



# 2019 CCAFL Filipino Continuers Marking Guidelines

## Section 1: Listening and Responding Part A

### Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a reason why she needs to take care when cooking today</li></ul>	1

**Sample answer:**

TWO of the children attending are allergic to peanuts.

### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies the suggestions given</li></ul>	3
<ul style="list-style-type: none"><li>Identifies some suggestions given</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

She needs to wash her hands thoroughly and use oil that has no traces of nuts. She also needs to use clean cooking utensils.



## Question 2

Criteria	Marks
• Shows a comprehensive understanding of whether Michelle is likely to follow Manny's advice with detailed reference to the text	5
• Shows a sound understanding of whether Michelle is likely to follow Manny's advice with reference to the text	4
• Shows some understanding of whether Michelle is likely to follow Manny's advice	3
• Shows limited understanding of whether Michelle is likely to follow Manny's advice	2
• Provides some relevant information	1

### **Sample answer:**

Michelle is not likely to follow Manny's advice. She does not believe in following advice. It is evident from her saying that 'Oh you believe in everything you hear'. She gives him all the reasons and benefits of using a mobile phone such as keeping in touch with her distant family. She continues to use her phone while talking to Manny. At the end, she says that 'my ears are hurting from all the things you've been saying' indicating that she is not really listening to Manny's arguments.

## Question 3

Criteria	Marks
• Provides a clear comparison of how Jaedenn's and his mother's opinions are similar and/or different demonstrating a comprehensive understanding of text	6
• Provides a comparison between Jaedenn's and his mother's opinions demonstrating thorough understanding of text	5
• Provides some comparison and shows a sound understanding of Jaedenn's and his mother's opinions about his plans	4
• Provides a limited comparison and some understanding of Jaedenn's and/or his mother's opinion about his plans	3
• Shows some understanding of Jaedenn's and/or his mother's opinions about his plans	2
• Provides some relevant information	1

### **Sample answer:**

Both Jaedenn and his mother are aware of the risks of travelling alone. However, Jaedenn focuses on the benefits while his mother focuses on the negatives. Jaedenn thinks that travelling alone will be a great experience that he will never forget. He will be able to see beautiful places, meet interesting people and see his relatives. He can also apply the life skills that he has acquired over the years and learn to be more independent. On the other hand, the mother thinks that travelling alone is difficult as Jaedenn has to cook and fend for himself. She is also worried about how travelling may affect Jaedenn's future as he may not want to go to university after his gap year. He may forget the things that he learnt at school. He would not be able to go to university with his high school friends.



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

Criteria	Marks
• Identifies the two options suggested by the principal	2
• Identifies one option suggested by the principal	1

**Sample answer:**

Gusto ng punong-guro na umulit si Jeremy nang ikalabing-isang baitang o lumipat ng paaralan na papayag tumuloy siya sa ikalabing-dalawang baitang.

**Sample answer (translation):**

The principal wants Jeremy to either repeat Year 11 or move to another school that will allow him to continue to Year 12.

#### Question 4 (b)

Criteria	Marks
• Shows a thorough understanding of how Jeremy responds to the principal's suggestions with reference to the text	3
• Shows some understanding of how Jeremy responds to the principal's suggestions	2
• Provides some relevant information	1

**Sample answer:**

Sa simula, si Jeremy ay humihingi ng paumanhin sa punong-guro at nagpapaliwanag ng kanyang hindi pagpasok sa eskuwela dahil nagkasakit ang kanyang ina. Nang malaman niya ang maaaring mangyari sa kanya, siya ay natatakot na biguin ang kanyang mga magulang. Banda sa dulo ng kanilang pag-uusap, sinubukan niyang makipagkasundo sa punong-guro nagtatanong at nangangakong magsisikap na talaga siya at tatapusin ang mga kulang na gawain.

**Sample answer (translation):**

At the start, Jeremy apologises to the principal and explains that his absence has been due to his mother's sickness. When he realises what can happen, he is worried and afraid of disappointing his parents. He tries to bargain with the principal by asking questions and offering to apply himself more diligently and complete all outstanding tasks.



## Question 5

Criteria	Marks
• Demonstrates a thorough understanding of how the speaker conveys his enthusiasm	4
• Demonstrates a sound understanding of how the speaker conveys his enthusiasm	3
• Demonstrates some understanding of how the speaker conveys his enthusiasm	2
• Provides some relevant information	1

### **Sample answer:**

Nagpapasalamat siya sa kabutihang loob ni Dr Garcia, sa suporta ni Mayor Leo at iba pang tao na naging tagapagtaguyod. Ipinahahayag niya ang kanyang kagalakan tungkol sa kung papaano magiging benepisyo sa malawak na mga miyembro ng pamayanan. Siya ay lubos na humahanga sa mataas na klase ng mga pasilidad at natutuwa sa mga maaring maidaos na iba't ibang uri ng 'inter-barangay' na kompetisyon. Ang kanyang pagkasigasig ay kanyang ipinahayag sa pamamagitan ng paggamit ng mga mapaglarawan at madamdaming mga salita tulad ng 'lahot ay maiinggit', 'malaking karangalan' at 'kahanga-hangang mga pasilidad'.

