



2013 CCAFL Filipino Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies the purpose of the announcement	1

Sample answer:

Aeroplane arrival will be delayed because of bad weather.

Question 1 (b)

Criteria	Marks
• Identifies all aspects of the airline's response	3
• Identifies some aspects of the airline's response	2
• Provides some relevant information	1

Sample answer:

- Ground crew to book seats for passengers on other flights
- Will also look after their luggage
- Passengers provided with hotel and meals.

Question 2 (a)

Criteria	Marks
• C	1

Question 2 (b)

Criteria	Marks
• Clearly explains the differences in Enzo's and Ynez's preparations	4
• Demonstrates a good understanding of Enzo's and/or Ynez's preparations	3
• Demonstrates some understanding of Enzo's and/or Ynez's preparations	2
• Provides some relevant information	1

Sample answer:

ENZO:

- Experienced, organised and well-prepared (knew what provisions to bring to the rescue centre, has been a volunteer for years)
- Raised funds to be able to buy food and medicines for the people in the rescue centre

YNEZ

- Had no idea what to bring to the rescue centre, except lollies
- Image conscious (more concerned with her appearance, if the reporters and photographers will be there), wearing impractical outfit, worried about her image with friends

Question 3 (a)

Criteria	Marks
• Identifies the reason for the teacher to be talking to the student	1

Sample answer:

To tell him about the problem regarding his name (as listed in school records).

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive analysis of the conversation between the teacher and the student • Shows clearly how the teacher's and the student's views are similar and/or different • Justifies response with relevant reference to the text 	5
<ul style="list-style-type: none"> • Demonstrates a good understanding of the teacher's and the student's views • Attempts to show how their views are similar and/or different • Provides some relevant reference to the text 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the teacher's and the student's views with some reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the teacher and/or the student view(s) the situation 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

- The teacher is serious and worried about the issue because it will take some time to fix the discrepancy; she is not pleased with the student and is blaming him for causing an unnecessary legal problem for her school.
- The student thinks it is a rather humorous situation because he is embarrassed by his real name. He is not worried about the issue, because he will change his name when he turns 18 years old. He is aspiring to gain an auto mechanic apprenticeship.

Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Complete the farewell note explaining clearly Mila and Felipe's decision	3
• Complete the brief farewell note demonstrating some understanding of Mila and Felipe's decision	2
• Provides some relevant information	1

Sample answer:

Pamamaalam
<p>Minamahal naming Gng. Morales,</p> <p>Ito ay maliit na regalo bilang pagsasalamat sa inyo. Bandanang bughaw ito sapagkat alam naming paborito ninyo ang kulay bughaw. Napuna naming na kayo ay magustuhin sa mga bandana.</p> <p>Ikinalulungkot naming ang inyong pag-alis.</p> <p>Maraming salamat buhat sa inyong mga mag-aaral, Mila at Felipe</p>

Pamamaalam
<p>Dear Mrs Morales,</p> <p>This is just a little present to say thank you. It is a blue scarf because we know that your favourite colour is blue and we have noticed that you are fond of scarves.</p> <p>We are so sorry to hear that you are leaving us.</p> <p>Thank you very much from your students, Mila and Felipe</p>

Question 5 (a)

Criteria	Marks
• Identifies where the encounter is taking place	1

Sample answer:

The argument is taking place in the market.

Ang sagutan ay nagaganap sa palengke.

Question 5 (b)

Criteria	Marks
• Demonstrates a clear understanding of how and why the tone of the encounter changes	4
• Demonstrates some understanding of how and/or why the tone of the encounter changes	2–3
• Provides some relevant information	1

Sample answer:

Nagsimula ang sagutang ito bilang usapan na mapanghimok at mayroong kaaya-ayang tono. Subalit ito ay nagbago sa alitan at naging masagwang awayan ng tindera (babae) at mamimili (lalake).

