



2017 CCAFL Filipino Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies what Anna and Matthew plan to do tomorrow	1

Sample answer:

They are planning to go fishing.

Question 1 (b)

Criteria	Marks
• Provides all the reasons why they need to leave early	3
• Provides most of the reasons why they need to leave early	2
• Provides some relevant information	1

Sample answer:

They need to leave early to get bait from the market, to catch a lot of fish, and to be able to return to shore before it rains.

**Question 2 (a)**

Criteria	Marks
• Identifies to whom this dish would appeal with reference to the text	3
• Identifies to whom this dish would appeal with limited reference to the text	2
• Provides some relevant information	1

Sample answer:

This dish would appeal to health-conscious people because of its nutritional value. The dish contains protein from pork, minerals from prawns and bitter melon, and vitamins from different vegetables like pumpkin, snake beans, eggplant and watercress.

Question 2 (b)

Criteria	Marks
• Shows a good understanding of why the order of cooking the ingredients is important	1

Sample answer:

The order of cooking the ingredients is important because some ingredients take longer to cook and others take less time.

**Question 3 (a)**

Criteria	Marks
• Identifies why Gloria is in Australia	2
• Provides some relevant information	1

Sample answer:

Gloria is in Australia because she was sent by the Philippines Department of Tourism to write an article on Australian history.

Question 3 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how the speakers' views differ with detailed reference to the text	5
• Demonstrates a sound understanding of how the speakers' views differ with reference to the text	4
• Demonstrates some understanding of how the speakers' views differ with some reference to the text	2–3
• Provides some relevant information	1

Sample answer:

Ric is very positive about the sculpture, which he said has made the town popular. It is modern and abstract art, with the shapes and colours representing the spirit of the people who gave their lives for their country.

Gloria on the other hand has a negative view of the sculpture. She is critical of it, saying that it is ugly, meaningless, a waste of money and not a fitting tribute to the heroic people who sacrificed their lives for the country.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Demonstrates a thorough understanding of Alma's position on the topic with reference to the text	4
• Provides a sound understanding of Alma's position on the topic with some reference to the text	2–3
• Provides some relevant information	1

Sample answer:

Si Alma ay sang-ayon sa mga komersyal na tagapagtaguyod sa isport dahil ito ay nagbibigay ng mga pondo para sa mga angkop na karerahang pambisikleta, at para makalahok ang mga atleta sa pambansa at pandaigdig na paligsahan. Nakatutulong din sa mga atleta ang pagkakaroon ng modernong kagamitan at kasuotan upang higit na mapahusay ang kanilang pakikilaban. Ang mga pondo ay nakapagbibigay din ng aliwan dahil nakakapanood ng isport sa telebisyon ang mga tao.

(Translation)

Alma is in favour of commercial sponsorship in sport because it provides funding for suitable race venues and for athletes by supporting them to enter national and international competitions. It also helps athletes perform better through modern equipment and clothing. In addition, funding provides entertainment for people to watch sport on television.

**Question 5 (a)**

Criteria	Marks
• Identifies the reasons why the trip is important for both Ynez and her father	2
• Provides some relevant information	1

Sample answer:

Ang paglalakbay na ito ay mahalaga kay Ynez dahil ito ang kanyang unang biyahe sa Maynila, at sa kanyang ama naman ay ang pagkakataon na mabisita ang kanyang matatanda nang magulang na may karamdaman.

(Translation)

The trip is important for Ynez because it is her first time to visit Manila, and for her dad it is a chance to visit his elderly parents who are not too well.

Question 5 (b)

Criteria	Marks
• Provides a detailed explanation of how Ynez is affected by the trip with reference to the text	3
• Provides a satisfactory explanation of how Ynez is affected by the trip with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Si Ynez ay naapektuhan ng malaking pagkakaiba ng mayaman at mahirap sa Pilipinas ng makita niya ang mga makabagong gusali sa siyudad at ang mga nakatirang iskwater sa gilid ng nadaanang tulay.

Nasaling ang kanyang damdamin sa tradisyonal at magalang na pagbati sa matatanda (pagkuha sa kamay ng matanda at paglalalagay sa kanilang noo). Sinunod niya ang tradisyong ng batiin niya ang kanyang lolo at lola.

Siya ay namangha sa nakita niyang maraming putahe ng pagkain na iniluto at inihain sa kanila ng kanilang sariling kusinera.

(Translation)

Ynez was affected by the stark contrast between the rich and poor in the country when she saw the modern buildings in the city and the shanties where the poor people live.

She was touched by the traditional and respectful way of greeting older people (taking the hand of an older person and putting it on your forehead). She followed this custom when she greeted her grandparents.

She was pleasantly surprised to see the amount of food served to them, and amazed that there's an employed household cook who cooked for them.

