



PORTUGUESE

0540/04

Paper 4 Writing

May/June 2018

MARK SCHEME

Maximum Mark: 50

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Section 1

Question	Answer	Marks	Guidance
1	<p>Imagine que está no seu quarto. Faça uma lista em português de 8 coisas que encontra no seu quarto.</p> <p><i>You are in your bedroom. Make a list in Portuguese of 8 things that you find in your room.</i></p> <p>Read all the items the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> • Look through and select the most correct items up to a maximum of 5 • Award 1 mark for each correct item up to a maximum of 5 • Do not reward <i>cadeira</i> as it was the example. • Stop ticking once 5 items have been rewarded • Answers should be marked for communication. • Award marks for answers wherever they have been written on the page • Ignore any verbs, definite / indefinite articles / possessive adjectives, etc. • If there is more than one correct answer per line, award a mark for each acceptable item, eg <i>bolo e chocolate</i> = 2 ticks (but <i>bolo de chocolate</i> = 1 tick) • Where nouns are usually plural, accept the singular and vice versa. • Reject misspelt words which suggest a word with a different meaning • Reject all nouns which are repeated and which do not have a separate meaning: <i>cama azul</i> – <i>cama grande</i>: award one mark for the first <i>cama</i> BUT <i>cama</i> – <i>caminha de cachorro</i>: award one mark to each item as diminutive changes meaning. 	5	<p>Accept usage and spellings from European Portuguese and Brazilian Portuguese and check for correct usage in other regions. Ignore definite / indefinite article, possessive adjective. Ignore any verbs.</p> <p>Tolerate inaccuracies, provided the message is clear:</p> <p>(a) 'If in doubt, sound it out': if you read aloud what the candidate has written, does it sound like a correct answer?</p> <p>(b) Look-alike test: does the answer that the candidate has written look like a correct answer?</p> <p>(c) If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).</p> <p>(d) tolerate transposed letters (unless another word has been created)</p> <p>(e) tolerate any missing accents</p>

Question	Answer	Marks	Guidance																																													
1	<p>Answers can be singular or plural. Articles are not required. The pictures provided on the question paper are only suggestions. The following are suggestions from Minimum Core Vocabulary List. Accept any item which the candidate might find in their bedroom.</p> <table border="1" data-bbox="327 384 1344 1401"> <thead> <tr> <th data-bbox="327 384 667 451">Accept</th> <th data-bbox="667 384 1005 451">Tolerate (BOD)</th> <th data-bbox="1005 384 1344 451">Reject</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 451 667 518">almofada</td> <td data-bbox="667 451 1005 518">almojada</td> <td data-bbox="1005 451 1344 518"></td> </tr> <tr> <td data-bbox="327 518 667 585">armário</td> <td data-bbox="667 518 1005 585"></td> <td data-bbox="1005 518 1344 585"></td> </tr> <tr> <td data-bbox="327 585 667 652">bola</td> <td data-bbox="667 585 1005 652"></td> <td data-bbox="1005 585 1344 652"></td> </tr> <tr> <td data-bbox="327 652 667 719">boné</td> <td data-bbox="667 652 1005 719"></td> <td data-bbox="1005 652 1344 719"></td> </tr> <tr> <td data-bbox="327 719 667 786">boneca</td> <td data-bbox="667 719 1005 786"></td> <td data-bbox="1005 719 1344 786"></td> </tr> <tr> <td data-bbox="327 786 667 853">brinquedo</td> <td data-bbox="667 786 1005 853"></td> <td data-bbox="1005 786 1344 853"></td> </tr> <tr> <td data-bbox="327 853 667 920">caderno</td> <td data-bbox="667 853 1005 920">cuaderno</td> <td data-bbox="1005 853 1344 920"></td> </tr> <tr> <td data-bbox="327 920 667 987">calça</td> <td data-bbox="667 920 1005 987">calca</td> <td data-bbox="1005 920 1344 987"></td> </tr> <tr> <td data-bbox="327 987 667 1054">calçado</td> <td data-bbox="667 987 1005 1054">calcado</td> <td data-bbox="1005 987 1344 1054"></td> </tr> <tr> <td data-bbox="327 1054 667 1141">calçado de corrida</td> <td data-bbox="667 1054 1005 1141">calcado de correr / corida</td> <td data-bbox="1005 1054 1344 1141"></td> </tr> <tr> <td data-bbox="327 1141 667 1208">cama</td> <td data-bbox="667 1141 1005 1208">caminha</td> <td data-bbox="1005 1141 1344 1208"></td> </tr> <tr> <td data-bbox="327 1208 667 1275">camisa</td> <td data-bbox="667 1208 1005 1275"></td> <td data-bbox="1005 1208 1344 1275"></td> </tr> <tr> <td data-bbox="327 1275 667 1342">camiseta</td> <td data-bbox="667 1275 1005 1342"></td> <td data-bbox="1005 1275 1344 1342"></td> </tr> <tr> <td data-bbox="327 1342 667 1401">caneta</td> <td data-bbox="667 1342 1005 1401"></td> <td data-bbox="1005 1342 1344 1401"></td> </tr> </tbody> </table>	Accept	Tolerate (BOD)	Reject	almofada	almojada		armário			bola			boné			boneca			brinquedo			caderno	cuaderno		calça	calca		calçado	calcado		calçado de corrida	calcado de correr / corida		cama	caminha		camisa			camiseta			caneta				
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bola																																																
boné																																																
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caderno	cuaderno																																															
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cama	caminha																																															
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camiseta																																																
caneta																																																