Sinundot ng mamimili ang isda at ang pabatid niya sa tindera ay hindi na sariwa ang isda at mahal pa. Sumama ang loob ng tindera at lalong nagalit ito nang tumawad ang mamimili, kaya tinalikuran niya ito sa inis. Sa ganito, ang dalawa ay punong-puno na sa isa't isa kaya ang sagutan ay nagkaroon nang kabastusan at naging masagwa.

The encounter starts off on a friendly and cheerful tone but becomes unpleasant, then an angry exchange between the (female) vendor and the (male) buyer.

The buyer pokes the fish to test its freshness and then points out to the vendor that the fish is no longer fresh and is expensive. This offends the vendor who gets even angrier when the buyer starts haggling over price, so she turns away from him in disgust. At this point both vendor and buyer were so fed up with one another that they became rude and abusive.

Question 6 (a)

Criteria	Marks
• Correctly completes the delivery slip	2
• Provides some relevant information	1

Sample answer:

Pangalan ng Tumangga :	<u>Bb. G. Padilla</u>
Posi i / Posisyo :	<u>Pangkat Teknolohiya</u>
Date Recei / Petsang Pagtangga :	<u>ika-29 ng Abril 2013</u>

Question 6 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates strong ability to make an informed judgement • Supports response with comprehensive reference to the arguments put forward by both speakers 	5
<ul style="list-style-type: none"> • Demonstrates ability to make an informed judgement • Supports response with detailed reference to the arguments put forward by both speakers 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the arguments put forward by both speakers 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the arguments put forward by both speakers 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

(Para Kay Gina)

Ang pangkat Teknolohiya ni Gina ay nararapat makakuha ng bagong kompyuter sapagkat sila ang nagbibigay tulong at taguyod sa lahat ng tao sa opisina. Kahit na kinakailangan ng pangkat Pananalapi ni Paulo ang bagong kompyuter, sila ay umaasa rin sa pangkat Teknolohiya sa pagpatakbo ng mga kompyuter. Kaya mas mahalaga ang pangangailangan ni Gina.

Ayon kay Paolo, ang dalawa (2) nilang kompyuter ay gumagana pa. Ang mga kompyuter sa pangkat ni Gina ay isang taon na ang idad at hindi tama ito para sa pangkat Teknolohiya.

Isa pang, mahalagang dahilan kung bakit nararapat na ang bagong kompyuter ay mapunta kay Gina ay ang kanyang natapos na pagsasanay sa paggamit nito. Kahit na marunong gumamit ng bagong kompyuter ang pangkat ni Paulo, si Gina ay nag-aral upang gamitin ang bagong kompyuter kaya ang kanyang kaalaman ay mahigit sa lahat.

(Para Kay Paulo)

Ang pangkat Pananalapi ni Paulo ay nararapat makakuha ng bagong kompyuter para sa makabagong pagpalakad ng Pananalapi. Sa ngayon, dalawa lamang ang kanilang kompyuter. Mas mahalago na makuha ng pangkat ni Paulo ang bagong kompyuter, lalo na at may bagong manedyer na darating sa kanilang pangkat.

Bilang mga dalubhasa ng teknolohiya, ang pangkat ni Gina ay mayroong kasanayan sa paggamit at pagpatakbo ng mga kompyuter kahit na isang taon na ang idad ng mga ito. Ayon kay Gina, gumagana pa ang mga ito sa pagtaguyod ng ibang mga pangkat kaya hindi kinakailangang palitan.

Kahit na mayroong kasanayan si Gina sa paggamit ng bagong kompyuter at nahirang sanayin ang ibang manggagawa, ang pangkat ni Paulo ay mas mabuting makakula ng bagong kompyuter sapagkat alam na nila gamitin ito. Ang pangkat ni Paulo ay makakatipid ng oras at salapi para sa tanggapan.

(Favouring Gina)

Gina's technology team should get the new computer because it's her team that provides help and support to everyone in the office. Paolo's finance unit needs to have up-to-date computers but they still depend on Gina's technology team to keep their computers working, so Gina has a more valid claim.

Paolo says their two computers ARE working. The computers in Gina's unit are already a year old, which is not an ideal situation for a technology team.

