

**2007 HSC Notes from
the Marking Centre
Filipino**

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2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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

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

Most candidates were well prepared for this part of the examination. While the majority were able to sustain a conversation for seven minutes, the level of sophistication and the depth and breadth of responses varied. Candidates at the upper end of the mark range showed an ability to speak confidently and fluently, demonstrating a high degree of accuracy. Most responses indicated that candidates had at least an elementary grasp of structures and vocabulary.

Poor pronunciation and intonation, and an inability to expand and elaborate on ideas indicated poorer responses. Candidates need to acquire an understanding of the structure of the language and to develop strategies to enrich their vocabulary. These strategies might include revising basic vocabulary such as numbers and vocabulary appropriate to each of the topics listed in the syllabus.

Discussion

All candidates had prepared a topic for discussion, although a range of abilities was demonstrated, from sophisticated presentations of ideas and opinions to factual recounts.

Candidates should carefully consider their choice of topic. Factual recounts tend to limit candidates' ability to discuss in depth. Candidates are advised against choosing topics of a sensitive nature, eg physical abuse of children. They need to explore topics that are of interest and lend themselves to discussion. Candidates need to be able to demonstrate the ability to evaluate information and ideas, justify opinions and consider topics from various perspectives. 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 of issues and a sophisticated use of language, or to engage in a discussion. Candidates should also avoid topics that rely on English vocabulary, such as aspects of technology. If they choose social issues, particularly those that may be linked to other subject areas such as Legal Studies, candidates need to ensure that they can discuss the issue in Filipino with the appropriate vocabulary without reverting to English and anglicisms. Candidates may find issues associated with Filipino history and culture lend themselves

better to discussion in Filipino. Some topics such as an historical and contemporary investigation of chocolate, allowed for research and investigation as well as a personal perspective.

While all candidates demonstrated that they had used a number of resources, some candidates relied heavily on the internet for their research. Examiners felt that some candidates could have better exploited the resources used, chosen more appropriate sources from the internet or accessed a wider range of texts, such as film and documentaries, journal articles and interviews. Candidates need to be reminded that they should be using a minimum of three different resources: *It is expected that at least three different texts will form the basis of the in-depth study, so that the candidate is able to explore their chosen subject in sufficient depth.* (Filipino syllabus)

Few candidates brought supporting objects to the examination. Should candidates choose to bring material to the examination, they are reminded that they should be items such as photographs, pictures and maps. Notes and cue cards are not permitted and there must be no written information or annotations either in English or in Filipino on the objects. Supporting objects serve only as a prompt and in no way contribute to the mark awarded.

Supporting objects 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

The multiple-choice questions were answered correctly by most candidates. There was a wide range of responses in the open-ended questions, with the majority of candidates demonstrating a satisfactory level of achievement. Many candidates identified the main points in the text but did not always demonstrate analytical skills. A significant number of candidates clearly were not able to understand the numbers in the dates. Candidates are advised to learn and revise basic requirements such as the numbers.

Better responses demonstrated:

- a thorough understanding of the texts and the requirements of the tasks
- perceptive analytical/interpretive skills indicating understanding of aspects of texts such as tone, emotion, attitude and implied references
- relevant reference to the texts.

Part B

General Comments

While there was a wide range of responses only a few candidates were able to meet all the requirements of the tasks. Most candidates were able to demonstrate understanding of content, identify the main points and understand the use of humour but many had difficulty describing emotions and feelings evident in the texts and recognising changes in language and tone.

Section II – Reading and Responding

Part A

General Comments

There was a wide range of responses with the majority demonstrating general understanding of the text. Candidates found the 4 and 5 mark questions demanding, with candidates able to identify key points of information but not many able to analyse and support their answers with appropriate references to the text. Better responses demonstrated thorough understanding of the texts with candidates able to express and substantiate their points of view with relevant textual references. Weaker responses demonstrated limited understanding of the text with some candidates merely regurgitating portions of the texts rather than responding to the questions which required explanation (Question 8(b)), contrasting (Question 8(c)), interpretation (Question 9(b)) and justification (Question 9(c)).

Part B

Most candidates understood and made some references to the two diary entries and formulated an appropriate response. The best responses demonstrated a depth of treatment as well as extensive knowledge and understanding of vocabulary, sentence structure and use of punctuation. These responses showed that candidates were able to organise information and ideas to meet the requirements of the task and use the text type, a letter, appropriately.

Section III – Writing in Filipino

Sequential development and organisation of ideas were evident in high-range responses, with an extensive vocabulary, excellent sentence structure and competent language manipulation. These candidates adhered to the requirements of the text type.

Medium-range responses displayed relevant information and a range of ideas appropriate to the task. These candidates demonstrated a satisfactory knowledge of vocabulary and sentence structure. Some errors in syntax, grammar, punctuation and spelling were evident, as were some anglicisms. Requirements of the text type were generally evident.

Weaker responses presented some information and ideas relevant to the task but knowledge of language, vocabulary and sentence structure was elementary. Poor use or absence of punctuation, and poor organisation typified these responses. Use of English words and syntax, and limited adherence to the required text type were also characteristics of the weaker response.

