



2022 CCAFL Filipino Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides the correct answer	1

Sample answer:

C

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">Completes both sections of the table to summarise Uncle Ronaldo's advice	3
<ul style="list-style-type: none">Completes the table with some of Uncle Ronaldo's advice	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

<i>Do</i> (answers may include)
Stay hardworking, enthusiastic Fight for social justice Prioritise your family/relatives Good deeds to others
<i>Don't</i> (answers may include)
Complain Neglect your health

**Question 2 (a)**

Criteria	Marks
• Correctly describes what Totoy remembers is at his grandparents' place	2
• Provides some relevant information	1

Sample answer:

He remembers the swing hanging from the guava tree in his grandparents' backyard.

Question 2 (b)

Criteria	Marks
• Correctly identifies what experiences made the train trip exciting for Totoy	3
• Correctly identifies an experience about the train trip that was exciting for Totoy	2
• Provides some relevant information	1

Sample answer:

Totoy was excited to have his first ride on the new express train and the fast speed of the train. He's excited to see from the train window the market, where his grandma will be taking them to eat street food. Excited to see grandparents' house/ cousins again after a year.

**Question 3 (a)**

Criteria	Marks
<ul style="list-style-type: none">Provides the correct answer	1

Sample answer:

Planting trees

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a thorough understanding of how Roberto reassures the mayor about the benefits of the project with detailed reference to text and language	5
<ul style="list-style-type: none">Demonstrates a sound understanding of how Roberto reassures the mayor about the benefits of the project with some reference to text and language	4
<ul style="list-style-type: none">Demonstrates some understanding of how Roberto reassures the mayor about the benefits of the project with limited reference to text and/or language	3
<ul style="list-style-type: none">Demonstrates limited understanding of how Roberto reassures the mayor about the benefits of the project.	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Roberto reassures the mayor about the benefits of the project by stating that the tree-planting project will ease the drought problem of the town. Streams and irrigation systems will have cleaner water and create plentiful harvests. Increased harvest could bring prices of produce down and make it more affordable for the poor people. Farmers can sell their harvests to neighbouring towns so they will have more money.

He also uses Filipino idioms eg '*Itaga mo sa Bato*' (cast it in stone), '*kumapal ang bulsa*' (thicker pocket), and a rhetorical question 'Would you believe when I say that...?'



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides the correct answer	1

Sample answer:

Upang dumalo sa ikasampung kaarawan ng kanilang anak na si Junior.

Sample answer (translation):

To attend their son Junior's 10th birthday.

Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none">Describes the surprise element in the couple's special announcement	3
<ul style="list-style-type: none">Describes what makes the couple's announcement special	2
<ul style="list-style-type: none">Identifies the couple's special announcement	1

Sample answer:

Namumukod tangi para sa mag-asawa ang magiging pangalawa nilang anak dahil sampung taon ang pagitan ng magkapatid. Sinabihan sila na hindi na sila magkakanak pang muli at nagulat sila na masusundan si Junior ng isang kapatid na babae.

Sample answer (translation):

The couple's announcement of having a second child is extra special because of the ten-year gap between the siblings. They were told that they wouldn't have another child and they were surprised that a girl sibling will come along after Junior.



Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how the speakers promote Fermin Valley to potential tourists with detailed reference to the content and language of the text	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how the speakers promote Fermin Valley to potential tourists with reference to the content and language of the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the speakers promote Fermin Valley to potential tourists with reference to the content and language of the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of how the speakers promote Fermin Valley to potential tourists with limited reference to the content and/or language of the text	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Masigasig na isinulong ng mga nagsasalita ang mga maaaring magawa at maranasan ng mga potensyal na turista sa Lambak ng Fermin. Kabilang dito ay ang paggawa ng pastilyas na galing mismo sa gatas ng kalabaw o suman na malagkit, ang makapagluto sa labas gamit ang palayok na luad at pagpitas ng kasoy sa plantasyon. Gumamit sila ng mapang-akit na pananalita tulad ng paggising ‘sa tilaok ng tandang at sa halimuyak ng sampagita’. Sa gabi naman ay masasaksihan nila ‘ang pagsasayaw ng mga alitaptap’.

Sa katapusan ay inilarawan nila ang pamamasyal sa malapit na kuweba kasama si Kapitan Gattaran. Dito ay gumamit sila ng pasukdol (superlatibo) na pananalita upang ilarawan ang ‘pinakamarilag na parte ng pinakamahabang ilog sa bansa’ kung saan maaari silang magtampisaw.

Sample answer (translation):

The speakers promote Fermin Valley with enthusiasm about the possible activities potential tourists could experience. These include creating *pastillas* from *carabao* milk or *suman* from sticky rice, cooking and eating outdoors using clay pots, and picking cashews from the plantation. They use descriptive words that appeal to the senses such as being awakened by the sound of the cock crow and the fragrance of the ‘*sampagita*’ flowers. At night, they can witness the dancing of the fireflies.

