



## 2011 CCAFL Filipino Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

Criteria	Marks
• Demonstrates a good understanding of what Rania and Pat are discussing	2
• Provides some relevant information	1

#### Question 2 (a)

Criteria	Marks
• Demonstrates an understanding of the passenger's problem	1

#### Question 2 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of the changes in attitude of the bus driver • Provides references to the text	3
• Demonstrates some understanding of the changes in attitude of the bus driver • Provides some reference to the text	2
• Provides some relevant information	1

**Question 3**

<b>Criteria</b>	<b>Marks</b>
• Completes the form with ALL relevant information	3
• Completes the form with some relevant information	2
• Provides relevant information	1

**Question 4**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Lorenzo's message • Supports response with reference to the text	4
• Demonstrates some understanding of Lorenzo's message • Provides some reference to the text	2–3
• Provides some relevant information	1

**Question 5 (a)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of whom Mrs Perez is addressing • Provides evidence from the text	2
• Provides some relevant details	1

**Question 5 (b)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of what makes Mrs Perez's speech effective • Provides relevant references to the text	5
• Demonstrates a good understanding of what makes Mrs Perez's speech effective • Provides some relevant details	3–4
• Demonstrates some understanding of what makes Mrs Perez's speech effective • Provides some relevant details	2
• Provides some relevant information	1

## Section 1: Listening and Responding

### Part B

#### Question 6

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of Lilia’s comment “Let’s agree to disagree”</li> <li>• Supports response with reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of Lilia’s comment “Let’s agree to disagree”</li> <li>• Provides some reference to the text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

#### Question 7

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of Nina’s regard for her grandfather</li> <li>• Adheres to the conventions of required text type and purpose</li> <li>• Makes relevant references to the text</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of Nina’s regard for her grandfather</li> <li>• Adheres to most of the conventions of required text type and purpose</li> <li>• Makes relevant references to the text</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of Nina’s regard for her grandfather</li> <li>• Adheres to some of the conventions of required text type and purpose</li> <li>• Makes some reference to the text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

## Section 2: Reading and Responding

### Part A

#### Question 8 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates an understanding of why Javier was offered a scholarship</li> </ul>	1

#### Question 8 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of the mother's reaction to Javier's scholarship</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

#### Question 8 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a perceptive understanding of Javier's reasons for accepting the scholarship</li> <li>Provides relevant details from the text</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of Javier's reasons for accepting the scholarship</li> <li>Provides relevant details from the text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides some relevant details</li> </ul>	1

#### Question 9 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of the plot of the film <i>Tagumpay ni Josie</i></li> <li>Provides relevant details from the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of the plot of the film <i>Tagumpay ni Josie</i></li> <li>Provides some relevant details from the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Question 9 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of Josie as a role model for young people</li> <li>• Provides relevant details from the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of Josie as a role model for young people</li> <li>• Provides relevant details from the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of Josie as a role model for young people</li> <li>• Provides some details from the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant details</li> </ul>	1

**Question 9 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the different ways used by the two reviewers to influence the readers</li> <li>• Provides relevant details from the text</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the different ways used by the two reviewers to influence the readers</li> <li>• Provides relevant details from the text</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the different ways used by the two reviewers to influence the readers</li> <li>• Provides some relevant details from the text</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

## Section 2: Reading and Responding

### Part B

#### Question 10

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to the text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</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>	9–10
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</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>	7–8
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</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>	5–6
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</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>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</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>	1–2

### Section 3: Writing in Filipino

#### Questions 11 and 12

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>	13–15
<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>	10–12
<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>	7–9
<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>	4–6
<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>	1–3

# Filipino Continuers

## 2011 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	2	Personal identity – conversation	H3.1
2 (a)	1	Lifestyles – conversation	H3.1
2 (b)	3	Lifestyles – conversation	H3.2
3	3	Tourism – telephone conversation	H3.1
4	4	Leisure and recreation – message	H3.3
5 (a)	2	Social issues – speech	H3.1
5 (b)	5	Social issues – speech	H3.3

### Section 1: Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
6	4	Arts and entertainment – conversation	H3.1, H3.2, H3.3
7	6	Relationships – conversation	H3.1, H3.2, H3.3

### Section 2: Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	1	Education and aspirations – diary entry	H3.1
8 (b)	2	Education and aspirations – diary entry	H3.2
8 (c)	4	Education and aspirations – diary entry	H3.3
9 (a)	3	Arts and entertainment – film reviews	H3.1
9 (b)	4	Arts and entertainment – film reviews	H3.3
9 (c)	6	Arts and entertainment – film reviews	H3.2, H3.3, H3.4

### Section 2: Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
10	10	History and culture – report	H1.2, H1.3, H3.1

### Section 3: Writing in Filipino

Question	Marks	Content	Syllabus outcomes
11	15	Social issues – speech	H2.1, H2.2, H2.3
12	15	World of work – formal letter	H2.1, H2.2, H2.3