

**2008 HSC Notes from  
the Marking Centre  
Filipino**

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# **2008 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 2008 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 2008 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 prepared for this part of the examination. While most sustained 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 were indicative of 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 for use in ages, times, dates and so on, 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. They need to explore topics that are of interest and lend themselves to discussion, as this task requires them to demonstrate the ability to evaluate information and ideas, justify opinions and consider topics from various perspectives. 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, 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 that issues associated with Filipino history and culture lend themselves better to discussion in Filipino. Some topics such as an historical and contemporary investigation of migration, 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)

If candidates choose to bring supporting objects to the examination, they are reminded that these should be such items 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.

## Written Examination

### Section I – Listening and Responding

#### Part A

##### Question 1

Most candidates demonstrated a comprehensive understanding of the text. A few did not refer to the need to include *pinoy* and consequently did not score full marks.

##### Question 2

Most candidates wrote the list of things the grandmother had to do in the correct order. A few mistook the word *hapon* referring to ‘afternoon’ for *haponan* referring to ‘supper’.

##### Question 3

Most candidates completed the customs declaration form correctly.

##### Question 4a

This question was well answered by all candidates.

##### Question 4b

Most candidates understood the situation presented in the text. The question proved to be difficult for some candidates whose responses lacked analysis and detail.

##### Question 5

This question was well done by most candidates. A few candidates did not analyse the linguistic features of the text.

#### Part B

##### Question 6

Most candidates included the highlights of the tour mentioned in the email but did not include other necessary details. Some did not inquire after Adel’s mother who was sick, which would be as expected in Filipino culture. Others did not refer to Adel’s interest in museums. Many did not correctly use the conventions of the text type, and others had neither an introduction nor a conclusion. Candidates are advised to learn the conventions of the various text types prescribed in the syllabus.

##### Question 7

Most candidates demonstrated good comprehension of the text. A few candidates demonstrated poor analytical skills and did not support their answers with references to the text.

## Section II – Reading and Responding

### Part A

#### General Comments

While there was a wide range of responses, most demonstrated a sound understanding of the texts and a basic ability to convey information accurately and appropriately. Those questions which required a degree of analysis were less well done. Candidates are advised that questions requiring them to interpret, explain, analyse and synthesise information and ideas in the text demand more than simply repeating the information in the text, eg interpretation (Question 8b), explanation (Question 9b), analysis (Question 9c).

#### Question 8(a)

Overall this was well answered. Candidates demonstrated a good understanding of Teena's reasons for being tattooed. Most identified the main reasons and the best responses included all relevant information.

#### Question 8(b)

Most candidates responded with some detail and mentioned the consequences and dangers of having a tattoo. However, some candidates did not include the advice to parents which is what the question required.

#### Question 9(a)

Most candidates provided a detailed description of the scene. The best responses included all relevant details provided in the text – not only the clean house with a swimming pool in the background, but also referred to the weather – the thunder and the sound of the wind.

#### Question 9(b)

This question was the most poorly answered in this part of the paper. Many candidates either did not read it correctly or did not understand that this question required them to demonstrate an understanding of the change in Carlo. Many candidates simply lifted information from the text rather than interpreting how Carlo had changed. In best responses, candidates described Carlo's change over the course of the scene – from being intimidated by his father at the beginning of the scene, then his developing courage and confidence, and finally supporting his sister's career aspirations.

#### Question 9(c)

Most candidates demonstrated depth in their responses to this question, making appropriate references to the text to illustrate traditional Filipino values. Better responses referred to all three characters separately and referred to issues such as gender stereotyping, power and authority with appropriate textual references.

### Part B

#### General Comments

Most candidates understood the stimulus text but responded with varying degrees of success in terms of meeting the requirements of the task. The best responses composed a well-written speech with appropriate reference to the original text. However, most tended to copy slabs of information directly from the text and only a few candidates wrote a speech using the conventions of the text type, such as clear reference to audience, purpose and context.

A few responses demonstrated good manipulation of the language, authentically and creatively meeting the requirements of the task. Most candidates demonstrated a satisfactory knowledge and

understanding of vocabulary and sentence structure. Weaker responses demonstrated the influence of English syntax.

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

There was a wide range of responses with most demonstrating some understanding of the requirements of each task. The best responses demonstrated breadth and depth of treatment as well as extensive knowledge and understanding of vocabulary, sentence structure and use of punctuation. These responses presented information in a coherent and effective manner through the sequential development of ideas.

The best responses showed the sequential development and organisation of ideas and utilised extensive vocabulary, correct sentence structure, creativity and effective language manipulation. These responses also adhered well to the conventions of the text type (a blog/message; a formal letter).