### **Sample answer (translation):**

He is grateful for the generosity of Dr Garcia and the support of Mayor Leo and all other people who have been sponsors. He expresses his delight about how the centre will benefit a wide range of members of the community. He is in awe of the quality of the facilities and loves the possibilities of hosting inter-district competitions. His enthusiasm is conveyed by using descriptive and emotive words like 'everyone will be jealous', 'amazing facilities' and 'great honour'.



## Question 6

Criteria	Marks
• Provides a comprehensive explanation of how Kathy tries to engage her listeners	6
• Provides a thorough explanation of how Kathy tries to engage her listeners	5
• Provides a sound explanation of how Kathy tries to engage her listeners	4
• Provides a satisfactory explanation of how Kathy tries to engage her listeners	3
• Provides a limited explanation of how Kathy tries to engage her listeners	2
• Provides some relevant information	1

### **Sample answer:**

Gumagamit si Kathy ng iba't-ibang paraan upang mawili ang mga tagapakinig. Ang panayam ay 'live' upang maramdaman ng mga tagapakinig na para silang bahagi ng kapistahan. Nakikilahok siya sa iba-t-ibang uri ng kasayahang nagaganap. Pinupuri niya ang husay ng mga nagtatanghal gamit ang pananalitang tiyak na tatagos sa kaisipan ng mga nakikinig. Ipinahayag din niya ng lubusan ang mga kulay at sari-saring mga kilos at galaw na kaanya-anyaya sa paningin. Parang nalalaspap na rin ng mga tagapakinig ang amoy at lasa ng nilulutong isda na kanyang tinikman.

### **Sample answer (translation):**

Kathy uses a variety of techniques to try and engage the listeners. She is reporting live from the festival allowing the listeners to feel they are experiencing it first-hand. She is involved in the festivities, emphasising the variety of activities. She also praises the skills of the performers using exaggerated language. She uses expressive language so the listeners can visualise the colour and movement of the festival. She appeals to the senses when she smells the fish being cooked and then tastes it.



## Section 2: Reading and Responding

### Part A

#### Question 7

Criteria	Marks
• Provides a comprehensive comparison of the travel packages	4
• Provides a sound comparison of the travel packages	3
• Provides a comparison of the travel packages	2
• Provides some relevant information	1

**Sample answer:**

Similarities in the packages are that they have the same price and number of days of travel. They both include return airfare, free accommodation and free breakfast.

The differences in the packages are that Package 1 involves travelling around to different tourist destinations. It also includes historical visits, experiencing traditional transport and budget shopping. This package is also for travellers who may like finding local places to eat. On the other hand, Package 2 includes lunch and dinner, and for the whole time you stay in a resort which has everything that you need including a personal butler. It involves experiences of resort life like swimming in the beautiful waters of the lake.

#### Question 8 (a)

Criteria	Marks
• Identifies the writer's impression of the city	2
• Provides some relevant information	1

**Sample answer:**

The writer thinks the city/river is polluted. People are living in poverty, houses are dilapidated and the streets are dirty.

#### Question 8 (b)

Criteria	Marks
• Provides a detailed explanation of why Maya wants help from the writer	4
• Provides a sound explanation of why Maya wants help from the writer	3
• Provides an explanation of why Maya wants help from the writer	2
• Provides some relevant information	1

**Sample answer:**

Maya is asking for help as she needs to get back to her province and have the support of her family. She has approached charities but they were stretched for resources. Maya's husband is injured and cannot bring in any money to provide for the family. She cannot find a decent job because she has to look after her children and her health is declining.



## 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



## 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



# 2019 CCAFL Filipino Continuers Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversation	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	Lifestyles – telephone conversation	H3.1
1 (b)	3	Lifestyles – telephone conversation	H3.1
2	5	World of work – face-to-face conversation	H3.3
3	6	Personal identity – telephone conversation	H3.3, H3.4

## Section 1: Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	2	Education and aspirations – interview	H3.1
4 (b)	3	Education and aspirations – interview	H3.2
5	4	Leisure and recreation – speech	H3.1, 3.3
6	6	History and culture – live podcast	H3.4

## Section 2: Reading and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
7	4	Tourism – travel itinerary	H3.1, H3.3
8 (a)	2	Social issues – report	H3.2, H3.3
8 (b)	4	Social issues – report	H3.2, H3.3

## Section 2: Reading and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
9	15	Education and aspirations – email	H1.2, H1.3, H1.4, H3.1, H3.2

## Section 3: Writing in Filipino

Question	Marks	Content	Syllabus outcomes
10	20	Arts and entertainment – review	H2.1, H2.2, H2.3
11	20	Relationships – short story	H2.1, H2.2, H2.3