

**2002 HSC Notes from
the Marking Centre
Filipino**

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Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 1740995597

200338

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2002 HSC NOTES FROM THE MARKING CENTRE

FILIPINO

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Filipino. It provides comments with regard to responses to the 2002 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.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 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.

General Comments

In 2002, 39 candidates attempted the CCAFL Filipino Continuers examination, 22 from NSW and 17 from Victoria.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

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. Multiple choice questions were generally answered correctly. However, those requiring extended responses were rarely completed to a satisfactory level.

Although most candidates were able to identify the main points or gist of texts, many applied limited interpretative and analytical skills in responding to questions.

It was apparent that a significant minority of candidates tended to take parts of listening texts out of context, which led to misleading references or unsubstantiated points of view.

Very good responses demonstrated thorough understanding of texts and the requirements of the task. Candidates were able to substantiate points of view by making reference to the texts.

Satisfactory responses demonstrated some understanding of the texts and made some references to them.

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

Section I – Listening and Responding – Part B

General Comments

There was a limited range of responses with the majority in the low to medium range. Multiple choice questions were predominantly answered correctly. Questions requiring extended responses, however, were rarely completed above the medium/average level.

Although some candidates were able to identify the main points or gist of texts, the majority applied limited interpretative and analytical skills in responding to questions. Apparent difficulties were noticeable in terms of:

- arranging information in sequential order
- differentiating relevant concepts
- identifying issues
- understanding main ideas in context
- comprehending texts
- general expression of ideas.

A significant number of candidates took parts or ideas from the listening texts out of context. This led to poor or low level responses.

Section II – Part A

General Comments

There was a wide range of responses with the majority being in the low to medium range. Multiple choice questions were generally answered correctly. Those requiring extended/complex responses, however, were rarely completed to a high level.

Although most candidates were able to identify the main points or gist of texts, many were unable to apply evaluative, interpretative and analytical skills to a satisfactory level.

It was apparent that a significant number of candidates were unable to respond to questions regarding specific aspects of texts. This led to some irrelevant information being included in responses.

Quality of Responses

Very good responses demonstrated perceptive and thorough understanding of texts. Candidates were able to substantiate points of view with reference to texts and were able to identify and discuss relevant issues. Candidates understood general and specific aspects of texts by identifying, comparing, contrasting and conveying information accurately and appropriately. They also demonstrated the ability to distinguish between closely linked terms eg ‘family background’ and ‘family values’.

Satisfactory responses demonstrated understanding of relevant aspects of texts. Candidates were able to provide explanations with some relevant textual references. They demonstrated some understanding of relevant issues, as well as a satisfactory ability to compare and contrast.

Weaker responses demonstrated basic understanding of relevant issues. Candidates provided limited explanation and demonstrated a limited ability to compare and contrast.

Questions 8 (c) and 8(d)

Candidates had difficulty distinguishing between ‘family background’ and ‘family values’.

Question 9(a)

Candidates had difficulty in comprehending the text holistically. They were unable to identify the text type.

Question 9 (b)

The majority of candidates were able to identify and describe one problem rather than two.

Question 9(c)

Most candidates had difficulty responding succinctly. The more able candidates demonstrated in-depth understanding of the aspirations of Filipino parents. Less able candidates tended to respond out of context. A few candidates used personal experience in their responses rather than relying on information from the text.

Question 9 (d)

The majority of candidates were able to identify young people’s and/or parents’ attitudes, but were unable to compare and contrast these in relation to establishing personal identity.

Section II – Part B

Question 10 – Response in Filipino

The more able candidates responded to most of the information and ideas expressed in the text. They demonstrated depth in treatment of the task as well as a thorough knowledge and understanding of vocabulary and sentence structures. The language they used showed some degree of authenticity and creativity. Candidates organised information and ideas to meet the requirements of the task, with minor inaccuracies in the conventions of text type.

Satisfactory responses conveyed some information and ideas/opinions expressed in the text. These responses demonstrated satisfactory knowledge of vocabulary and sentence structures. There were, however, some difficulties in developing information and ideas to meet the requirements of the task and in adhering to the conventions of the text type.