Mid range and poorer responses showed a limited ability to organise information, or the information and ideas were limited in breadth and depth. Weaker responses often failed to use the conventions of the required text type, and made errors with syntax and grammatical structures eg the use of prefixes, infixes and suffixes. English words and phrases and combined English/Filipino words were also evident in the weakest responses.



# Filipino Continuers

## 2008 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	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	Leisure and recreation — announcement	H3.1
2	3	Personal identity — conversation	H3.1, H3.3
3	3	Lifestyles — news report	H3.1, H3.3
4 (a)	1	Relationships — conversation	H3.1
4 (b)	4	Relationships — conversation	H3.2, H3.3
5 (a)	2	World of work — discussion	H3.1, H3.3
5 (b)	5	World of work — discussion	H3.2, H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
6	4	Tourism — conversation	H3.1
7	6	Education and aspirations — conversation	H3.1, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
8 (a)	3	Social issues / lifestyles — 2 letters	H3.1
8 (b)	5	Social issues / lifestyle — 2 letters	H3.1, H3.3
9 (a)	3	Relationships / personal identity — play	H3.1, H3.3
9 (b)	4	Relationships / personal identity — play	H3.2, H3.3
9 (c)	5	Relationships / personal identity — play	H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
10	10	History and culture — article / speech	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Filipino</b>			
11	15	Leisure and recreation — (blog) message	H2.1, H2.2, H2.3
12	15	Social issues — letter (to editor)	H2.1, H2.2, H2.3



## 2008 HSC Filipino Continuers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Filipino Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

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## Section 1: Listening and Responding

### Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what listeners are expected to do to win free tickets to the “Pinoy Concert”	2
• Provides some relevant detail	1

***Sample answer:***

Be one of the first to guess the guest singer in the “Pinoy, Concert” and send answer to [www@pinoyconcert.com](mailto:www@pinoyconcert.com) and mark their answer with “Pinoy”.

#### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates comprehensive understanding of text by writing a list of all the things she has to do in the order she has to do them including: a glass of water when she wakes up; breakfast 30 minutes later together with medication for her heart; and a Vitamin C tablet after dinner	3
• Demonstrates some understanding of the text by writing a list of some of the things she has to do in the order she has to do them	2
• Makes some reference to text	
• Provides some relevant detail	1

***Sample answer:***

1. Drink glass of water when you wake up
2. After 30 minutes have breakfast and take heart medicine
3. After dinner take vitamins

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

Criteria	Marks
• Demonstrates comprehensive understanding of text by completing the form accurately – according to the conversation between the Customs Inspector and Mrs Castro	3
• Demonstrates a good understanding of the text by completing the form according to the conversation between the Customs Inspector and Mrs Castro	2
• Provides some relevant information	1

*Sample answer:*

		F/N 123456
<b>Customs Declaration Form</b>		
1.	Name: <u>Mrs Cecilia Castro</u> Occupation: <u>Nurse</u>	
2.	Country OR Countries visited while abroad: <u>Hong Kong</u> <u>Philippines</u> <u>Singapore</u>  How many days/months were you away? 21 days	
3.	Do you have any of the following: (Please circle your response)	
	(a) Plants and Plant products	Yes <input type="radio"/> No
	(b) Food or food products and sweets	<input checked="" type="radio"/> Yes      No
	(c) Medicines including vitamins	<input checked="" type="radio"/> Yes      No
	(d) Animals or animal products	Yes <input checked="" type="radio"/> No

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

Criteria	Marks
• A	1

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

Criteria	Marks
• Demonstrates a comprehensive and perceptive analysis of reasons why Marga wants to break up with AJ	4
• Demonstrates a good understanding of the reasons why Marga wants to break up with AJ	3
• Demonstrates some understanding of the reasons why Marga wants to break up with AJ	2
• Provides some relevant detail	1

**Sample answer:**

She is fed up going out with him because he is unreliable and kept her waiting because he had been with his friends. Not particular of the way he looks and he is dishonest. He does not understand Marga's concerns and she knows now that he tries to get out of trouble by being affectionate. She is disappointed in him as a boyfriend.

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

Criteria	Marks
• Demonstrates a clear understanding of the purpose of the discussion between the mother and her son	2
• Demonstrates limited understanding of the purpose of the discussion between the mother and her son	1

**Sample answer:**

The mother is concerned that her son's part-time job is interfering with his studies. His school marks have dropped since he started working part-time.

**Question 5 (b)***Outcomes assessed: 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 to clearly reflect the son's attitude towards the various aspects of his situation</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 to reflect the son's attitude towards his situation</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 the son's attitude towards his situation</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

***Sample answer:***

There is a clear change in the son's language and tone as he talks about positive things (enjoying work) and things of concerns (social life, future plans).

