



# Languages Other Than English

STUDY DESIGN

## Filipino

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

**Filipino**

The following agencies have contributed to this document:

Board of Studies, New South Wales  
Board of Studies, Victoria  
Curriculum Council of Western Australia  
Northern Territory Board of Studies  
Senior Secondary Assessment Board of South Australia  
Tasmanian Secondary Assessment Board

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Edited by Scott Robinson  
Designed by Geoff Coleman  
Desktop publishing by Julie Coleman

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Languages Other Than English: Filipino

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2002–2011

Accreditation period ends 31 December 2005

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## THE LANGUAGE

The language to be studied and assessed is the standard version of Filipino, the national language of the Republic of the Philippines.

## 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. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

Students will develop the ability to communicate in a language used in the Philippines and in the many other parts of the world where Filipino-speaking communities are found.

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 that are often a key to success in business and other areas.

The study of Filipino will also provide students with access to a rich cultural heritage and the blending of East and West that is reflected in many aspects of culture including music, arts and literature.

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

## AIMS

This study is designed to enable students to:

- use Filipino to communicate with others;
- understand and appreciate the cultural contexts in which Filipino is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Filipino and English, and/or other languages;
- apply Filipino to work, further study, training or leisure.

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*INTRODUCTION***STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**ENTRY**

Filipino is designed for students who will, typically, have studied Filipino for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

**DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

**CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

**MONITORING FOR QUALITY**

The Board of Studies will, from time to time, undertake an audit of Filipino to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION TECHNOLOGY**

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

**COMMUNITY STANDARDS**

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

## VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One\**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 49–51.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

*\*National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)



# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

**Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Filipino the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

# Areas of study

## Units 1–4 Common areas of study

The areas of study for Filipino comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The individual
- The Filipino-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the 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 are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 24 and 25.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Filipino-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, personal profile, home and community, personal values.</i></li> <li>• <b>Relationships</b> <i>For example, family and friends, community, workplace.</i></li> <li>• <b>Education and aspirations</b> <i>For example, school life, further education.</i></li> <li>• <b>Leisure and recreation</b> <i>For example, hobbies and interests, sports, entertainment, holidays and travel.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, urban and rural life, cultural/regional diversity, food and cuisine, migration.</i></li> <li>• <b>History and culture</b> <i>For example, festivals, celebrations and customs, historical events, places and people.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, literature, creative and performing arts, film and media.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social issues</b> <i>For example, unemployment, drugs, youth affairs, environment.</i></li> <li>• <b>World of work</b> <i>For example, technology, career opportunities, equity in the workplace.</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, cross-cultural perspectives.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Informal letter*	Play
Announcement	Interview	Poem
Article*	Invitation*	Postcard*
Chart	Journal/diary entry*	Recipe
Conversation*	List	Report*
Discussion*	Map	Review*
Editorial	Menu	Song
Email	News item	Story/narrative account*
Film	Note/message*	Survey
Form	Notice	Table/timetable
Formal letter*	Personal profile*	Text of a speech/talk*

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 32.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

### Verbs

aspect	
past	<i>Si Donna ay uminom ng tubig.</i>
present	<i>Si Joy ay umiinom ng tubig.</i>
future	<i>Si Mae ay iinom ng tubig.</i>
focus	
actor	<i>Si Jenny ay bumili ng aklat.</i>
goal	<i>Bilhin mo ang aklat na iyon.</i>
locative	<i>Bilhan mo si Rhoda ng aklat.</i>
benefactive	<i>Ibili mo si Jenny ng aklat.</i>
instrumental	<i>Ipamili mo ng mga aklat si Rhoda.</i>
number	<i>Magsipaghanda kayo ng pagkain para sa mga bisita.</i>
pseudo verbs	<i>Ang kailangan nila so gubat ay tuby na inumin.</i>
	<i>ibig, gusto, kailangan, dapat, ayaw</i>