Weaker responses demonstrated a limited understanding of the text. Knowledge of vocabulary was elementary and candidates used incorrect text types. Weaker responses were typically very short.

Section III – Writing in Filipino

Questions 11 and 12

General Comments

There was a concentration of responses in the good to very good range. The majority of candidates responded to Question 12 (34/39) and 5 candidates responded to Question 11.

Although the majority of candidates were able to meet the requirements of their selected task, many did not conform to the conventions of the prescribed text type. Candidates who selected the diary entry for Question 12 should have used the correct format/structure including: date, greeting, entry, closing remarks and a name.

Question 11 should have been written as a newspaper article, including a title or heading, introduction, body of article and conclusion.

In terms of context the candidates who selected the diary entry demonstrated knowledge and understanding of vocabulary and sentence structures, combined with information and ideas.

Candidates who selected the newspaper article generally followed the conventions of the text type, although the information provided varied in breadth and depth.

Oral Examination

Conversation

- the candidates' capacity to maintain a conversation (*comprehension, communication strategies*)

The best candidates showed evidence of thorough preparation for this section. These candidates demonstrated an excellent level of response to the conversation by providing in-depth information eg citing experiences, giving examples and descriptions. Most of these candidates also demonstrated the ability to maintain a conversation at a sophisticated level.

Average responses were characterised by answers that were relevant and accurate but lacked detail and/or did not demonstrate any sophistication. They were less able to maintain the conversation.

Weaker responses were characterised by incomplete sentences, responses consisting of phrases or single words only and an inability to sustain the conversation.

- relevance and depth of treatment of information, opinions and comment

Excellent responses provided depth and extensive information, often giving a point of view. Average responses consisted of fairly basic information with inaccuracies and some misunderstanding of some questions. Poor responses showed minimal responses to questions and a tendency to be inaccurate or irrelevant.

- clarity of expression (*pronunciation, intonation, stress*)

The best candidates demonstrated a high level of fluency, pronunciation and intonation. Responses were clear and easily understood. Average and weak responses demonstrated levels of inaccuracy in pronunciation and intonation.

- accuracy of vocabulary and sentence structures
- range and appropriateness of vocabulary and sentence structures (*range of vocabulary and structures, variety of vocabulary and structures*)

Excellent responses demonstrated an impressive use of vocabulary and structures – accurate and an extensive range with appropriate register.

The weakest responses tended to be brief as candidates used isolated words and phrases, and relied on English words and phrases, or Spanish. Lengthier responses had a high degree of inaccuracy of grammar, did not use connecting words, and frequent long pauses and incorrect register hindered comprehension.

Discussion

- capacity to maintain a discussion (*comprehension, communication strategies*)

Excellent responses demonstrated the ability to explore many aspects of their chosen topic and make appropriate reference to resources, which they were able to evaluate from the point of view of relevance and usefulness.

Average and poor responses did not show much direct reference to resources or evidence of research of the topic. These candidates found difficulty exploring aspects of the topics.

- relevance and depth of treatment of information, opinions and comment in relation to chosen topic

Excellent responses provided very thorough research and the ability to discuss numerous aspects of the topic and the ability to link their ideas to the appropriate syllabus topic. Average and poor responses were characterised by limited and/or superficial information.

- accuracy of vocabulary and sentence structures
- range and appropriateness of vocabulary and sentence structures (*range of vocabulary and structures, variety of vocabulary and structures*)

Excellent responses showed a high level of grammatical accuracy, a sophistication of vocabulary and a high degree of fluency. Average and poorer responses were characterised by inaccuracies in sentence structures, limited vocabulary and a reliance on Anglicism.

