



GENERAL COMMENTS

Students were motivated, enthusiastic and observant in the 2010 Filipino oral examination. The 2010 assessment was conducted with students strictly adhering to the need for a quiet and calm environment. Some students struggled with nerves, and assessors tried to make sure they were confident enough to present their material.

Students are reminded that they must use the correct pronunciation and accent. If a word is not pronounced or accentuated correctly this can change its tone and meaning. Students also need to use a strong and grammatically correct flow of expressions when speaking and reading. When the vocabulary applied falls short of the necessary range, students may not receive the marks or assessment they anticipated. Students' grammatical usage needs to follow the assessment criteria for the examination.

SPECIFIC INFORMATION

Section 1 – Conversation

Criteria 1 and 5

The students were confident and well prepared. They were also respectful, which is intrinsic to Filipino culture. The students performed well, particularly because their initial presentation was about their personal lives.

Students used their vocabulary well – they were able to do difficult tasks such as using two different words that had similar spellings but different accents (which meant the words had different meanings). They knew how to identify their meaning by enunciating correctly. They were also able to respond to the assessors' questions, readily expanding and quickly explaining the meaning to further demonstrate their extended range of understanding and their capacity to connect with the assessors.

Criteria 2, 3 and 4

The students were very animated when presenting their stories and aspirations and used clear Filipino (using the Tagalog accent and pronunciation). Their application of the vocabulary dealt with a broad collection of varied expressions. Some students finished their stories using good tempo in a uniform pace in authentic Tagalog.

Section 2 – Discussion

Many students brought their own props to help them describe their research. Students are advised to remain seated during the examination; it is not appropriate to stand up and use gestures and emphasis. Students fulfilled criteria 6 and 10 using well-structured introductions to their Detailed Study research. They also displayed effective communication, using intonation very well.

Students did not need any support from assessors to deliver their material with clarity. They clearly demonstrated authentic Tagalog (Filipino) with smooth pronunciation to display their rich vocabulary. Some students also used traditional terminology and idiomatic expressions in the topic they were discussing. They were able to meet criterion 7 of the assessment, demonstrating their capacity to support the issues presented.

When assessors asked about students' ideas or queried their facts, the students readily supported their material, citing examples of why they were correct, presenting evidence drawn from their props, describing facts, procedures and theories about their reasoning, and defending their opinions well. Students had obviously concentrated extensively on their research.

Criteria 8 and 9 were successfully addressed by most students, who applied vocabulary and accurate grammar appropriately.