### Nouns

proper	<i>Ang monumento ni Rizal ay matatagpuan sa Luneta.</i>
common	<i>Nagpunta kami sa pagdiriwang ng kanyang kaarawan.</i>
number	
singular	<i>Maganda ang kuwento ni Clarinda.</i>
plural	<i>Ang lahat ng mga magulang ay inaanyayahan sa paaralan.</i>

	gender	
	masculine	<i>doktor</i>
	feminine	<i>doktora</i>
	neuter	<i>anak</i>
	for common nouns	
	singular	<i>ang bata</i>
	plural	<i>ang mga bata</i>
	for proper nouns	
	singular	<i>si Marta</i>
	plural	<i>sina Marta at Alfredo</i>
	case	
	nominative	<i>Si Marissa ay Australyana.</i>
	objective	<i>Bumili si Andrew ng sapatos.</i>
	possessive	<i>Nasaan ang mga laruan nina David at Luis?</i>
<b>Pronouns</b>		
	personal	<i>Pupunta ako sa Baguio.</i>
	possessive	<i>Ang iyong kotse ay bago.</i>
	demonstrative	<i>Ganito ang pagluluto ng adobo.</i>
	indefinite	<i>Kaunti lamang ang aming ani.</i>
	reflexive	<i>Sila mismo ang dumalaw sa ospital.</i>
	interrogative	
	singular	<i>Ilan ang kapatid mo?</i>
	plural	<i>Sinu-sino ang dumalo sa kanyang kaarawan?</i>
<b>Adjectives</b>		
	positive	<i>Ang magandang babae ay naglalakad.</i>
	comparative	<i>Kasing-ganda siya ng kanyang ina.</i>
	superlative	<i>Pinaka-maganda si Alma sa kanilang magka-kapatid.</i>
	intensive degree to denote force or emphasis through repetition of the adjective and use of a ligature	<i>Malinis na malinis ang bahay ni Ana.</i>
	demonstrative	<i>Ganitong paraan ang pagluluto ng kanin.</i>
	possessive	<i>Ang handaan ay idaraos sa kanilang bahay.</i>
	numerals	
	cardinal	<i>isang aklat</i> <i>dalawang aklat</i> <i>tatlong aklat</i> <i>apat na aklat</i>
	ordinal	<i>unang hanay</i> <i>pangalawang hanay</i> <i>pangatlong hanay</i> <i>pang-apat na hanay</i>

**UNITS 1-4 AREAS OF STUDY**

	distributive	<i>isahan</i> <i>dalawahan</i> <i>tatluhan</i> <i>apatán</i>
	fractions	<i>kalahating bahagi</i> <i>katlong bahagi</i> <i>kapat na bahagi</i> <i>dalawang-katlong bahagi</i> <i>tatlong-kapat na bahagi</i>
	adjectival affixes in front, in the middle, or at the end	<i>maganda</i> <i>maka-Diyos</i> <i>pang-araw-araw</i> <i>mapag-aral</i> <i>pala-isip</i> <i>taga-bundok</i>
	words or prefixes before adjectives to express exclamation	<i>Ang ganda niya!</i> <i>Kay ganda niya!</i> <i>Kaganda niya!</i> <i>Napakaganda niya!</i> <i>Pagkaganda niya!</i>
	repetition for emphasis	<i>Ang ganda-ganda niya!</i>
	nouns used as adjectives	<i>ang Pansit Malabon</i> <i>ang wikang Kastila</i>
<b>Adverbs</b>		
	time	<i>kahapon</i> <i>mamaya</i> <i>ngayon</i> <i>sa isang taon</i> <i>kanina</i>
	place	<i>dito</i> <i>diyan</i> <i>doon</i> <i>sa Luneta</i> <i>sa harap</i>
	manner	<i>tuwang-tuwa</i> <i>palihim</i> <i>patawa-tawa</i>
	other	<i>paano</i> <i>ayaw</i> <i>tunay na tunay, talaga, kulang, sapat</i>
<b>Prepositions</b>		<i>ang aklat sa mesa</i> <i>ang aklat ni Donna</i>