Question	Answer			Marks	Guidance
1	Accept	Tolerate (BOD)	Reject		
	carpete	carpet			
	carteira	cartiera			
	carteira de identidade				
	casaco				
	cinto		sinto		
	cobertor	cubertor			
	colchão	colchao			
	cómoda				
	computador				
	copo				
	cortina				
	cueca				
	desodorizante / desodorante				
	dicionário				
	edredão				
	estante				
estojo					

Question	Answer			Marks	Guidance
1	Accept	Tolerate (BOD)	Reject		
	farda escolar				
	fato / terno				
	fronha				
	gravata				
	guarda-roupa	guardarropa			
	iPod				
	janela				
	jaqueta				
	joia				
	lápiz	lapiz			
	Lençol				
	luva				
	mesa	mesinha			
	mochila				
	perfume				
radio					
relógio					

Question	Answer			Marks	Guidance
1	Accept	Tolerate (BOD)	Reject		
	revista				
	roupa				
	saia				
	sandália		sandals		
	sapatilha				
	sapato	zapato			
	suéter		sweater		
	tapete				
	tênis	tenis			
	telemóvel / celular	celular			
	vela				
	vestido				

Question	Answer	Marks	Guidance
<p>Section 1, Question 2, General Comments:</p> <p>Candidates answer 1 compulsory question. Marks out of 15 awarded as follows:</p> <p>Communication marks out of 10. See below for general guidance and session-specific instructions regarding expected content.</p> <p>Language marks out of 5. See general guidance below.</p>			
2	<p>Como é sua vida como estudante? <i>What's your life as a student like?</i></p> <p>(a) De que matérias gosta? Porquê? <i>What subjects do you like? Why?</i></p> <p>(b) Quem é que mais o/a ajuda com os seus estudos? Como? <i>Who helps you most with your studies? How?</i></p> <p>(c) Descreva a sua escola ou o seu colégio. <i>Describe your school/college.</i></p> <p>(d) O que quer estudar o que no futuro? Porquê? <i>What do you want to study in the future? Why?</i></p> <p>Escreva 80–90 palavras em português.</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the session-specific instructions below: <p>Task (a) Reward with one or more ticks any information about the school subjects that the candidate likes (or doesn't like) and any information that explains the reason for liking (or not) these subjects. (See note (iv) about rewarding info in lists). It is not necessary to specify one favourite subject.</p>	15	<p>(i) Place the appropriate numbered tick as close as possible to each relevant communication point.</p> <p>(ii) Award numbered ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum total of 10. HOWEVER, each of the 4 tasks must be covered to get the maximum 10 communication marks. If 1 of the tasks is missing, the maximum communication mark is 9. If 2 of the tasks are missing, the maximum communication mark is 8 (and so on). Breakdown of ticks across tasks will probably be 2 or 3 for each task.</p> <p>(iii) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use guidance in Question 1: look alike, sound alike, etc.).</p>

