

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**0540 PORTUGUESE (FOREIGN LANGUAGE)**

**0540/02**

Paper 1 (Reading and Directed Writing),  
maximum raw mark 65

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>
	<b>IGCSE – May/June 2012</b>	<b>0540</b>

The following structure should be adopted for IGCSE Foreign Language **Reading & Writing** Mark Schemes to ensure that Examiners across languages follow a common approach in cases where the nature of the language makes it appropriate.

**Section 1 General Marking Principles** contains the underlying principles that inform the decisions taken by Senior Examiners (including Single Examiners) when they prepare the Detailed Mark Scheme. These principles also provide Assistant Examiners with a set of 'rules' to apply when making decisions on answers not covered by the Detailed Mark Scheme, for which they have to use their judgement.

**Section 2** contains the session-specific Detailed Mark Scheme.

www.PapaCambridge.com

Page 3	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0540

## 1 General Marking Principles

**1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. The Examiner will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Product Manager if necessary, and award marks accordingly.**

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

### 1.2 Crossing out

- (a) If a candidate changes his / her mind over an answer and crosses out an attempt, a mark is awarded if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, the crossed out work should be marked.

### 1.3 Reading tasks: more than the stipulated number of boxes ticked / crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his / her final answer (e.g. by crossing out other attempts or by annotating the script in some way), this is marked in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the one box stipulated), and neither has been crossed out / discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidates minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3.
 
$$\begin{array}{r} 5 \quad \text{number of correct ticks} \\ -2 \quad \text{minus number of extra ticks} \\ = 3 \end{array}$$
- (d) Answers in pen do not take precedent over answers in pencil, e.g. if a candidate is asked to tick one box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his / her final answer.

### 1.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2

Both correct answers on line 1 and line 2 wrong = 1 (or vice-versa)

Page 4	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0540

**1.5 Reading tasks:** answers requiring the use of Portuguese (rather than a non-verbal answer) should be marked for communication. Tolerate inaccuracies provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. meu, teu, seu etc, unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

**1.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect Portuguese if the word given means something else in Portuguese.** (Incorrect Portuguese which constitutes a word in any language other than Portuguese is marked **(i)** on the basis of whether it is accepted or refused in the Mark Scheme and **(ii)** if not mentioned in the Mark Scheme, on the basis of **1.5** above).

**1.7** Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him / her from scoring the mark (INV = 0).
- (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

**1.8** No response and '0' marks

There is a NR (NO response) option in **scoris**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Page 5	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0540

**1.9 Extra material: Section 2, Exercise 1**

In **Section 2, Exercise 1**, the candidate is rewarded for being able to locate the answer in the passage. Do not worry about lifting unless this would cause the message to be seriously distorted (in general, incorrect possessives should not be judged to cause distortion: see **1.5(d)** – in which case a lift will be specifically rejected in the Mark Scheme.

**Ignore extra material given in an answer providing that it does not invalidate an answer.**

www.PapaCambridge.com

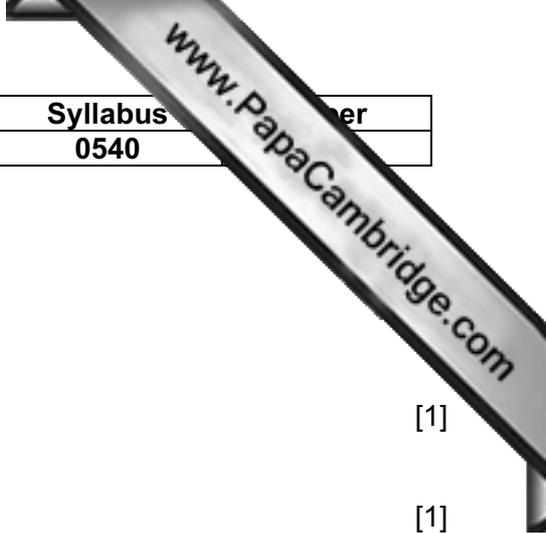
Page 6	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0540

**1.10 Extra material: Section 3**

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts / questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3** the Examiner looks for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (**Section (c)**) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	the Examiner needs to decide, by consulting the text and the Product Manager if necessary, whether the alternative answer constitutes:  (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded  (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused.
(c)	Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects the communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore, where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Product Manager



**3 Detailed Mark Scheme**

**Section 1**

**Exercício 1: Perguntas 1–5**

- 1 B [1]
- 2 C [1]
- 3 D [1]
- 4 A [1]
- 5 D [1]

**[Total: 5]**

**Exercício 2: Perguntas 6–10**

- 6 F [1]
- 7 C [1]
- 8 E [1]
- 9 A [1]
- 10 D [1]

