



GENERAL COMMENTS

Almost all of the students demonstrated a broad scope of knowledge in their performance. Most students spoke with a good Filipino accent and used appropriate grammar and sentence construction; they were able to use their conversation skills to display what they had learnt.

The pronunciation of the *A, I, U, G, Ny* and *Ng* sounds were the most difficult for native English speaking students, but these were still accurately demonstrated and spoken. Most students were confident and friendly, and displayed an impressive range of vocabulary.

In general, students had a strong capacity to express their thoughts and ideas accurately. Appropriate vocabulary and sentence structures were used in both sections of the examination. Students linked very well with the assessors by asking appropriate questions, making or inviting comments, and clarifying statements.

Although a few of the students had Australian accents, these did not significantly hinder their ability to present and deliver their topic accurately or to communicate clearly in Filipino.

SPECIFIC INFORMATION

Section 1 – Conversation

Most students performed well and showed good preparation for the conversation section, in which they had to discuss their families, studies, aspirations, hobbies, leisure and/or work. The interactions were generally good humoured, although some students seemed tense and nervous. Assessors tried to put these students at ease so that they were able to trust their own ability to present the required skills and information. The assessors let the students take the initiative in the conversation, interrupting only as appropriate during the students' discussions. Almost all of the students conveyed their personal information effectively. The excellent responses generally showed the quality and range required to meet the criteria.

Section 2 – Discussion

The students performed well in the discussion section and displayed their abilities in the Filipino language. They responded well to the resources they had studied. The students effectively demonstrated their capacity to develop their ideas and opinions during the report discussions.

The LOTE teachers not only teach the grammar and vocabulary of the language, they also teach the culture and history of the country in which the language is spoken. They integrate cultural values as well, all of which helps students in the development of their personal values, respect and love of cultural heritage.