**Question 6**

Criteria	Marks
• Provides a comprehensive and perceptive explanation of how Gina's comments about the film will help Andres with his own project with detailed reference to the text	6
• Provides a thorough explanation of how Gina's comments about the film will help Andres with his own project with reference to the text	5
• Provides a satisfactory explanation of how Gina's comments about the film will help Andres with his own project with some reference to the text	4
• Provides some explanation of how Gina's comments about the film will help Andres with his own project with limited reference to the text	2–3
• Provides some relevant information	1

Sample answer:

Kailangang gumawa si Andres ng isang maikling pelikula para sa klase niya sa Drama. Ang panayam ay makatutulong kay Andres dahil ipinaliwanag ni Gina ang ibat-ibang aspeto ng pelikula. Ayon kay Gina, ang tema ng pelikula ay dapat na makaakit sa mga manonood, katulad ng kahanga-hangang bayani sa pelikula. Kailangan din na mahusay ang pagkakaganap, at pagkakaroon ng mahusay na artista. Ang mga kasuotan at kagamitan ay kailangang katugma ng kapanahunan ng pelikula, ngunit sa pelikulang ito ay hindi nagkatugma. Ang musika sa pelikula ay napakahusay; musika ang nakabubuo o nakasisira ng isang pelikula. Sa wakas ng pelikulang ito, naiwang nagiisip ang mga manonood sa malamang na mangyayari, kaya mahalaga ang mahusay na wakas.

(Translation)

Andres needs to make a short film for his Drama class. The interview will help Andres because Gina talked about various aspects of a film. Gina mentions that the theme needs to engage an audience, like the admirable hero in the film. Also, that the acting has to be good and having a good actor can help. The costumes and props should reflect the historical setting of a film and in this film they didn't. The music was excellent in this film and it can make or break a film. Lastly, the ending in the film left the audience questioning what would happen next so a good ending is essential.



Section 2: Reading and Responding

Part A

Question 7

Criteria	Marks
• Provides a comprehensive analysis of whether Jeffrey's request is likely to be granted with detailed reference to the text	5
• Provides a thorough analysis of whether Jeffrey's request is likely to be granted with reference to the text	4
• Provides a sound analysis of whether Jeffrey's request is likely to be granted with some reference to the text	3
• Shows some understanding of whether Jeffrey's request is likely to be granted	2
• Provides some relevant information	1

Sample answer:

Jeffrey's request is likely to be granted because his language is enthusiastic and emotive, indicating his passion about being an accountant (eg *pangarap, malaking utang na loob*). Also, he has done very well in accounting, and other accounting-related subjects. Furthermore, he can help the employees, does not expect payment, and provides many days and hours of availability.

**Question 8**

Criteria	Marks
• Provides a comprehensive and perceptive analysis of the relationship between personal responsibility and the issues discussed in the text with detailed reference to the text	5
• Provides a thorough analysis of the relationship between personal responsibility and the issues discussed in the text with reference to the text	4
• Provides a satisfactory explanation of the relationship between personal responsibility and the issues discussed in the text with some reference to the text	3
• Shows some understanding of the issues discussed in the text	2
• Provides some relevant information	1

Sample answer:

The issues raised in the text are pet ownership, animal welfare and the environment.

Pet owners are responsible for the adequate care and control of their pets to prevent pollution and damage to the environment. They should provide food, shelter and health care for their pets. Stray cats and dogs are the negative outcome of irresponsible pet ownership.

Government agencies and groups help provide safe environments for stray animals. Responsible animal lovers who adopt a cat or dog promote animal welfare and contribute to clean and orderly surroundings.



Section 2: Reading and Responding

Part B

Question 9

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the whole text• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	13–15
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• 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	10–12
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Attempts to structure relevant information and ideas	7–9
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited ability to link information and ideas or structure text	4–6
<ul style="list-style-type: none">• Responds to isolated elements in the text• Uses single words or set formulae to express information	1–3



Section 3: Writing in Filipino

Questions 10–11

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	17–20
<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	13–16
<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	9–12
<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	5–8
<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	1–4



2017 CCAFL Filipino Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversa- tion	10	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4
Discussion	15		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

Section 1: Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Leisure and recreation — conversation	H3.1
1 (b)	3	Leisure and recreation — conversation	H3.1
2 (a)	3	Lifestyles — radio broadcast	H3.3
2 (b)	1	Lifestyles — radio broadcast	H3.1
3 (a)	2	Tourism — conversation	H3.1
3 (b)	5	Tourism — conversation	H3.4

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	4	Leisure and recreation — speech	H3.2
5 (a)	2	Personal identity — conversation	H3.1
5 (b)	3	Personal identity — conversation	H3.2
6	6	Arts and entertainment — interview	H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7	5	Education and aspirations — formal letter	H3.3
8	5	Social issues — article	H3.3

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	15	Lifestyles — advertisement, news article	H1.2, H1.3, H3.1



Section 3: Writing in Filipino

Question	Marks	Content	Syllabus outcomes
10	20	Tourism — article	H2.1, H2.2, H2.3
11	20	Social issues — formal letter	H2.1, H2.2, H2.3