The enthusiasm in the son's tone as he describes his workplace clearly reflects his very positive attitude towards his job. However, he is losing interest in school work, and is worried about his social life. He is confused with his situation. He made use of imaginative language eg. Being pulled in different directions and used repeating words, eg. "ang saya-saya," "tulong-tulong," "pakanta-kanta," "pasayaw-sayaw" and "ang hrap-hirap" for emphasis. He also made use of similes, eg. Like a magnet that attracts him to his work place and like a colony of bees happily building a honey comb.



## Section 1: Listening and Responding Part B

### Question 6

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the high points of the first day on tour, and makes clear reference to Adel's interest in Arts and her mother's condition in the email	4
• Demonstrates a good understanding of text through the writing of the email	2–3
• Provides some relevant detail	1

#### *Sample answer:*

- E-mail message including:
  - Greetings to Adel and inquiring about her mum's condition
  - High point of the first day on tour
  - Linking high points to Adel's interest in Arts

**Question 7***Outcomes assessed: H1.3, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the extent to which Clarinda will succeed in her new school</li><li>• Makes clear and relevant references to text</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the extent to which Clarinda will succeed in her new school</li><li>• Makes relevant references to text</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the extent to which Clarinda will succeed in her new school</li><li>• Makes some reference to text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

***Sample answer:***

Clarinda is likely to succeed because she has always wanted to go to that school – it’s her dream. She loves music and dance and is keen to learn, even though her school marks aren’t good. She doesn’t mind if others are more talented – it will only make her work harder. She is prepared to live away from home as a boarder and is glad that others are encouraging her too. She is confident she can succeed.





## Section 2: Reading and Responding

### Part A

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why Jeena is in favour of a tattoo	3
• Demonstrates a good understanding of why Teena is in favour of tattoos	2
• Provides some relevant information	1

**Sample answer:**

It allows young people to be themselves and is the best form of self expression without having to say anything. It adds spice and flavour to life.

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the advice given to Teena's parents by the psychologist • Makes reference to text	5
• Demonstrates a sound understanding • Makes some reference to text	3–4
• Demonstrates some description of the advice given to Teena's parents • Makes some references to text	2
• Provides some relevant information	1

**Sample answer:**

Not to get worried, when young people want to get a tattoo. Instead they should learn a few things about tattoos/tattooing and discuss possible side effects (infections, swelling, pain, permanent discolouration) in case there is a mistake in the procedure. They should try to guide them to see the health risks in case they are only doing it to copy their peers. Young people should realise the effects by tattooing can be permanent.

**Question 9 (a)**

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

**MARKING GUIDELINES**

Criteria	Marks
• Provides a clear description of the setting of the scene	3
• Provides some description of the setting of the scene	1–2

***Sample answer:***

A very clean house with swimming pool. Thunder and strong wind can be heard, windows banging.

**Question 9 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
• Demonstrates comprehensive and perceptive understanding of how Carlo changes in the course of the scene • Makes relevant references to the text	4
• Provides good understanding of how Carlo changes in the course of the scene • Makes relevant reference to text	3
• Provides some understanding of how Carlo changes in the course of the scene • Makes some reference to text	2
• Demonstrates limited understanding of how Carlo changes in the course of the scene	1

***Sample answer:***

At the start of the scene, Carlo is intimidated by his father and has difficulty discussing future plans with him. His sister Maria pushes him to confront their father with their intentions to go to Canberra. He wants to accept a swimming scholarship and she wants to study to be a doctor. Carlo develops the confidence and courage to tell his father of their intentions, to the extent that he depends his sister's right to pursue her chosen career. He says '*mas matilino po siya sa akin, kaya po niyang maging doktor*'.

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a detailed analysis of the issues of traditional Filipino values explored in the scene</li><li>• Makes relevant references to text</li></ul>	5
<ul style="list-style-type: none"><li>• Provides a satisfactory understanding of the issues of traditional Filipino values explored in the scene</li><li>• Makes relevant reference to text</li></ul>	4
<ul style="list-style-type: none"><li>• Provides some understanding of the issues of traditional Filipino values explored in the scene</li><li>• Makes some reference to text</li></ul>	3
<ul style="list-style-type: none"><li>• Provides some understanding of the text</li><li>• Limited reference to text</li></ul>	2
<ul style="list-style-type: none"><li>• Limited understanding of text</li></ul>	1

***Sample answer:***

First of all through characterisation with the father being the dominant person in these relationships. Despite his very authoritative attitude, his children accord him due respect.

Secondly, although the father and children's views differ regarding educational preference, they all value education highly. However, the father makes a clear distinction between sport, ie swimming scholarship and medical degree.

Lastly, there are obvious stereotype in terms of gender. The father believes his daughter can leave home only when she marries.



## 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