<b>Conjunctions</b>		<i>at</i> <i>pero</i> <i>ngunit</i> <i>kahit</i> <i>sapagkat</i>
<b>Ligatures</b>	connection between two words or between a word and a clause: <i>na, ng, g, ay</i>	<i>itim na aso</i> <i>matandang dalaga</i> <i>tahanang maliyaya</i> <i>si Ana ay maganda</i>
<b>Enclitics</b>	<i>na, pa, nga, din, daw, po, ba</i>	<i>Umalis nga siya.</i> <i>Umalis ba siya?</i>
<b>Negative words</b>	<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)	<i>Hindi</i> <i>Hindi gulay ang binili niya.</i> <i>Hindi siya ang dumating.</i> <i>Hindi mabuti ang magsinungaling.</i> <i>Hindi nagluto si Lola.</i> <i>Hindi mabilis magtrabaho si Daniel.</i> <i>Hinding-hindi papayag ang Lolo.</i>
<b>Existential words</b>	actual possession or state of having: <i>may, mayroon</i> negative form: <i>wala</i>	<i>May pagkain kami.</i> <i>Mayroon kaming pagkain.</i> <i>Wala kaming pagkain.</i>
<b>Question words</b>	specific question words such as: <i>ano, sino, kanino, saan, nasaan, kailan, bakit, alin, ilan, paano</i>	<i>Ano ang pangalan mo?</i> <i>Sino ang kasama mo?</i> <i>Saan siya nag-aaral?</i> <i>Ilan kayong magkakapatid?</i>
<b>Sentences</b>	normal order of simple sentence predicate + topic topic + <i>ay</i> + predicate  forms declarative ( <i>pasalaysay</i> ) interrogative ( <i>patanong</i> ) imperative ( <i>pautos</i> ) exclamation ( <i>padamdang</i> )  kinds of sentences simple ( <i>payak</i> ) compound ( <i>tambalan</i> )  complex ( <i>hugnayan</i> )	<i>Malaki ang bahay niya.</i> <i>Ang bahay niya ay malaki.</i>  <i>Mahaba ang aming pader.</i> <i>Anong nabasa mo?</i> <i>Tapusin mo ang iyong gawaing bahay.</i> <i>Naku! Napakaganda ng Tagaytay!</i>  <i>Mahal ko ang aking bayan.</i> <i>Ako'y Pilipino at sa aking mga ugat ay nananalaytay ang dugong kayumanggi.</i> <i>Matatag ang kanilang kabuhayan pagkat sila'y nagkakaisa, malakas at di nahahati.</i>



# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to cues for turn taking;
- self-correct/rephrase or use fillers to maintain communication;
- communicate in a range of text types, for example letter, fax, email and telephone as well as face-to-face;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

### Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;

- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

### Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant reference materials;
- provide personal comment/perspective on aspects of texts;
- respond appropriately for the context, purpose and audience described.

### ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Filipino are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/email/fax.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Filipino or English

*and*

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Filipino or English.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the student responds in Filipino to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Filipino, and the other a response in English.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements and complete a transaction;
- obtain and provide goods, services or public information;
- link and sequence ideas and demonstrate clarity of expression in spoken or written form;
- initiate, maintain, direct as appropriate, and close an exchange;
- use stance, gesture, facial expression to enhance meaning and persuade;
- use appropriate non-verbal forms of communication;
- use examples and reasons to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;
- infer points of view, opinions and ideas;

**UNIT 2**

- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

**Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types;
- use structures related to describing, recounting, narrating, reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence main ideas and events logically;
- use stylistic techniques such as repetition, questions and exclamations;
- vary language for audience, context and purpose.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Filipino are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story.

It is expected that the student responds in Filipino to all assessment tasks selected.

# Units 3 and 4

## **AREAS OF STUDY**

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## **DETAILED STUDY**

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Filipino-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 31). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### **Language and culture through texts**

The detailed study should enable the student to explore and compare aspects of the language and culture of the Filipino-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short

films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

### **Language and culture through VET**

This detailed study allows the student to explore and compare aspects of the language and culture of the Filipino community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.



# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- demonstrate knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose, and change style and register appropriately;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations or changes in tone and speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge and use of registers, and stylistic features such as repetition and tone.

**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of questions forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future or hypothetical experience;
- link and sequence ideas and information at sentence and paragraph level.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

**Contributions to final assessment**

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

**UNIT 3**

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
<b>Outcome 2</b> Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 3</b> Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.	20
<b>Total marks</b>		<b>50</b>

\* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of relevant text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation.
- appreciate cultural aspects critical to understanding the text.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Filipino-speaking communities.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Filipino-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

**UNIT 4**

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

**Contributions to final assessment**

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Filipino-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	and A three- to four-minute interview on an issue related to texts studied.	20
<b>Total marks</b>		<b>50</b>

\* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

### *End-of-year examinations*

The end-of-year examinations are:

- 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.

