



# 2018 CCAFL Filipino Continuers Marking Guidelines

## Section 1: Listening and Responding Part A

### Question 1 (a)

Criteria	Marks
• Identifies that Cayla is Leni's cousin	1

**Sample answer:**

A

### Question 1 (b)

Criteria	Marks
• Identifies that Leni needs to purchase five tickets	1

**Sample answer:**

Five tickets

**Question 1 (c)**

Criteria	Marks
• Clearly outlines the plot of the movie	2
• Provides some relevant detail about the movie	1

**Sample answer:**

The movie is a beautiful love story about a couple that were separated because the woman had to move to Australia. After 10 years they met up again in their voluntary aid work in the Visayan province.

**Question 2 (a)**

Criteria	Marks
• Identifies the annual holding of the swimming competition	1

**Sample answer:**

The competition is held annually.

**Question 2 (b)**

Criteria	Marks
• Provides a detailed explanation of the instructions for the competition	3
• Provides some explanation of the instructions for the competition	2
OR	
• Identifies the instructions	1
• Provides some relevant information	

**Sample answer:**

Step on the mats at the start and end of the competition to measure accurately your swim time.

Follow the correct swim course to ensure fairness. Go around the yellow marker ball before swimming back to the beach.

Raise your hand if you're in trouble for safety reasons.

**Question 3 (a)**

Criteria	Marks
• Explains why the organisers have invited this speaker	2
• Provides some relevant information	1

**Sample answer:**

The community club is starting a *kulintang* ensemble. The speaker is an experienced player of the *kulintang*.

**Question 3 (b)**

Criteria	Marks
• Gives the benefit of playing the <i>kulintang</i>	1

**Sample answer:**

Playing the *kulintang* gave him the chance to travel.

**Question 3 (c)**

Criteria	Marks
• Summarises all main points about the <i>kulintang</i> made by the speaker	4
• Provides all main points about the <i>kulintang</i> made by the speaker but does not summarise	3
• Provides most of the main points about the <i>kulintang</i> made by the speaker but does not summarise	2
• Provides some points but does not summarise	1

**Sample answer:**

- The *kulintang* is part of the music history of the Philippines
- It is a unique instrument
- Playing the *kulintang* needs many skills.



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

Criteria	Marks
• Outlines the son's decision	2
• Provides some relevant information	1

**Sample answer:**

Nagdesisyon ang anak na tanggihan ang trabaho sa abrod at sa halip ay sa probinsiya magtatrabaho bilang isang doktor.

**Translation:**

The son has decided to turn down a job offer overseas and instead has decided to work as a doctor in the province.

#### Question 4 (b)

Criteria	Marks
• Provides a detailed explanation of how the mother conveys her attitude with reference to language and content	3
• Provides some explanation of how the mother conveys her attitude	2
• Provides some relevant information	1

**Sample answer:**

Ang ina ay hindi sang-ayon sa desisyon dahil hindi iniisip ng anak ang kanyang kinabukasan. Nagsakripisyo ng malaki ang ina at sa palagay niya ay hindi tamang tanggihan ng anak ang pagkakataong magtrabaho at kumita sa abrod.

Ipinakikita ng ina ang kanyang pagtutol sa pamamagitan ng:

- mga tanong na retorikal (*Nasisira bang ulo mo?*) (*Ano ang ikabubuhay mo?*)
- emosiyonal at negatibong pananalita (*Maawa ka sa 'kin, Nagsakripisyo ako ng malaki..., Kalokohan!, Matauhan ka sana, Itigil na ang usapang ito ngayon!*).

**Translation:**

The mother disapproves of her son's decision because he is not thinking of his future. She's sacrificed a lot for him and cannot understand why he is turning down an opportunity to earn a good living overseas.

To convey her disapproval, she uses:

- rhetorical questions (*Have you gone crazy?*) (*How are you going to support yourself?*)
- emotive and dismissive/negative language (*Have pity on me. I sacrificed a lot for you..., Nonsense!, Stop this conversation now!*).

**Question 5 (a)**

Criteria	Marks
• Identifies the reasons why Chelsea wants her dress made immediately	2
• Provides some relevant information	1

**Sample answer:**

Nagmamadali si Chelsea magawa ang kanyang damit dahil malapit na ang kanyang pormal at gusto niya itong maisukat sa babagay na sapatos at bag.

**Translation:**

Chelsea is in a hurry to have her dress made because the formal is close and she wants to try it on before her formal with matching shoes/bag.

**Question 5 (b)**

Criteria	Marks
• Provides a detailed explanation of Chelsea's emotions with reference to the text	3
• Provides some explanation of Chelsea's emotions with reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Ninerbyos si Chelsea kasi gusto niya na matapos kaagad ang kanyang damit. Siya ay pinagpapawisan at hindi malaman kung siya ay mauupo o tatayo. Siya din ay tumatanaw ng utang ng loob dahil pumayag na gawin ang kanyang damit ng mananahi sa maikling abiso. Alam din niya na ang mananahi ay ang pinakamagaling kumopya ng mga disenyo. Nakasisiguro siya na ang mananahi ay marunong humawak ng mamahalin at makintab na tela.

