

**2006 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: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

ISBN 978 174147 5432

2006704

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# **2006 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 2006 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2006 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.

## **Oral Examination**

### **Conversation and Discussion**

All candidates showed a degree of preparedness for this examination and demonstrated culturally appropriate behaviour towards the examiners. All candidates presented a chosen topic and were practised in the two sections of the examination.

#### **Conversation**

The majority of candidates showed the ability to sustain a conversation, although some could only communicate with short responses. While most students were able to demonstrate an understanding of basic vocabulary and grammar, only a small number were able to construct complex sentences and utilise a more extensive range of vocabulary. Candidates in the higher-mark ranges were comfortable with the unpredictability of this type of examination and responded in a natural manner when the conversation ranged into related topic areas. A number of candidates were even able to employ some humour, where this was appropriate. Less able responses were limited in their scope and relied too often on anglicisms and English structures. A number of candidates were unable to refer to dates and numbers in Filipino (eg, when giving their age). Candidates are reminded to use authentic vocabulary and structures instead of trying to approximate what is said in English.

#### **Discussion**

The majority of candidates chose topics which were appropriate and lent themselves to an in-depth discussion. The topics chosen covered a wide range and included many of those outlined in the syllabus document.

Most candidates were able to respond to questions related to their reasons for selecting the topic. They were able to talk about the sources they had used for their research and could discuss their topic from a general perspective. However, some candidates were unable to show a depth of understanding and struggled with more searching questions, which required discussion of more than the most obvious aspects of their topic.

The majority of candidates cited at least two sources for their research. However, there was a heavy reliance on the use of the internet, and in particular ‘chat rooms’. Very few candidates had conducted their own research through, for example, surveys or interviews, and those who had done so had often restricted their scope to family and friends. Candidates should be encouraged to use authentic sources of information when researching their topics and to involve themselves in more than the most superficial of approaches. They should attempt to be resourceful and look further than a few links on the internet to ensure the discussion of their topic has the necessary depth and contains a number of interesting perspectives which promote an in-depth discussion.

The aim of the discussion is to assess a candidate’s ability to explore with the examiner the topic of the In-depth Study and to make appropriate reference to the texts and resources studied. In discussing the topic, the candidate may be asked to express their own ideas on particular aspects of the study and to justify and substantiate opinions.

When preparing this section of the examination, a number of factors should be considered:

- The appropriateness of the topic of the In-depth Study. Will it enable candidates to meet the requirements of the Syllabus? Topics which involve, for example, descriptions of places of interest or cultural festivals do not necessarily provide candidates with the opportunity to demonstrate a perceptive understanding and a sophisticated use of language, or to explore their chosen subject in sufficient depth to be able to express opinions.
- The use of supporting objects. The Syllabus allows candidates to support both the Conversation and the Discussion with individual objects such as photographs, pictures and maps. It does not, however, include items such as cue cards, notes, scrapbooks, posters, magazines, newspapers or photo albums. There must be no written information or annotations either in English or in Filipino. Candidates need to be reminded that a supporting object serves only as a prompt and in no way contributes to the mark awarded.
- The suitability of supporting objects. Any object, image or photograph brought to the examination must conform to broad community ethical standards. All material will be checked prior to the examination. Candidates will not be permitted to take into the examination any item or items which are deemed to be inappropriate or do not conform to the identified specifications.

## Section I – Listening and Responding

### Part A

#### General Comments

There was a wide range of responses, with the majority demonstrating a sound level of understanding in Questions 1 to 4 (a). Candidates found Questions 4 (b), 5 (a) and 5 (b) more challenging.

Although most candidates were able to identify the main points of the texts, only the better responses demonstrated interpretative and analytical skills.

Better responses demonstrated:

- a thorough understanding of the texts and the requirements of the task
- perceptive analysis of the techniques used, eg, language, tone and humour
- interpretative skills which indicated an understanding of implied subtle references and emotions
- substantiation of ideas and opinions with relevant references to texts.

Mid-range responses demonstrated some understanding of the text and made some relevant reference to the texts, while weaker responses demonstrated limited understanding and made little or no reference to the texts.

#### Question 3

Sample response:

*The report is presented in a very positive tone. The reporter has a cheerful voice that makes the broadcast more lively. Also he announced that drivers wouldn't have to pay the \$3 toll fee to use the new and better M21 bypass from 5am today until the end of January.*

This response demonstrates a clear understanding of the features of the radio traffic report and why it would appeal to listeners. The response comments on the positive tone of the report. There are also clear and relevant references to the information provided in the text, eg, Toll-free use of the M21 bypass.