Filipino Continuers

2002 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
Conversation			H1.1, H1.2, H1.3, H1.4
Discussion			H1.1, H1.2, H4.1, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	2	Relationships – Family and friends/personal identity Father’s speech – daughter’s 18 th birthday	H3.1
2(a)	1	Education and aspirations professions – class reunion discussing after event-reunion	H3.1
2(b)	2	Education and aspirations professions – class reunion discussing after event-reunion	H3.1, H3.2, H3.3
3	4	Tourism – Travel at home: destination: appeal to potential travellers	H3.1, H3.2, H3.3
4(a)	1	Social issues/personal values Anti-smoking campaign	H3.1
4(b)	3	Social issues/personal values Anti-smoking campaign	H3.1, H3.2, H3.3
5(a)	3	Gender equality, prejudice facing men who decide to stay at home with their children while their wives work Changing roles	H3.1, H3.2
5(b)	4	Gender equality, prejudice facing men who decide to stay at home with their children while their wives work Changing roles	H3.1, H3.2
Section 1: Listening and Responding			
Part B			
6(a)	1	Leisure and recreation–making arrangements for the weekend	H3.1
6(b)	2	Leisure and recreation–making arrangements for the weekend	H3.1
7(a)	1	Lifestyle–cultural diversity, migration, dilemmas facing migrants in their adopted country	H3.1
7(b)	2	Lifestyle–cultural diversity, migration, dilemmas facing migrants in their adopted country	H3.1, H3.2, H3.3
7(c)	4	Lifestyle–cultural diversity, migration, dilemmas facing migrants in their adopted country	H3.1, H3.2, H3.3

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Section 2: Reading and Responding			
Part A			
8(a)	1	Relationships/Parents – child: conflicting values	H3.1
8(b)	2	Relationships/Parents – child: conflicting values	H3.1
8(c)	2	Relationships/Parents – child: conflicting values	H3.1, H3.2, H3.3
8(d)	3	Relationships/Parents – child: conflicting values	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
9(a)	1	Social issues/cultural diversity, problems facing Filipino youth in Australia	H3.1
9(b)	2	Social issues/cultural diversity, problems facing Filipino youth in Australia	H3.1, H3.2
9(c)	5	Social issues/cultural diversity, problems facing Filipino youth in Australia	H3.2, H3.3, H3.4, H4.2
9(d)	4	Social issues/cultural diversity, problems facing Filipino youth in Australia	H3.3, H3.4, H4.2
Section 2: Reading and Responding			
Part B			
10	10	Education – exchange students program	H1.1, H1.2, H1.3, H1.4
Section 3: Writing in Filipino			
11	15	Career opportunities – further education	H2.1, H2.2, H2.3
12	15	Family and community: reflection on feelings about moving	H2.1, H2.2, H2.3



2002 CCAFL Filipino Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Communicates confidently and fluently with correct intonation and pronunciation Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> Communicates effectively, with some degree of fluency and authenticity Responds with relevant information and a range of relevant opinions and/or comment Responds with a range of vocabulary and structures, but with some minor inaccuracies 	10–12
<ul style="list-style-type: none"> Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary Responds with relevant information and opinions 	7–9
<ul style="list-style-type: none"> Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors Presents some relevant information, opinions or ideas 	4–6
<ul style="list-style-type: none"> Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1–3

Discussion

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure • Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation • Consistently justifies and substantiates a point of view 	9–10
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies • Responds with relevant information, opinion or comment • Justifies and substantiates a point of view 	7–8
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied • Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary • Shows some evidence of justifying a point of view 	5–6
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the chosen topic and texts studied • Sustains basic communication • Responds using simple structures and vocabulary with frequent pauses and errors 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the chosen topic • Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1–2



2002 CCAFL Filipino Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies correctly all relevant information	2
• Identifies some relevant information	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the reasons why the class reunion was a happy event	2
• Demonstrates a limited understanding	1

Question 3

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates comprehensive understanding of how language and images of the advertisement capture the listener's attention • Supports answers with appropriate references to the text 	3-4
<ul style="list-style-type: none"> • Demonstrates some understanding of how language and images of the advertisement capture the listener's attention • Supports answer with some references to text 	2
<ul style="list-style-type: none"> • Identifies isolated references to texts language or images 	1

