.edu.au>). Further information on the use of dictionaries in examinations is provided in the Assessment section of this syllabus under External Examination.

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.

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

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Grammatical item	Sub-elements	Example(s)
Adjectives <i>Pang-url</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

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Grammatical item	Sub-elements	Example(s)
Adjectives (cont)	certain words or prefixes before adjectives to express exclamation the adjective is repeated to be even more emphatic nouns used as adjectives	Ang ganda niya! Kay ganda niya! Kaganda niya! Napakaganda niya! Pagkaganda niya! Ang ganda-ganda niya! ang Pansit Malabon ang wikang Kastila
Adverbs <i>Pang-abay</i>	time place manner others	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
Prepositions <i>Pang-ukol</i>		ang aklat sa mesa ang aklat ni Donna
Conjunctions <i>Pangatnig</i>		at pero ngunit kahit sapagkat

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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!

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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

11.1 Requirements and Advice

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.

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*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

11.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of the student and relative differences between students' achievements.

Internal assessment provides a measure of the student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 28. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give the student the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

11.3 External Examinations

In Filipino Stage 6, the external examination consists of an oral examination and a written examination. The specifications for the examination in Filipino Stage 6 begin on page 29.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling the student to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 28.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC Course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

11.5 Assessment Components, Weightings and Tasks

Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	listening and reading comprehensions, oral presentations, conversations, written observations, interviews, video analysis, observations, questionnaires, discussions, letters, diary entries, notes and reports
Listening and responding (Objective 3)	30	
Reading and responding (Objectives 1 and 3)	40	
Writing in Filipino (Objective 2)	10	
Marks	100	

HSC Course

The internal assessment mark for Filipino Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of tasks.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	conversations, discussions role-plays, interviews, oral presentations
Listening and responding (Objective 3)	25	listening comprehensions, letter, video, song, film analysis, discussions, interviews
Reading and responding (Objectives 1 and 3)	40	reading comprehensions, questionnaires
Writing in Filipino (Objective 2)	15	diary entries, notes, monologues, written observations, questionnaires, written reports
Marks	100	

One task may be used to assess several components. It is suggested that 3–5 tasks be sufficient to assess the HSC course outcomes.

11.6 HSC External Examination Specifications

The external examination consists of:

- an oral examination
- a written examination.

Oral Examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Filipino. It relates to Objectives 1 and 4.

Specifications

The oral examination has two sections.

Section I: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the examiner(s). It will consist of a general conversation about the student's personal world, for example, life, family and friends, interests, and aspirations.

Section II: Discussion (approximately 8 minutes)

After the conversation, the student will indicate to the examiner(s) the subject of the in-depth study chosen for the discussion. 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. The student may also wish to refer to personal experiences related to the subject of the in-depth study.

The student may support the conversation and discussion with objects such as photographs, pictures, and maps. Notes and cue cards are not permitted.

Written Examination (3 hours, including 10 minutes reading time)

The student is allowed to use monolingual and/or bilingual printed dictionaries in the written examination.

The written examination has three sections.

Section I: Listening and responding

Purpose

Section I of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts. It relates to Objective 3.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and to respond, in English in Part A and Filipino in Part B, to questions on this information. The questions may require the student to identify information related to:

- the context, purpose, and audience of the text

- aspects of the language of the text (eg tone, register, knowledge of language structures).

Specifications

Section I of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student will hear five to seven texts in Filipino covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 7 to 8 minutes.

Some texts will be short; that is, one reading of each text will be approximately 35 to 45 seconds. Some texts will be longer; that is, one reading of each text will be approximately 90 to 120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list, or form, or responding to a message, open-ended questions, or multiple-choice items.

Part A

There will be two to four short texts followed by one longer text.

Questions on the texts will be phrased in English for responses in English.

Part B

There will be one short text followed by one longer text.

Questions on the texts will be phrased in English and Filipino for responses in Filipino.

Section II: Reading and responding

Purpose

Section II of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts, and in analysing and exchanging information in response to a text. It relates to Objectives 1 and 3.

In Part A, the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from two texts. The student may be required to respond critically to the texts and to compare and/or contrast aspects of both texts.

In Part B, the student will be expected to demonstrate both an understanding of a written text and the ability to exchange information, by responding in Filipino to information provided in the text.

Specifications

Section II of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Filipino of 400 to 500 words in total. The texts will be different in style and purpose but may be related in subject-matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text (150 words) in Filipino, for example, a letter, message, advertisement, or notice. The student will be required to exchange information in response to questions, statements, comments, and/or other specific items in the written text. The question will specify a purpose, a context, and an audience. The student will be required to produce a text type drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of 150 to 200 words in Filipino.

The task will be phrased in English and Filipino for a response in Filipino.

Section III: Writing in Filipino

Purpose

Section III of the written examination is designed primarily to assess the student's ability to express ideas through the production of original text in Filipino. It relates to Objective 2.

Specifications

The student will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of student interests and will be set to ensure that the student is given opportunities to produce different kinds of writing (eg informative, imaginative, persuasive, or descriptive) by, for example:

- having different purposes, audiences, and contexts
- requiring different text types (see the list of text types for productive use).

The student will be expected to write a response of 200 to 250 words in Filipino.

The tasks will be phrased in English and Filipino for a response in Filipino.

11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Speaking (Objectives 1 and 4)	20	<ul style="list-style-type: none"> • An oral examination consisting of: <ul style="list-style-type: none"> – Conversation – Discussion 	15
Listening and responding (Objective 3)	25		10
Reading and responding (Objectives 1 and 3)	40	<ul style="list-style-type: none"> • A written examination consisting of: <ul style="list-style-type: none"> – Listening and responding <ul style="list-style-type: none"> Part A Part B – Reading and responding <ul style="list-style-type: none"> Part A Part B – Writing in Filipino 	20
Writing in Filipino (Objective 2)	15		10
			20
			10
		15	
Marks	100	Marks	100

11.8 Summary of Examination Specifications

Oral Examination	Time allocation – 15 minutes
Section I: Conversation Section II: Discussion	Objectives 1 and 4 Weighting – 25%
Written Examination	Time allocation – 3 hours (including 10 minutes reading time)
Section I: Listening and responding	Objective 3 Part A Weighting – 20% <ul style="list-style-type: none"> three to five texts in Filipino with responses in English Part B Weighting – 10% <ul style="list-style-type: none"> two texts in Filipino with responses in Filipino
Section II: Reading and responding	Objectives 1 and 3 Part A Weighting – 20% <ul style="list-style-type: none"> two texts in Filipino with responses in English Part B Weighting – 10% <ul style="list-style-type: none"> one text in Filipino with response in Filipino
Section III: Writing in Filipino	Objective 2 Weighting – 15% <ul style="list-style-type: none"> original text to be written in Filipino

11.9 Criteria for Judging Performance

Oral Examination

Section I: Conversation and Section II: Discussion

When judging performance in the oral examination, the examiner(s) will take into account the extent to which the student demonstrates:

- the capacity to maintain a conversation and discussion (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- range and appropriateness of vocabulary and sentence structures.

Written Examination

Section I: Listening and responding

Part A

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately.

Part B

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

Section II: Reading and Responding

Part A

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating and conveying the information accurately and appropriately.

Part B

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types).

Section III: Writing in Filipino

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and use conventions of text types.

11.10 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.