



## GENERAL COMMENTS

There was an atmosphere of ease and confidence during the 2007 Filipino oral examination. Consistent procedures were exercised throughout, which alleviated the obvious nervousness of some students.

Students maintained proper usage of verbs, nouns, adjectives, adverbs and other parts of speech, and generally enunciated very well. There was active interaction between the students and assessors. It was obvious that the students had developed a good knowledge of the Filipino language and culture.

Poorer performing students struggled to understand the questions asked by assessors or to respond appropriately in Filipino. Students should avoid using English words during the examination.

A few students presented at the examination wearing their school uniform. This is not permitted, as students should not be identified by name or by school.

## SPECIFIC INFORMATION

### Section 1 – Conversation

The first part of the oral examination was assessed on the following criteria:

- capacity to maintain and advance the exchange appropriately and effectively
- clarity of expression
- relevance, breadth and depth of information, opinions and ideas
- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and ideas.

Students displayed proper politeness, as is appropriate in Filipino culture, by using *po* and *ho*, and conversed about their personal world without mentioning names or any identifiable pointers. Good students used correct grammar, verbs, adjectives and nouns properly and consistently.

### Section 2 – Discussion

The second part of the oral examination was assessed on the following criteria:

- capacity to maintain and advance the exchange appropriately and effectively
- clarity of expression
- capacity to present information, ideas and opinions on a chosen topic
- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and grammar.

Students generally discussed Philippine politics and technology as their sub-topic for the Detailed Study. They compared and analysed social justice in poor or developing countries, like the Philippines, against richer, western countries.

Strong students consistently used correct syntax and grammar. However, a few weaker students did not strictly adhere to Filipino grammatical rules.

Some students effectively used support materials in the Discussion, including photos, samples and some small artefacts.