#### Question 4(b)

Sample response:

*The reader of the poem accepts that he is Filipino by blood and Australian on the outside, though there are a lot of differences in the two cultures, he lives with both and he cannot deny both. He cannot forget that he's Filipino, but also does not reject being Australian. He is someone with two cultures.*

This response demonstrates a clear and comprehensive understanding of how the speaker resolved his dilemma. The response discusses how the speaker realises he should embrace and cultivate both cultures – his Filipino heritage and his Australian home.

### **Question 5(b)**

Sample response:

*The party will now be a formal one because Den has already decided on it. He said that he had already discussed it before and that formal was the best theme because it paid respect to the celebrant. There may be a fight or argument now between Den and Bettina because she asked him why he wouldn't listen to the opinion of others. At the end she also said that it is his fault that they have this problem. Bettina will have to change her plans for the party in order to suit the theme since Den has already written the invitations.*

This response provides a detailed and perceptive description of possible events resulting from the conversation. There is a clear understanding of culturally significant values of respect for age and authority (due to rank). Furthermore, this response states clearly what would be likely to happen and develops this idea. The response is supported by relevant reference to the text.

### **Part B**

#### **General Comments**

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

Questions requiring extended responses were less well answered.

A number of candidates were able to identify the main points of the texts. A few merely provided general summaries as responses to tasks. The better responses were able to:

- identify issues
- compare attitudes and emotions in the text
- explain use of language in the text
- understand context
- understand use of language and humour
- make relevant reference to the text.

## Section II – Reading and Responding

### Part A

#### General Comments

There was a wide range of responses, with Questions 8(c), 9(b) and 9(c) proving more challenging for some candidates.

Many candidates were able to identify the main points of the text, but did not always support their responses with relevant reference to the text.

Better responses demonstrated a perceptive and thorough understanding of the texts. These responses identified relevant issues and could comment on the language techniques used. They also demonstrated skills in comparative analysis of texts and provided substantiated points of view with reference to text.

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

Weaker responses demonstrated limited understanding, with a few tending to translate portions of the texts, without relating these to the requirements of the questions.

#### Question 8(c)

Sample response:

*Nina would be encouraged by it. She would be encouraged to improve on her musical ability and she may learn that it does have an impact on society. Also she would learn that it's not the profession of a person that makes them honourable, but their character. Furthermore she would learn that whatever she chooses to do, it does not mean that she has to do it forever, but there is plenty of time and opportunities to change careers.*

This response demonstrates a perceptive understanding of Nina's regard for her aunt's email – in terms of clarifying her thoughts about her career choice. Nina respects her aunt and the advice she receives is crucial in terms of moral support. The aunt maintains that it is not the profession of an individual that counts, it is the character that determines honour. The candidate understood that Nina is 'comforted' further by knowing that she is not bound for life to the career choice she makes now. The response is supported by relevant references to the text.

#### Question 9

Sample response:

*Professor Josephina Pedrosa and Mark Angelo have used different styles in the tone and in language. Firstly, Josephina used a rational and objective tone in general, with the use of the third person, and also the use of formal language such as 'masidhing' and 'kabigha-bighaning', it presents the author as calm, detached and objective, while still being impressed by the artwork. Mark Angelo on the other hand has expressed an excited and involved tone through the use of subjective first person and the use of emotional language such as 'kaakit-akit', 'kagandahan', and 'giliw at tuwa'. Through this, the writer was able to express how much the artwork has captured him and his feelings, and how much he was impressed by it.*



This response demonstrates an extensive knowledge and understanding of the tone and language used as well as an ability to analyse and draw clear comparisons and contrasts between the way each text is presented.

## **Part B**

Better responses:

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

Mid-range responses:

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

Weaker responses:

- demonstrated limited understanding of the text
- demonstrated basic knowledge and understanding of vocabulary and sentence structure
- demonstrated little or no adherence to conventions of text type.

### **Section III – Writing in Filipino**

There was a wide variety of responses. The majority of candidates were able to meet the requirements of their selected task. The responses were almost equally divided between Question 11 and Question 12.

Better responses:

- were well organised and presented information and ideas clearly and coherently
- demonstrated breadth and depth of treatment
- demonstrated creativity, eg appealing to the local council, designing a ‘Personal Profile’ for a school leadership role etc
- demonstrated the ability to manipulate language creatively to meet the requirements of the task.