Another important reason why Gina should get the new computer is the fact that she has already done training in its use. Paolo claims that all in his team already know how to use the new computer but it was Gina who did the training so she MUST surely know more about it than anyone else.

(Favouring Paolo)

Paolo's finance team should get the new computer because they need it in order to run a new accounting program. At the moment they only have two working computers. It's critical for Paolo's team to have the new computer, especially because a new manager is about to join the team.

Being technology experts, Gina's team would have the skills to utilise all the functions available in computers so even if their computers are a year old, as she claims, they are still useful/functional in supporting the other units, so there's no need to replace them.

Even though Gina claims that she has been trained to use the new computer and has been given the job of training other staff, Paolo's team still has a better claim on the new computer because all the finance people already know how to use it. Paolo's team will actually save the company time and money.

Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Correctly describes Jessie's feelings	2
• Provides some relevant information	1

Sample answer:

Jessie has mixed feelings about being a contestant at 'Ang Bagong Superstar': happy and excited yet nervous and scared.

Question 7 (b)

Criteria	Marks
• Demonstrates a clear understanding of how Jessie prepared for the competition	3
• Demonstrates some understanding of how Jessie prepared for the competition	2
• Provides some relevant information	1

Sample answer:

- Jessie rehearsed for months for this competition
- Jessie adjusted her voice and made it loud and powerful so that it won't be overwhelmed by the background musical instruments
- Jessie and her coach chose a good song that is suited for her voice
- Jessie chose unique dance moves and a glamorous costume

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Writes a message to Jessie identifying the advice that Jessie's coach should give her based on thorough understanding of the two judges' reports 	5
<ul style="list-style-type: none"> Writes a message to Jessie identifying some of the advice that Jessie's coach should give her based on good understanding of the two judges' reports 	4
<ul style="list-style-type: none"> Writes a message to Jessie identifying some of the advice that Jessie's coach should give her based on sound understanding of one or both judges' reports 	3
<ul style="list-style-type: none"> Demonstrates some understanding of one or both judges' reports 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Jessie,

A good performance! Now we have to prepare for an even better performance at the next stage. Here is what I'd like you to work on.

- VOICE:**
 Keep practising singing songs in which you can use your whole voice range.
- PRESENTATION:**
 Wear a costume that is right for the performance.
 Make your stage choreography appropriate for the song; practice and avoid excessive movement across the stage because this can be a distraction.
- SONG CHOICE:**
 Make sure your song can showcase your own distinctive style.
- AUDIENCE APPEAL:**
 Sing with feeling to keep your audience connected.

Good luck! Go Jessie!

Coach

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

Filipino Continuers

2013 CCAFL Examination 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	Leisure and recreation – announcement	H3.1
1 (b)	3	Leisure and recreation – announcement	H3.1
2 (a)	1	Social issues — conversation	H3.1
2 (b)	4	Social issues — conversation	H3.2, H3.3
3 (a)	1	Education and aspirations — conversation	H3.1
3 (b)	5	Education and aspirations — conversation	H3.4

Section 1: Listening and Responding**Part B**

Question	Marks	Content	Syllabus outcomes
4	3	Relationships — conversation	H3.1
5 (a)	1	Lifestyles — argument	H3.1
5 (b)	4	Lifestyles — argument	H3.2, H3.3
6 (a)	2	World of work — conversation	H3.1
6 (b)	5	World of work — conversation	H3.3, H3.4

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

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Arts and entertainment — diary entry	H3.2
7 (b)	3	Arts and entertainment — diary entry	H3.3
8	5	Arts and entertainment — review/report	H3.3, H3.4

Section 2: Reading and Responding
Part B

Question	Marks	Content	Syllabus outcomes
9	15	Social issues — blog	H1.2, H1.3, H3.1

Section 3: Writing in Filipino

Question	Marks	Content	Syllabus outcomes
10	20	Social issues — letter	H2.1, H2.2, H2.3
11	20	Personal identity — personal values — speech	H2.1, H2.2, H2.3