One of the speakers finished by describing the trip to the nearest cave with Captain Gattaran. She used superlatives to describe how they can wade in ‘the most majestic part of the longest river in the country’.

**Question 6 (a)**

Criteria	Marks
• Provides the correct answer	1

Sample answer:

Limang siglo na ang nakalipas.

Sample answer (translation):

5 centuries ago.

Question 6 (b)

Criteria	Marks
• Provides a comprehensive description of the issues faced by the people in the story with clear reference to the text	5
• Provides a thorough description of the issues faced by the people in the story with reference to the text	4
• Provides a sound description of the issues faced by the people in the story with limited reference to the text	3
• Provides some description of an issue faced by the people in the story	2
• Provides some relevant information	1

Sample answer:

Ayon sa paliwanag ng nagsasalita, ang mga isyu na hinarap ng mga tao sa istorya ay umiinog tungkol sa pagsakop ng mga Kastila sa kapuluan ng Pilipinas. Hindi lang ang kanilang kapaligiran ang nasakop kundi pati na rin ang kanilang kultura. Nahirapan silang kumilos sa pagitan ng mga isla gamit ang makalumang mga bangka. Ang mga nakatatanda lamang ang may karapatang magdesisyon tungkol sa pagtugon sa hamon ng mga Kastila.

Sample answer (translation):

As explained by the speaker, the issues faced by the people in the story revolve around the Spaniards conquering the Philippine archipelago. It was not only their environment that was taken but also their culture. They struggled to move between islands. The elderly were the only ones who had rights to make decisions about how to respond to the challenges posed by the Spaniards.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none">States what is special about Rey Santiago's early years as an actor	1

Sample answer:

He played a lot of leading roles.

Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a thorough understanding of why Rey Santiago remains confident about his acting career	4
<ul style="list-style-type: none">Demonstrates a sound understanding of why Rey Santiago remains confident about his acting career	3
<ul style="list-style-type: none">Demonstrates some understanding of why Rey Santiago remains confident about his acting	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Rey remains confident because he has accepted the transition in his acting career. Portraying supporting characters rather than leading roles does not bother him since he believes he belongs to an elite group of veteran actors who got better in acting simply because they have been around longer. Thus, he doesn't believe in the word 'has-been'. He says adaptability is 'the key ingredient in maintaining a long and successful life as an actor'.



Question 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how Alice expresses her opinion about gender equity in the workplace with detailed reference to both content and language	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how Alice expresses her opinion about gender equity in the workplace with reference to both content and language	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how Alice expresses her opinion about gender equity in the workplace with some reference to both content and language	3
<ul style="list-style-type: none">• Demonstrates some understanding of how Alice expresses her opinion about gender equity in the workplace with some reference to either content or language	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Alice is assertive when expressing her opinion about gender equity. Her manager thinks she is not as strong as the boys even though she told him in the job interview not to discriminate against her for being a girl. She asked rhetorically, 'Is it really a man's job?'

Her language shifts from using respectful words like 'Sir' to shouting a directive, 'stop that', then storming off.

Alice also uses the Filipino term '*Ate*' (older sister) to grab the attention of female readers and convince them to act collectively to promote equality for all. She uses emphatic comparative language to describe how women have 'significantly more challenges' when it comes to job opportunities.



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



2022 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	Personal identity (personal values) — monologue	H3.1
1 (b)	3	Personal identity (personal values) — monologue	H3.2, H3.4
2 (a)	2	Lifestyle (urban and rural life) — conversation	H3.1
2 (b)	3	Lifestyle (urban and rural life) — conversation	H3.2
3 (a)	1	Social issues (environment) — face-to-face conversation	H3.1
3 (b)	5	Social issues (environment) — face-to-face conversation	H3.2, H3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	Relationship (family and friends) — announcements	H3.2, H3.3
4 (b)	3	Relationship (family and friends) — announcements	H3.1, H3.2, H3.3
5	5	Tourism (cross-cultural perspective) — media report	H3.2, H3.3
6 (a)	1	History and culture (historical event/people) — script of a play	H3.2, H3.3
6 (b)	5	History and culture (historical event/people) — script of a play	H3.1, H3.2, H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Art and entertainment (film and media) — article	H3.1
7 (b)	4	Art and entertainment (film and media) — article	H3.2, H3.3
8 (a)	5	World of work (equality in the workplace) — magazine story	H3.2, H3.3

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

Question	Marks	Content	Syllabus outcomes
9	15	Leisure and recreation (hobbies and interest) — article — letter to the editor	H1.2, H1.3, H1.4, H3.1

Section 3: Writing in Filipino

Question	Marks	Content	Syllabus outcomes
10	20	History and culture (festivals, celebrations and customs) — blog	H2.1, H2.2, H2.3
11	20	Education and aspirations (further education) — letter	H2.1, H2.2, H2.3