##### *Specifications*

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

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

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Filipino-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

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

**Written examination (3 hours including 10 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding***Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and 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, for example tone, register, knowledge of language structures.

*Specifications*

Section 1 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 hears 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 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 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, and one longer text.

Questions will be phrased in English for responses in English.

**Part B**

There will be one short text and one longer text.

Questions will be phrased in English and Filipino for responses in Filipino.

**Section 2: Reading and responding***Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

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 texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Filipino to information provided in a text.

*Specifications*

Section 2 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 400–500 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 in Filipino of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Filipino. The task will be phrased in English and Filipino for a response in Filipino.

**Section 3: Writing in Filipino***Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Filipino.

*Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

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

The student will be required to write a response of 200–250 words in Filipino. The tasks will be phrased in English and Filipino for a response in Filipino.



**UNIT 4**

**SUMMARY OF OUTCOMES AND ASSESSMENT TASKS**

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

**Outcomes and assessment tasks for Units 1 and 2**

<b>Outcomes</b>	<b>Unit 1 (4 tasks)</b>	<b>Outcomes</b>	<b>Unit 2 (4 tasks)</b>
1		1	
Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter; or fax, or email. or Role-play. or Interview.
2		2	
Listen to, read and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Filipino or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Filipino or English.	Listen to, read, and extract and use information and ideas from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3		3	
Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	Give expression to real or imaginary experience in written or spoken form.	Journal entry. or Personal account. or Short story.

### Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Filipino-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

### Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Filipino	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Filipino	10 5
Three- to four-minute interview.	10	Writing	7.5

**UNIT** 4

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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# Advice for teachers

## **DEVELOPING A COURSE**

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 36.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## **METHODS**

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


## **STRUCTURE AND ORGANISATION**

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

## USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Filipino, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

## EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

## Unit 1

Theme	Examples of learning activities
The Filipino-speaking communities	view a documentary about family life in both rural and urban areas and note the differences in lifestyles
<b>Topic</b>	
Lifestyles	listen to an interview with a Filipino family about life in the Philippines and make notes
<b>Grammar</b>	
Noun marker, comparative adjectives linking verbs	write a short report on family values in the Philippines
<b>Text types</b>	
Documentary, film, interview, report, letter, review	write a short story based on a film about a family, but give it a different ending

### Example assessment tasks


**Outcome 1:** Establish and maintain a spoken or written exchange related to personal areas of experience.

Reply to a letter from a penfriend providing the details requested about your family.

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.

Write a short review of a video about Filipino families explaining why, in your view, it is a video not to be missed.

## Unit 1

Theme	Examples of learning activities
The Filipino-speaking communities	read texts on Filipino festivities and make notes
<b>Topic</b> History and culture	watch a video outlining the historical significance of a particular festival and use the information to write a short report
<b>Grammar</b> Adjectives, pronouns, figures of speech	 use the Internet to gather information about a period of Filipino history and put the main events in chronological order
<b>Text types</b> Article, video, poem, song, summary, talk	select one event and write a summary with your own explanation  prepare a short talk about a person whom you feel has contributed much to the Filipino-speaking communities

### Example assessment task

**Outcome 2:** Listen to, read and obtain information from written and spoken texts.

Read a newspaper report about Filipino celebrations and summarise in list form the main features of the celebrations.

## Unit 1

### Theme

The individual

### Topic

Leisure and recreation

### Grammar

Verbs and tenses, adverbs, prepositions, adjectives

### Text types

Article, conversation, documentary, report, list

### Examples of learning activities



search the Internet for information on holiday options in the Philippines and write a report explaining the appeal of a particular place

respond to a letter detailing the recreational activities you enjoy and explain why

read an article on how different sports maintain fitness, and summarise the key points

listen to an interview about balancing work and leisure and use the information to write a short informative article

### Example assessment task

**Outcome 2:** Listen to, read and obtain information from written and spoken texts.

Listen to a conversation on the pros and cons of various recreation and leisure activities and list the main points made.

