

**2005 HSC Notes from
the Marking Centre
Filipino**

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2005 HSC NOTES FROM THE MARKING CENTRE FILIPINO

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Filipino. It provides comments with regard to responses to the 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 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.

Section I – Listening and Responding

Part A

General Comments

There was a wide range of responses with the majority demonstrating a satisfactory level of achievement.

The multiple choice questions (Question 2 and Question 7) proved to be a challenge to most candidates.

Although most candidates were able to identify the main points in the texts, many did not demonstrate interpretative and analytical skills.

Better responses demonstrated:

- thorough understanding of texts and the requirements of the task
- interpretative skills and/or perceptive analysis which clearly indicated understanding of aspects of texts, such as techniques used, tone, humour, emotion, and implied subtle references
- relevant references to texts.

Mid-range responses demonstrated some understanding of the text and made some reference to the texts.

Weaker responses demonstrated limited understanding of texts and made little or no reference to the texts.

Part B

There was a wide range of responses with the majority demonstrating a satisfactory level of achievement.

Questions requiring extended responses were generally in the medium to satisfactory range.

Most candidates were able to identify the main points of the texts. A few provided mere summaries as responses to tasks. However, there were noticeable difficulties in terms of:

- identifying issues
- explaining use of language in text
- understanding context
- use of analogy and humour.

Section II – Reading and Responding

Part A

There was a wide variety of responses with the majority in the medium/average range.

However, Questions 9 (a), 9 (b) and 9 (c) proved difficult for a significant number of candidates.

Extended responses were generally completed to a satisfactory level.

Candidates were able to identify the main points of the texts, but many did not make relevant reference to text to support their responses.

Better responses demonstrated perceptive and thorough understanding of texts. They also substantiated points of view with reference to text.

Mid-range responses demonstrated understanding of aspects of the text and also identified relevant issues and some techniques used to convey information, eg emotion evident in text, use of humour and use of sarcasm.

Weaker responses demonstrated limited understanding, with a few tending to regurgitate portions of the texts.

Part B

Better responses:

- responded to most of the information and ideas expressed in the text
- demonstrated depth of treatment
- demonstrated extensive knowledge and understanding of vocabulary and sentence structure
- organised information and ideas to meet the requirements of the task.

However, there were some minor inaccuracies in the convention of text type.

Mid-range responses:

- conveyed some information and ideas from the text
- demonstrated use of satisfactory vocabulary despite evident difficulties in presenting/organising information and ideas to meet the requirements of the task.

Weaker responses:

- demonstrated limited understanding of the text
- demonstrated little or no adherence to conventions of text type.

Section III – Writing in Filipino

There was a wide variety of responses. The majority of candidates were able to meet the requirements of their selected task. The majority of candidates chose Question 11, while few candidates chose Question 12.

Better responses demonstrated:

- thorough preparation, were well organised and clearly presented information and ideas
- breadth and depth of treatment
- creativity, eg emphatic writing, ‘role’, extensive knowledge of the ‘workplace’
- ability to manipulate language creatively to meet the requirements of the task.

Filipino Continuers

2005 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversation	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	2	Leisure and recreation — advertisement	H3.1, H3.2
2	1	Personal identity — message	H3.1
3 (a)	1	Relationships — speech	H3.1
3 (b)	3	Relationships — speech	H3.2, H3.3
4 (a)	2	Lifestyles — excerpt from a play	H3.2, H3.3
4 (b)	4	Lifestyles — excerpt from a play	H3.1, H3.2, H3.3
5 (a)	2	Lifestyles — TV interview	H3.1, H3.3
5 (b)	5	Lifestyles — TV interview	H3.2, H3.3
Section 1: Listening and Responding			
Part B			
6	3	Education and aspirations — message	H3.1, H3.2, H3.3
7 (a)	1	Social issues — dialogue	H3.3
7 (b)	6	Social issues — dialogue	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding			
Part A			
8 (a)	2	Tourism — postcard	H3.2, H3.3
8 (b)	4	Tourism — postcard	H3.1, H3.2, H3.3
9 (a)	2	Social issues — article	H3.1, H3.2
9 (b)	1	Social issues — article	H3.1, H3.2, H3.3
9 (c)	2	Social issues — article	H3.1, H3.2, H3.3
9 (d)	4	Social issues — article	H3.1, H3.2, H3.3
9 (e)	5	Social issues — article	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding			
Part B			
10	10	Social issues — newspaper editorial/formal letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Filipino			
11	15	World of work — diary entry	H2.1, H2.2, H2.3
12	15	Arts and entertainment — speech	H2.1, H2.2, H2.3