# Filipino Continuers

## 2006 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1	2	Relationships — conversation	H3.1
2	1	Education and aspirations — announcement	H3.1
3	4	Lifestyle — news item/report	H3.1, H3.2, H3.3
4 (a)	2	Personal identity — poem	H3.1, H3.2, H3.3
4 (b)	3	Personal identity — poem	H3.1, H3.2, H3.3
5 (a)	2	World of work — conversation (phone)	H3.1, H3.2, H3.3
5 (b)	6	World of work — conversation (phone)	H3.1, H3.2, H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
6	3	Lifestyle — conversation	H3.1, H3.2, H3.3
7 (a)	3	Tourism — talk	H3.1, H3.2, H3.3
7 (b)	4	Tourism — talk	H3.1, H3.2, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
8 (a)	2	Education and aspirations — email	H3.1, H3.2, H3.3
8 (b)	3	Education and aspirations — email	H3.1, H3.2, H3.3
8 (c)	4	Education and aspirations — email	H3.1, H3.2, H3.3
9 (a)	2	Education and aspirations — review	H3.1, H3.2, H3.3
9 (b)	4	Education and aspirations — review	H3.1, H3.2, H3.3
9 (c)	5	Education and aspirations — review	H3.1, H3.2, H3.3, H3.4
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
10	10	Social issues — articles/speech	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Filipino</b>			
11	15	Relationship (community) — formal letter	H2.1, H2.2, H2.3
12	15	Education and aspirations — personal profile	H2.1, H2.2, H2.3



## 2006 CCAFL Filipino Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Completes invitation correctly	2
• Completes invitation partially	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of the features of the radio traffic report that make it appealing to listeners</li><li>• Makes relevant references to the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the features of the radio traffic report that make it appealing to listeners</li><li>• Makes some reference to the text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the features of the radio traffic report</li><li>• Makes isolated textual references</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates clear understanding about the reader of the poem</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of how the speaker resolved his dilemma</li><li>• Makes clear relevant reference to text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the speaker resolved his dilemma</li><li>• Makes some reference to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding</li></ul>	1

**Question 5 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of Den's reasons for speaking with Bettina</li><li>• Makes relevant references to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of Den's reasons for speaking with Bettina</li></ul>	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides detailed and perceptive description of possible events resulting from the conversation</li><li>• Demonstrates clear understanding of the culturally significant values of respect for 'age' (older people) and authority (rank)</li><li>• Makes relevant references to the text</li></ul>	6
<ul style="list-style-type: none"><li>• Provides some description of possible events resulting from the conversation</li><li>• Makes relevant references to the text</li></ul>	4-5
<ul style="list-style-type: none"><li>• Provides limited description of possible events resulting from the conversation</li><li>• Makes limited references to text</li></ul>	2-3
<ul style="list-style-type: none"><li>• Makes isolated reference to text</li></ul>	1

**Section 1: Listening and Responding**  
**Part B****Question 6***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the speakers' situations</li><li>• Makes detailed reference to the text used</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the speakers' situations</li><li>• Makes some reference to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of one of the speakers' situations with little or no reference to the text</li></ul>	1

**Question 7 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the main features of Luneta Island including reference to implement strict measures on environmental care</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the main attractions of Luneta Island</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1



**Question 7 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive analysis of what makes Mario Castillo so good at his job</li><li>• Makes clear relevant reference to text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates sound analysis of what makes Mario Castillo so good at his job</li><li>• Makes some reference to text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides limited explanation</li><li>• Makes isolated references</li></ul>	1





## Section 2: Reading and Responding

### Part A

#### Question 8 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of why Nina is experiencing difficulties in choosing a career	2
• Demonstrates limited understanding	1

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a justified inference on the attitude of Nina's parents towards her career	3
• Provides a valid inference on the attitude of Nina's parents towards her career	2
• Demonstrates limited understanding	1



**Question 8 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how Nina regards her Aunt's email in terms of clarifying her thoughts on choosing a career</li><li>• Makes relevant references to text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how Nina regards her Aunt's email in terms of clarifying her thoughts on choosing a career</li><li>• Makes some relevant references to text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Demonstrates limited understanding, with isolated references to text</li></ul>	1

**Question 9 (a)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Completes brochure correctly</li></ul>	2
<ul style="list-style-type: none"><li>• Completes brochure partially</li></ul>	1



**Question 9 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the significance of Mark Angelo's final sentence</li><li>• Provides comprehensive reasons for the choice</li><li>• Makes relevant references to text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the significance of Mark Angelo's final sentence</li><li>• Makes some relevant references to the text</li></ul>	2-3
<ul style="list-style-type: none"><li>• Identifies limited information and/or reference to the text</li></ul>	1



**Question 9 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an extensive knowledge of the language and tone used displaying a clarity of compare and contrast</li><li>• Makes detailed reference to the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a sound knowledge of language and tone used through compare and contrast</li><li>• Makes sound reference to the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a simplistic knowledge of language and tone used with little reference to compare/contrast</li><li>• Makes simplistic reference to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates a very limited knowledge of language and tone used making no reference to the text</li></ul>	1



## Section 2: Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	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"><li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li></ul>	13–15
<ul style="list-style-type: none"><li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information effectively</li></ul>	10–12
<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions relevant to the task</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–3