## Unit 2

### Theme

The changing world

### Topic

Tourism

### Grammar

Personal pronouns, verb tenses, adjectives, negation

### Text types

Conversation, letter, notes

### Examples of learning activities

role-play a conversation with a travel agent and discuss possible holiday destinations



research a holiday tour on the Internet and make notes to present to a travel group

draw up a plan for a trip and explain why you have chosen this particular itinerary

write a letter, accepting a Filipino friend's invitation to visit the family

### Example assessment task

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.

A travelling companion wants to change agreed plans. Discuss alternatives and negotiate a new plan.



## Unit 2

### Theme

The individual

### Topic

Education and aspirations

### Grammar

Voice and focus of verbs

### Text types

Formal letter, advertisements, résumé, interview, editorial

### Examples of learning activities



research job advertisements on the Internet and list the required skills for jobs

using a sample application letter as a model, write to an employer seeking casual work over the holidays

role-play an interview with a careers advisor who is trying to establish your skills for work experience

listen to two people discussing the value of education and note the benefits for expanding career options

write an advertisement for the school bulletin board, encouraging students to learn Filipino

### Example assessment task

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

Listen to an interview about the importance of language skills and use the information to write an informative article for a young person's magazine.

## Unit 2

### Theme

The Filipino-speaking communities

### Topic

Arts and entertainment

### Grammar

Existential words, word formation, verbs  
(*pandiwasri*) adjectives

### Text types

Film, story, conversation, play

### Examples of learning activities

view a film and discuss the plot and the characters  
before writing a short review



search the Internet to see what entertainment options  
there are in Manila for this week, and make notes

role-play a telephone conversation discussing a film you  
enjoyed and would like to see again

read a scene from a play and discuss how the writer  
creates an element of surprise

### Example assessment tasks

**Outcome 3:** Give expression to real or imaginary  
experience in written or spoken form.

As one of the characters in a film you studied, write  
a journal entry about an important day in your life.

## Unit 3

### Theme

The changing world

### Topic

Social issues

### Grammar

Prepositions, conjunctions, negation

### Text types

Article, letter, text for a speech

### Examples of learning activities



search the Internet for information on important current environmental issues in the Philippines and make notes

write a letter to a politician calling for action on an environmental issue of concern

listen to a broadcast on recycling and conservation and write a short report

read an article on deforestation and note the key points made

write the text for a speech comparing issues of environmental concern in Australia with those in the Philippines

### Example assessment task

**Outcome 1:** Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write a story designed to illustrate the importance of looking after the environment.

## Unit 3

### Theme

The changing world

### Topic

Social issues

### Grammar

Verbs, revision gender of nouns, adverbs

### Text types

Article, report, notes, interview, email

### Examples of learning activities

listen to an interview on an issue related to young people and make notes for a talk

read a text about an issue affecting older people; summarise the key points



write an email response to an online advertisement for young community volunteers

read an article on youth unemployment and list the causes and consequences mentioned

listen to an interview and use the information to write a short article for your school magazine on future employment trends

### Example assessment tasks

**Outcome 2:** Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Listen to an interview about strategies to reduce unemployment, and use the information to write an informative report.

**Outcome 3:** Exchange information, opinions and experiences.

A three- to four-minute role-play focusing on the resolution of an issue.

A fellow student wants to leave school. Convince them of the benefits of reconsidering their decision.

## Unit 4

### Theme

The changing world

### Topic

World of work

### Grammar

Pronoun forms, entities, prepositions

### Text types

Article, report, letter

### Examples of learning activities

listen to an interview about the impact of technology and list the benefits and drawbacks

read extracts from articles and write a report about the different ways in which technology affects peoples' working lives

read an article on changes in employment that are due to advances in technology; summarise the key points made

### Example assessment tasks

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Filipino-speaking communities.

A 250–300-word informative, evaluative or persuasive written response, for example report, comparison or review.

Write an informative article designed to alert young people to the future impact of technology on employment.

## Unit 4

### Theme

The changing world

### Topic

World of work

### Grammar

Verb conjugations, moods, prepositions, conjunctions

### Text types

Video, article, review, map

### Examples of learning activities

read a journal entry and note the issues raised

listen to an interview about ways of ensuring greater equity in the workplace and explain why some strategies are more effective than others

read the newspaper extracts and write a summary of the issues raised

### Example assessment task

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Filipino-speaking communities.