**[Total: 5]**

Page 8	Mark Scheme: Teachers' version	Syllabus	er
	IGCSE – May/June 2012	0540	

**Exercício 3: Perguntas 11–15**

11 C

12 A

[1]

13 B

[1]

14 A

[1]

15 B

[1]

**[Total: 5]**

www.PapaCambridge.com

Page 9	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0540

**Exercício 4: Pergunta 16 – Writing**

– an email to a friend inviting him/her to go with you to a festival in his city  
3 (aceitar parque de campismo)

Communication [3], Appropriateness of language [2]

Communication: 1 mark per item up to a maximum of 3, plus  
Appropriateness of language: 0, 1 or 2 marks according to grid

Please mark answers which are not written in the space provided exactly as if they were written in the correct space, e.g. where candidates answer the questions but ignore the instruction to frame their answer as a message/email etc.

**Appropriateness of language**

2	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc) are tolerated.	<b>For LANGUAGE, consider only the parts of the candidate's work for which you award a communication mark.</b>
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.	<b><u>For LANGUAGE, accept any verb tense/form as long as it is used in a logical fashion</u></b>
0	There are no examples of appropriate usage to reward. Where 0 is awarded for Communication, 0 marks must also be awarded for language.	<b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</b>

[Total: 5]

Page 10	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0540

## Section 2

### Exercício 1: Perguntas 17–25

- 17 A vida saudável. [1]
- 18 (i) Comer um pouco de tudo. [1]  
(ii) Fazer exercício físico regularmente. [1]
- 19 **Any of:** peixe, carne, leite e ovos. [1]
- 20 Faz-nos engordar. [1]
- 21 O nosso corpo é 70% líquido. [1]
- 22 (i) nadam [1]  
(ii) vão de bicicleta para a escola. Reject: 'bicicleta' on its own [1]
- 23 (i) **Any:** peixe que comemos como energia/ não nos deixa ficar gordos. [1]  
(ii) ajuda-nos a dormir melhor à noite [1]

[Total: 10]

### Exercício 2: Pergunta 24 – Writing

– Write an article for the school newspaper.

Communication [10], Quality of Language [5]

Communication: 1 mark per item up to a maximum of 10, plus

Accuracy: up to 5 marks according to mark scheme

#### **Communication**

NB: Each of the three tasks, (a)–(d) must be completed to gain the 10 communication marks.

If point (a) or (b) or (c) or (d) is missing, the maximum communication mark is 9.

If two of (a) or (b) or (c) or (d) are missing, the maximum communication mark is 8.

If the candidate provides lists: this means they can only gain a maximum of 3 marks for communication:

lists of 1–3 items = 1 mark

lists of 4 items = 2 marks

lists of 5–6 items = 3 marks

Up to 10 marks are awarded for Communication. 1 mark is awarded per item up to a maximum of 10. Candidates who have not completed all of the tasks stipulated in the rubric cannot score full Communication marks (see above).

Page 11	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0540

- (a) Say who it is and what work they do
- (b) Describe what is interesting about their work
- (c) Say what the advantages and disadvantages are about this job
- (d) Say whether you would like to do the same job in the future. Why/why not?

Up to 4 further marks available for additional relevant details for (a), (b), (c) or (d)  
 Maximum of 3 marks for a list (see above)

**Accuracy**

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

[Total: 15]

Page 12	Mark Scheme: Teachers' version	Syllabus	er
	IGCSE – May/June 2012	0540	

Section 3

Exercício 1: Pergunts 25–30

25 F O arquiteto já é reconhecido mundialmente/ Já recebeu muitos prémios.

26 F **Either:** Não concorreu / foi convidado / Foi-lhe pedido

27 V

28 V

29 F O arquitecto quer estar presente no dia da inauguração.

30 F Era idealista/ corajoso mas dava importância à vida e aos amigos.

[Total: 10]

www.PapaCambridge.com

Page 13	Mark Scheme: Teachers' version	Syllabus
	IGCSE – May/June 2012	0540

**Exercício 2: Perguntas 31–40**

- 31 É procurar um movimento novo. [1]
- 32 Aprender estilos e técnicas de danças novas. [1]
- 33 O treino que trazia era do samba, o que é totalmente o oposto. [1]
- 34 A professora achou-a maluca. [1]
- 35 O estilo clássico é a base da sua dança, mas o samba é o que lhe dá a energia. [1]
- 36 A técnica do clássico para impressionar e o samba para emocionar. (Has to mention both styles of dance) [1]
- 37 O resultado final daquilo que ele dá e do que os bailarinos oferecem. [1]
- 38 Tinha dificuldade em expressar-se em inglês. [1]
- 39 Servia-se da observação e da expressão corporal. (any of these) [1]
- 40 Enriqueceu-o como coreógrafo e como dançarino. [1]

**[Total: 10]**