Question 4 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • (B) 	1

Question 4 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the way the speaker uses language to convey his point of view • Identifies and explains linguistic features from the text 	3
<ul style="list-style-type: none"> • Demonstrates a satisfactory understanding of the speaker's point of view • Presents some relevant references from the text 	2
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the speaker's point of view 	1
OR <ul style="list-style-type: none"> • Cites isolated references from the text 	

Question 5 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates thorough understanding of the relevant information by providing all the reasons 	3
<ul style="list-style-type: none"> • Demonstrates satisfactory understanding of the relevant information by providing two reasons 	2
<ul style="list-style-type: none"> • Demonstrates basic understanding of the information, providing one reason 	1

Question 5 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and perceptive explanation of how Mr Madrigal faced issues on ‘gender equality/prejudice facing men who decide to stay at home with their children while their wives work’. • Makes relevant reference to text 	4
<ul style="list-style-type: none"> • Provide a detailed explanation with some relevant textual references 	3
<ul style="list-style-type: none"> • Identifies how Mr Madrigal faced issues on ‘gender equality/prejudice facing men who decide to stay at home with their children while their wives work’. • Makes limited reference to text 	2
<ul style="list-style-type: none"> • Makes limited reference to text 	1

Section 1: Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

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

Question 6 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Explains fully what influences Gemma's plans for Vicky Conveys the information accurately and appropriately 	2
<ul style="list-style-type: none"> Identifies ONE relevant reason Conveys the information intelligibly 	1

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> (C) 	1

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed explanation of the significance of the information revealed in Mr Reyes' article Conveys the information accurately and appropriately 	2
<ul style="list-style-type: none"> Provides limited explanation Conveys the information intelligibly 	1

Question 7 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the way in which government migration policies and programs have evolved • Supports answer with detailed analysis of relevant information accurately and appropriately • Conveys the information accurately and appropriately 	4
<ul style="list-style-type: none"> • Demonstrates a good understanding of the way in which government migration policies and programs have evolved • Supports answer with an explanation of relevant examples from the text • Conveys the information with some accuracy and appropriateness 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the way in which government migration policies and programs have evolved • Provides some relevant examples from the text with minimal attempts at explanation • Conveys information fairly comprehensibly 	2
<ul style="list-style-type: none"> • Demonstrates limited understanding of the text <p>OR</p> <ul style="list-style-type: none"> • Provides isolated examples from the text 	1

Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides comprehensive and detailed explanation of the impact of computers on other fields of employment according to Jeffrey	2
• Identifies some relevant information	1

Question 8 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Explain fully the nature of Jeffrey's family background	2
• Identifies ONE relevant nature of Jeffrey's family background	1

Question 8 (d)

Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how traditional Filipino family values are reflected in Jeffrey's letter	3
• Provides detailed reference to text	
• Demonstrates an understanding of how traditional Filipino family values are reflected in Jeffrey's letter	2
• Provides some references to text	
• Identifies isolated reference to text	1

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 9 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Describes TWO problems faced by the Filipino youth	2
• Identifies ONE problem	1

Question 9 (c)

Outcomes assessed: H3.2, H3.3, H3.4, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the aspirations of Filipino parents with regard to their children's studies • Supports answer with a detailed analysis of relevant information reflecting cultural values 	5
<ul style="list-style-type: none"> • Demonstrate an understanding of the aspirations of Filipino parents with regard to their children's studies • Provides a detailed explanation with some relevant textual reference 	3–4
<ul style="list-style-type: none"> • Demonstrates basic understanding of the aspirations of Filipino parents with regard to their children's studies • Provides limited explanation 	1–2

Question 9 (d)*Outcomes assessed: H3.3, H3.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive cultural understanding of the relevant issues• Demonstrates a substantial ability to compare and contrast	4
<ul style="list-style-type: none">• Demonstrates some cultural understanding of the relevant issues• Demonstrates satisfactory ability to compare and contrast	2–3
<ul style="list-style-type: none">• Demonstrates some cultural understanding of the relevant issues• Demonstrates a limited ability to compare and contrast	1

Section 2: Reading and Responding

Part B

Question 10

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

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