A three- to four-minute interview on an issue related to the texts studied.

Discuss progress made in ensuring greater equity in the workplace, and issues that remain to be resolved.

### SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

**Theme: The Filipino-speaking communities**

Topic: History and culture

Possible sub-topics for detailed study:

- Traditions, customs and celebrations in Filipino society.
- Turning points in history.

**Theme: The Filipino-speaking communities**

Topic: Lifestyles

Possible sub-topics for detailed study:

- Lifestyles, past and present.
- The value of education.
- Differences between urban and rural lifestyles.

**Theme: The Filipino-speaking communities**

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- A famous author.
- The influence of the media on Filipino life.

**Theme: The changing world**

Topic: Tourism

Possible sub-topics for detailed study:

- The positive and negative impact of tourism.
- The importance of tourism.
- Tourism of the future.

### EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution.  Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter
Assessment task:	You are thinking of applying to do a training course at a college in a Filipino-speaking community. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry into courses related to your area of interest. Enquire also about the types, cost and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/ chemist (1.1, 1.2, 1.3, 1.4). Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3).
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.



## ADVICE FOR TEACHERS

VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.
VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Filipino-speaking community. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to a Filipino-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Filipino-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.

VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Filipino-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Filipino-speaking community.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Filipino-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in a Filipino-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Filipino-speaking community, and provide key advice for potential tourists.

#### **Detailed study**

VET Outcome 13: and VET Outcomes 14,15:	Demonstrate basic knowledge of politics and government in a Filipino-speaking community. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 2:	250–300-word informative piece. Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Filipino-speaking community, and one or two recent issues or events.  There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

### **SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)**

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

### **MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING**

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

#### **Personal writing:**

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

#### **Imaginative writing:**

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.

- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

**Persuasive writing:**

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.

- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

### MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event; (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
<b>Profile</b>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Résumé</b>	Title; content (factual information); register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

### BOOKS

Abellera, L 1992, *Diwang Makabansa 4 & 5*, Vibal Publishing House Inc., Philippines.

Alberto, M & Arellano, L et al. 1993, *Wikang Filipino*, Rex Printing Company Inc., Philippines.

Anastacio, T M, Cruz, T C & Santiago, A O (eds) 1994, *Filipino sa Bagong Henerasyon Books 1–4*, Bookmark Inc., Metro Manila, Philippines.

Baterna, N 1990, *Pagsulong sa Wika 3*, Salesiana Publishers Inc., Philippines.

Buenaventura, L & Peregrino, P 1996, *Ang Alpabeto ng Balarila*, Phoenix Publishing House Inc., Philippines.

Gugol, V & Liwanag, L 1991, *Pag-unlad sa Wika 3*, Rex Printing Company Inc., Philippines.

Lachica, V 1994, *Komunikasyon at Lingguista*, Rex Printing Company Inc., Philippines.

Pineda, C & Tolentino, C 1995, *Filipino I*, Capitol Publishing House Inc., Pilipinas.

Ramos, T & Bautista, M 1986, *Handbook of Tagalog Verbs, Inflections, Modes & Aspects*, University of Hawaii Press, USA.

Ramos, T & Cena, R 1990, *Modern Tagalog*, University of Hawaii Press, USA.

Ramos, T 1985, *Conversational Tagalog*, University of Hawaii Press, USA.

Rolda, R & Asperas, A 1990, *Pagsulong sa Wika 6*, Salesiana Publishers Inc., Philippines.

Zaide, Dr Sonia M 1994, *Kasaysayan at Pamahalaan ng Pilipinas* (Ikatlong edition), All-Nations Publishing Co., Manila, Philippines.

1997, *Everyday Tagalog*, Laser Publishing Group

1997, *Speak Tagalog*, Applied Information Services, Blossomwood, N W.

### Dictionaries

Commission on the Filipino Language 1992, *English-Tagalog Dictionary*, Anvil Publishing Inc., Metro Manila, Philippines.

De Guzman, Maria Odulio, *English-Tagalog and Tagalog-English Dictionary*, Manila.

English, Leo James 1977, *English-Tagalog Dictionary*, National Book Store, Metro Manila, Philippines.