2005 CCAFL Filipino Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of how this advertisement attracts the attention of listeners	2
• Demonstrates limited understanding	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the occasion	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a good explanation of the attitude of the speaker towards her parents• Makes clear relevant references to the way language is used in the text	3
<ul style="list-style-type: none">• Provides some explanation of the attitude of the speaker towards her parents• Makes some reference to the way language is used in the text	2
<ul style="list-style-type: none">• Provides limited explanation• Makes limited or isolated references	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates clear understanding of both speakers	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides comprehensive reasons to justify Dennis' decision to come to Australia• Makes references to the possible challenges facing him and his family• Supports answers with appropriate reference to text	4
<ul style="list-style-type: none">• Demonstrates some understanding of the reasons to justify Dennis' decision to come to Australia• Makes some reference to the possible challenges facing him and his family	2-3
<ul style="list-style-type: none">• Identifies some relevant information	1



Question 5 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons for the interest of Paulina in ballroom dancing	2
• Identifies some reasons for the interest of Paulina in ballroom dancing	1

Question 5 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates perceptive understanding of how Johnny Cruz is such an excellent interviewer • Makes clear relevant reference to text	5
• Demonstrates a good understanding of how Johnny Cruz is such an excellent interviewer • Makes some reference to text	3-4
• Identifies at least one reason • Makes limited reference to text	1-2



Section 1: Listening and Responding

Part B

Question 6

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides perceptive analysis of how the speaker achieves his purposeMakes relevant references to text	3
<ul style="list-style-type: none">Provides thorough analysis of how the speaker achieves his purposeMakes some references to text	2
<ul style="list-style-type: none">Identifies some relevant information	1

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">D	1

Question 7 (b)

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed and perceptive analysis of why Rey is not successful in persuading his grandmother to change her mindSupports answers with reference to text	6
<ul style="list-style-type: none">Provides some details why Rey is not successful in persuading his grandmother to change her mindSupports answer with some references to the text	4–5
<ul style="list-style-type: none">Provides limited or isolated detailsSupports answer with limited references to the text	2–3
<ul style="list-style-type: none">Limited or no reference to the text	1



Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed and perceptive description of the relationship between the sender and the receiver of the postcardMakes relevant references to the text	2
<ul style="list-style-type: none">Provides limited description of the relationship between the sender and the receiver of the postcardMakes isolated textual references	1

Question 8 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed description of the emotions evident in the postcardMakes relevant references to the text	4
<ul style="list-style-type: none">Provides a description of the emotions evident in the postcardMakes limited reference to the text	2–3
<ul style="list-style-type: none">Identifies one emotion	1

Question 9 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a clear understanding of what Tita Lita means by 'ber'	2
<ul style="list-style-type: none">Identifies some relevant information	1

**Question 9 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• B	1

Question 9 (c)*Outcomes assessed: H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates clear understanding of how seriously she takes the letter from 'Frustrated'	2
• Identifies some relevant information	1

Question 9 (d)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of the issues raised in letters 1–3	4
• Demonstrates a thorough understanding of the issues raised in letters 1–3	2–3
• Demonstrates a limited understanding of the issues raised in letters 1–3	1

Question 9 (e)*Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Provides perceptive analysis of the techniques used by Tita Lita to convey her message to her audience • makes relevant references to text	5
• Provides thorough analysis of techniques used by Tita Lita to convey her message to her audience • Makes some reference to text	3–4
• Identifies some relevant information	1–2



Section 2: Reading and Responding

Part B

Question 10

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

Questions 11–12

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