**Translation:**

Chelsea was quite nervous because she wants her dress made quickly. She was sweating and she said she does not know whether to sit or to stand. She was also grateful because the dressmaker agreed to make her dress on short notice. She also knows he is the best dressmaker to copy designs. She felt confident that the dressmaker can handle expensive and shiny material.



## Question 6

Criteria	Marks
• Provides a comprehensive and perceptive comparison of Anna's and Miguel's ideal holiday destinations	5
• Provides a sound comparison of Anna's and Miguel's ideal holiday destinations	4
• Provides a satisfactory comparison of Anna's and Miguel's ideal holiday destinations	3
• Provides a limited understanding of Anna's and Miguel's ideal holiday destinations	2
• Provides some relevant information	1

### **Sample answer:**

Pareho nilang gustong magbakasyon sa isang tropikal na isla na Tagalog ang salita ng mga tao.

- Gusto ni Miguel ng matahimik at mapayapa na destinasyon na hindi maraming tao. Nais nya ng malinis at busilak na tabing-dagat. Ganado rin siya at natutuwang maglakbay ng malayo.
- Kabaliktaran ang gusto ni Anna. Nais niya ng maunlad na lugar, maraming tao, masigla at maraming magagandang tindahan. Gusto rin niya ng lugar na madaling marating sa pamamagitan ng regular at maaasahang transportasyon.

### **Translation:**

Both Anna and Miguel want a tropical island holiday where locals speak Tagalog.

- Miguel prefers a peaceful and quiet destination that is not crowded. He yearns for pristine beaches and clean air. He also likes the fun and adventure involved in travelling to distant destinations.
- Anna prefers the opposite to most of Miguel's ideas. She loves a developed tourist destination that is busy with lively surroundings and great shops. She also wants a place that is easily accessible through a regular and reliable transport service.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Provides a sound description of Mr Headache's feelings with reference to the text	2
• Provides some relevant information about the text	1

**Sample answer:**

He was disappointed and confused at not passing a subject because he studied so hard. He was anxious about telling his mum, because she will get worried, feel let down and even angry.

#### Question 7 (b)

Criteria	Marks
• Provides a sound justification of which advice Mr Headache is likely to follow with reference to the text	3
• Provides some justification of which advice Mr Headache is likely to follow with limited reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Mr Headache is likely to follow JimmyJames2's advice. He needs to be honest about what has happened. He doesn't have to lie. His admission to his failure will make it easier and lessen his burden.

**Question 8 (a)**

Criteria	Marks
• Identifies the most suitable title for the appeal	1

**Sample answer:**

D

**Question 8 (b)**

Criteria	Marks
• Provides a comprehensive description of the strategies used by the writer with detailed reference to content and language	4
• Provides a sound description of the strategies used by the writer with some reference to content and language	3
• Provides some description of the strategies used by the writer	2
• Provides some relevant information	1

**Sample answer:**

The writer uses personal experience to show concrete evidence of benefits of clothes recycling (plus example from text).

The writer also presents facts about clothes recycling: what is done to used and unwanted clothing (plus example from text).

The writer provides an easy way of participation and an incentive for students to join the program (collection bin easily accessible in the canteen, prizes for first 10 students to bring in donation).

The writer uses persuasive language aimed at young people: rhetorical questions (*Why the slogan? How? Do you know...?*), a catchy slogan (*hello life*), emotive words (*I got all emotional ...*, *happiness in the faces of recipients*), age-appropriate idiomatic language (*cool, easy peasy*), attention-grabbing challenge (*Go on! Check your wardrobe!*).



## Section 2: Reading and Responding

### Part B

#### Question 9

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

**Answers could include:**

- Recollection of the teachers mentioned and other memories of school
- News about classmates mentioned
- Identification of students in the class photo
- Ideas for the reunion: venue and activities.



## Section 3: Writing in Filipino

### Questions 10–11

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>	17–20
<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>	13–16
<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>	9–12
<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>	5–8
<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>	1–4



# 2018 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	Arts and entertainment — conversation	H3.1
1 (b)	1	Arts and entertainment — conversation	H3.1
1 (c)	2	Arts and entertainment — conversation	H3.1
2 (a)	1	Leisure and recreation — announcement	H3.1
2 (b)	3	Leisure and recreation — announcement	H3.1
3 (a)	2	History and culture — speech	H3.3
3 (b)	1	History and culture — speech	H3.1
3 (c)	4	History and culture — speech	H3.1

## Section 1: Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	2	Education and aspirations — conversation	H3.1
4 (b)	3	Education and aspirations — conversation	H3.2
5 (a)	2	Personal identity — conversations	H3.2
5 (b)	3	Personal identity — conversations	H3.2
6	5	Tourism — conversation	H3.3

## Section 2: Reading and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Relationships — blog	H3.2
7 (b)	3	Relationships — blog	H3.3
8 (a)	1	Social issues — article	H3.3
8 (b)	4	Social issues — article	H3.2

**Section 2: Reading and Responding  
Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
9	15	Education and aspirations — email	H1.2, H1.3, H3.1, 1.4

**Section 3: Writing in Filipino**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10	20	Education and aspirations — journal entry	H2.1, H2.2, H2.3
11	20	Social issues — article	H2.1, H2.2, H2.3