English, Leo James 1986, *English-Tagalog Dictionary*, Metro National Book Store Inc., Manila, Philippines.

### MAGAZINES AND PERIODICALS

*Kislap*

*Megastar*

## THE INDIVIDUAL

### Personal identity

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#### BOOKS

Baylon, G (ed.) 1990, *Filipino II*, Adriana Printing Co. Inc., Philippines. (Voice of a Teenager, p.194; Applying for a job, pp. 216–218.)

Filipino sa Bagong Henerasyon (Books 1, 2 & 3), e.g. *Kabataan: Pag-asa Nga ba Kita?* ni Teresita M Anastacio (Book 2), *Bakit Ako Magsasalita sa Filipino* ni B Aguilar (Book 3).

Magallanes, C (ed.) 1995, *Sambayanang Pilipino*, Rex Printing Company Inc., Philippines. (Family celebrations.)

### MAGAZINES AND PERIODICALS

*Bayanihan News*

### WEBSITES

[http://www.b/gang.com.ph/b1\\_news.htm](http://www.b/gang.com.ph/b1_news.htm)

(‘The power of the Barkada’, ‘Overseas Filipino: Lost Identity’)

Emanila

<http://www.emanila.com>

### Relationships

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#### BOOK

Filipino sa Bagong Henerasyon (Book 1) ‘Ami Namin’ ni Pamfilo D catacataca, ‘Tradisym’.

### VIDEO

Ditosalusoko

### Education and aspirations

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#### BOOK

Filipino sa Bagong Henerasyon (Book 1), *Sa Pagsisimula sa Hayskul, Ilang Paalala, Guro*.

## ADVICE FOR TEACHERS

**MAGAZINE**

*Bayanihan News*

**Leisure and recreation**

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**BOOK**

Filipino sa Bagong Henerasyon (Book 1), *Isang Sulyap sa Pelikulang Tagalog ni Rustica Carpio*.

**VIDEO**

Wala Nang Ibigin Pang Iba

**MAGAZINES**

*Kislap*

*Megastar*

**THE FILIPINO-SPEAKING COMMUNITIES****Lifestyles**

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**BOOKS**

Baltazar, N 1995, *Mga Babasahing Filipino*, Phoenix Publishing House Inc., Philippines.

Bandong, C 1988, *Pagbasa 2*, Vicente Publishing House, Philippines.

Baylon, G (ed.) 1990, *Filipino II*, Adriana Printing Co. Inc., Philippines. (Filipino riddles, proverbs, sayings, some forms of Filipino literature.)

De Jesus, M (ed.) 1981, *Lipunan I*, Department of Education & Culture, Philippines.

Magallanes, C (ed.) 1995, *Sambayanang Pilipino*, Rex Printing Company, Inc., Philippines. (Contains characteristics of a Filipino and Filipino family, responsibilities of Filipinos to themselves, to their family and society.)

Luna, I & Enriquez, M 1993, *Mga Lutong Pilipino*, Philippine Book Company, Philippines. (Contains recipes of Filipino foods.)

Otanes, F (ed.) 1989, *Sibol III*, Capitol Publishing House Inc., Pilipinas. (Presents life of Filipinos in an ordinary settings.)

Ramos, T & Goulet, R 1981, *Developing Cultural Awareness Through Language*, University Press of Hawaii, USA. (Contains philosophies of life, community festivities, customs and traditions of the Filipinos through dialogue.)

Sinson, C, Ibita, A & Mojica, M 1988, *Sibika at Kultura 2*, Philippine Book Company, Philippines. (Characteristic of a Filipino, Filipino custom and tradition.)

Zubiri, R (ed.) 1997, *Ani*, Filcom Publishing Pty, Ltd. (Contains sentiment, experiences of Filipino migrants in Australia presented in poem and story form.)

**VIDEOS**

*Bata, bata, Papaano ka Ginawa?*

*Bulaklak ng Manila*

*Cora and Celso*

*Mumbaki*

**WEBSITES**

<http://www.Interasia.Com.ph/html/phil.html>

[http://home.ease./soft.com/.../we.exe?A2=ind\\_9803bl=balita-1&f=&p=1488](http://home.ease./soft.com/.../we.exe?A2=ind_9803bl=balita-1&f=&p=1488) (News about Philippines.)