Filipino Continuers

2007 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1 (a)	1	Leisure and recreation — announcement	H3.1
1 (b)	2	Leisure and recreation — announcement	H3.1
2	3	Arts and entertainment — advertisement	H3.1, H3.2
3	3	Relationship — conversation	H3.1, H3.2
4	4	History and culture – Poem/Rap	H3.1, H3.2, H3.4
5 (a)	1	Education and aspirations — conversation	H3.1, H3.2, H3.3
5 (b)	2	Education and aspirations — conversation	H3.1, H3.2, H3.3, H3.4
5 (c)	4	Education and aspirations — conversation	H3.1, H3.2, H3.3, H3.4
Section 1: Listening and Responding			
Part B			
6 (a)	1	World of work — interview	H3.1, H3.2
6 (b)	2	World of work — interview	H3.1, H3.2
7 (a)	2	Lifestyle and relationship — conversation	H3.1, H3.2
7 (b)	5	Lifestyle and relationship — conversation	H3.1, H3.2
Section 2: Reading and Responding			
Part A			
8 (a)	2	Social issues — interview	H3.1
8 (b)	3	Social issues — interview	H3.1, H3.2
8 (c)	4	Social issues — interview	H3.1, H3.2, H3.3
9 (a)	2	Tourism — review (internet multi review site)	H3.1, H3.2
9 (b)	4	Tourism — review (internet multi review site)	H3.1, H3.2, H3.3
9 (c)	5	Tourism — review (internet multi review site)	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding			
Part B			
10	10	Relationships/social issues — diaries/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Filipino			
11	15	Arts and entertainment — review	H2.1, H2.2, H2.3
12	15	History and culture — interview	H2.1, H2.2, H2.3



2007 CCAFL Filipino Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the main feature of this 'MEGA-SALE'	2
• Make relevant reference to customer incentives and possible free coffee and food	
• Demonstrates limited understanding of customer' incentives	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates full understanding of what the film is about which is “Disobedient Youth of Today”• Provides 16th January as opening date of the film	3
<ul style="list-style-type: none">• Demonstrates some understanding of what the film is about• Provides correct opening date of the film	2
<ul style="list-style-type: none">• Demonstrates limited understanding	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear understanding of Kuya’s attitude towards his sister with supporting evidence from text	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding	1

Question 4*Outcomes assessed: H3.1, H3.2, H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and perceptive analysis of the rap song title based on the artist’s message• Demonstrates a clear understanding of the culturally significant expression ‘opo and po’• Makes clear and relevant references to the text	4
<ul style="list-style-type: none">• Provides some detail of the rap song title based on the artist’s message• Makes relevant references to the text	3
<ul style="list-style-type: none">• Provides limited information relating to the rap song• Makes limited references to the text	2
<ul style="list-style-type: none">• Makes isolated references to the text	1

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

Criteria	Marks
• Identifies what Jasmine wants to do which is to travel	1

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

Criteria	Marks
• Demonstrates a clear understanding of grandfather's view regarding the advantages of Jasmin's present situation which includes opportunity to study and support from family and government	2
• Demonstrates limited understanding	1

Question 5 (c)*Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates perceptive understanding of the grandfather's views on education and opportunity • Makes relevant references to text	4
• Demonstrates a good understanding of the grandfather's views on education and opportunity • Some reference to text	2-3
• Identifies at least ONE reason	1

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

Criteria	Marks
• (C)	1

Question 6 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides comprehensive reasons to justify not hiring David which includes lack of appropriate responses to questions and supporting details	2
• Identifies some relevant reasons	1

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

Criteria	Marks
• Demonstrates a clear understanding of the couple's problems and the solutions outlined by Lilia	2
• Makes relevant references to text	
• Demonstrates limited understanding of problem and/or solution	1

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

Criteria	Marks
• Provides a detailed and perceptive analysis of changes in Carding's attitude towards his wife	5
• Makes relevant reference to text	
• Provides some details of changes in Carding's attitude towards his wife	3-4
• Makes some references to text	
• Provides limited or isolated details	1-2
• Makes limited references to text	

**Section 2: Reading and Responding**
Part A**Question 8 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a clear understanding of the point being made by Pete	2
• Demonstrates some understanding	1

Question 8 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a good explanation of Pete's question • Makes clear relevant references to text	3
• Provides some explanation of Pete's question • Makes some references to text	2
• Provides limited explanation • Makes limited or isolated references	1

**Question 8 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a perceptive analysis of the contrast between the 3rd paragraph and the first and second paragraph of the text• Supports answer with appropriate reference to text	4
<ul style="list-style-type: none">• Provides some details of the contrast between the 3rd paragraph and the first and second paragraph of the text• Supports answer with some references to text	2–3
<ul style="list-style-type: none">• Limited reference to text	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear understanding of why E-Friend created this site which includes to get feedback on resort, to give his views and to find the girl he met	2
<ul style="list-style-type: none">• Demonstrates a limited understanding	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of Glady's experiences at the hotel which includes her positive experiences on entertainment and service, her negative views on accommodation and extra costs• Makes detailed references to the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of Glady's experiences at the hotel• Makes a some reference to the text	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding of Glady's experiences at the hotel• Makes a simplistic reference to the text	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an extensive knowledge of the extent to which “Bill Sour-grapes” is justified in his comments about the hotel which includes his overall negative impression, noise of party-goers, his removal following complaint, poor quality food, extra cost and maybe the resort was not meant for him• Makes clear and relevant references to the text	5
<ul style="list-style-type: none">• Demonstrates a sound knowledge of the extent to which “Bill Sour-grapes” is justified in his comments about the hotel• Makes a relevant reference to the text	3–4
<ul style="list-style-type: none">• Demonstrates a simplistic knowledge• Makes a sound reference to the text	2
<ul style="list-style-type: none">• Demonstrates a limited knowledge making no reference to the text	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">• 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