<http://www.emanila.com>

**History and culture**

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**BOOKS**

Abellera, L 1994, *Diwang Makabansa 4 & 5*, Focus Philippines, Vibal Publishing House, Inc., Pilipinas.

Anastacio, T M, *Filipino sa Bagong Henerasyon*, 'Pasko sa Tradisyong ng Ating Lahi' (Books 1 & 2), 'Kasaysayan ng Ating Pambansang Awit' (Book 1), 'Nasyonalismo at ang Wikang Pambansa' (Book 2), *Kasaysayan at Pamahalaan ng Pilipinas*.

Anda, M et al. 1995, *Sibika at Kultura*, Vibal Publishing House Inc., Philippines.

Cristobal, C (ed.) 1996, *Pilipinas: Ang Bansa*, Triniton Publishing Inc., Quezon City.

Del Valle, B, Zamora, B & Enriquez, S (eds) 1990, *Noli Me Tangere*, Marren Publishing House Inc., Quezon City.

Enriquez, L 1995, *Wikang Filipino 6*, Apo Production Unit Inc., Pilipinas.

Gugol, V & Liwanag, L 1991, *Pag-unlad sa Pagbasa*, Insular Printing, Pilipinas.

Milambiling, R (ed.) 1994, *A ng Pilipinas Noon at Ngayon I*, Echanis Press, Inc. Philippines.

Panganiban, D 1987, *Bulwagan ng mga Bayani*, Esteem Enterprises, Pilipinas.

Villanueva, R 1985, *Ang Ating Mga Ninuno*, Children's Communication Center, Philippines.

Tablan, A & Enriquez, S (eds) 1999, *El Filibusterismo*, Marren Publishing House, Inc., Quezon City.

**VIDEOS**

*Si Rizal sa Dapitan*

*Jose Rizal II*

**SONG**

*Pambansang Awit*

**WEBSITE**

<http://www.jetlink.ney/~rogers/filfood.htm>  
(Only available in Philippines.)

**Arts and entertainment**

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**BOOKS**

Anastacio, T M, *Filipino sa Bagong Henerasyon*, 'Ang Alamat ng Niyog' salin ni Venancio L Mendiola; 'Bakit ako Aawit?', *Damiana C Manansala*.

Garcia, M & Del Rosario, M (eds) 1997, *Ang Ibong Adarna*, Marren Publishing House Inc., Quezon City.

*Kasaysayan at Pamahalaan ng Pilipinas* (Ikatlong edition).

Mateo, R 1996, *Gabay sa Panitikang Filipino Para sa Mag-aaral*, Arenar Books, Marketing, Manila.

Mateo, R 1993, *Mga Alamat at Iba Pang Kuwento*, Arenar Books, Marketing, Manila.

**THE CHANGING WORLD****Social issues**

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**BOOK**

*Filipino sa Bagong Henerasyon* 'Sa Bansa ng mga Musmos' ni Reynaldo A Dugue (Book 3), 'Mga Magnanakaw' (Book 4).

*Kasaysayan at Pamahalaan ng Pilipinas* (Ikatlong edition).

**AUDIOVISUAL**

*Pangunahing Balita* (weekly news broadcast from the Philippines on SBS television).

**World of work**

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**BOOKS**

Anda, M & Batac, L et al. 1995, *Sibika At Kultura 5*, Vibal Publishing House, Inc., Pilipinas. (Livelihood program, chapter 13.)

Anastacio TM, *Filipino sa Bagong Henerasyon* 'Sa Tulo ng Pawis' ni Bartolome del Valle (Book 3).

Baylon, G (ed.) 1990, *Filipino II*, Adriana Printing Co. Inc., Philippines. (Applying for a job.)

**AUDIOVISUAL**

*Pangunahing Balita* (weekly news broadcast from the Philippines on SBS television).

**Tourism**

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**BOOKS**

Magallanes, C (ed.) 1995, *Sambayanang Pilipino*, Rex Printing Company Inc., Philippines.

Sinson, C, Ibita, A & Mojica, M 1988, *Sibika at Kultura*, Philippine Book Company, Philippines. (Scenic and historical spots in the Philippines.)

**VIDEOS**

*Camiguin, Lanzones, Bulkan*

*Ifugao*