Question	Answer	Marks	Guidance
2	<p>Task (b) Reward with one or more ticks any information regarding anyone who helps the candidate with their studies. Also reward information about not receiving help and how they might study independently. It is not necessary to specify one person who helps most.</p> <p>Task (c) Reward with one or more ticks any information regarding the candidate's school: size, location, values, history, classmates, subjects taught, teachers, etc.</p> <p>Task (d) Reward with one or more ticks any information regarding candidate's plans for future studies. Reward information regarding uncertainty or reasons for having no plans. Reward justifications, explanations and reasons for intended studies. It is not necessary for candidates to use vocabulary describing work/career. Reward any use of conditionals, e.g. <i>gostaria, eu mudaria, gostava de estudar</i> and accept any form of expressing intentions in future, e.g. <i>vou estudar, estudarei, pretendo estudar, penso em estudar, quero estudar, espero estudar, talvez estudo daqui a 5 anos, etc.</i></p>		<ul style="list-style-type: none"> • ACCEPT: missing accent on é (e instead of é) Ex. <i>Matemática e minha matéria preferida.</i> • ACCEPT: Verbs wrongly conjugated ex. <i>Minha escola estão em Londres.</i> • REJECT: verbs left in infinitive when they should be conjugated <p>(iv) LISTS : lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6+ items = 3 marks</p> <p>e.g. <i>Tem um pátio, uma biblioteca, e uma cantina.</i> = 1 mark (1 verb = a list of 3)</p> <p>e.g. <i>Os professores são simpáticos (1), ajudam muito os alunos (1), e gostam de ensinar nessa escola. (1)</i> = 3 marks (3 verbs).</p> <p>(v) Only reward each piece of information once, e.g. '<i>A física é interessante</i>' cannot be rewarded with ticks for both favourite subject and for a reason to continue studying physics in the future.</p> <p>(vi) Do not penalise factual errors.</p> <p>(vii) Do not penalise answers that are shorter or longer than 80–90 words.</p>

Question	Answer	Marks	Guidance												
2	<ul style="list-style-type: none"> Language: award a mark out of 5, according to the generic grade descriptors in the table below. For guidance see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme). Be aware of low expectations for top marks (5/5) as compared to expectations for Question 3. Mark positively by recognising what is achieved. <table border="1" data-bbox="322 421 1341 1187"> <tbody> <tr> <td data-bbox="322 421 434 587">5</td> <td data-bbox="434 421 1341 587">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.</td> </tr> <tr> <td data-bbox="322 587 434 719">4</td> <td data-bbox="434 587 1341 719">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="322 719 434 887">3</td> <td data-bbox="434 719 1341 887">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.</td> </tr> <tr> <td data-bbox="322 887 434 1023">2</td> <td data-bbox="434 887 1341 1023">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="322 1023 434 1123">1</td> <td data-bbox="434 1023 1341 1123">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="322 1123 434 1187">0</td> <td data-bbox="434 1123 1341 1187">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table>	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 comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.		<p>(vii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(viii) If candidate has written a response to the 'title' question, but has not responded specifically to the bullet-pointed questions, then look for any relevant information given and mark positively.</p>
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.														
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0	One or two disjointed words or short phrases may be recognisable.														

Question	Answer	Marks	Guidance
<p>Section 2, Question 3, General Comments:</p> <p>Candidates answer 1 question from a choice of 3. Marks awarded as follows:</p> <p>Communication marks out of 10. See general guidance and question-specific comments below.</p> <p>Language marks out of 8 for Verbs. See general guidance and conversion table below. marks out of 12 for Other Linguistic Features. See general guidance below.</p> <p style="text-align: right;">Total marks for Question 3: 30 marks</p> <p>General guidance for awarding marks for Communication.</p> <p>Place up to 2 ‘numbered’ ticks as close as possible to each relevant communication point. Add up the ticks to give a mark out of 10.</p> <p>Candidates may develop different aspects of their answer by choosing to expand on what they say for different tasks (bullet points). This can be rewarded where the +2 marks are shown in question-specific guidance that follows below. This means candidates have opportunity to expand their answers in their own ways, whilst ensuring coverage of all content expected. For example, for option (c), candidates might develop any of the tasks and so the additional 2 ticks should be awarded whenever they are deserved. The additional ticks can be split so that 3 ticks (2 + 1) and 3 ticks (2 + 1) are awarded to two of the tasks. Candidates cannot earn more than the maximum of 10 marks for Communication.</p>			

Question	Answer	Marks	Guidance
<p>All tasks must be attempted. Full marks cannot be awarded if any task has not been attempted. Candidates cannot develop some tasks and leave out others and achieve full marks.</p>			
<p>Mark positively. Do not award communication marks to content that is not relevant to tasks, but do not penalise this irrelevance. For content that is completely unrelated to topic and may be a memorised answer, consult Principal Examiner.</p>			
<p>2 ticks</p>	<p>Message clearly communicated. Minor errors (spelling mistakes, adjective endings, use of prepositions etc.) are tolerated.</p>		<p>Eu estaba dançando / Eu comencei a dançar</p>
<p>1 tick</p>	<p>Communication of some meaning is achieved, but the message may be ambiguous or incomplete, e.g.:</p> <ul style="list-style-type: none"> • when appropriate time frame is clear, but main verb is in wrong tense, or • when minimal information is conveyed and there is no attempt to develop response. 		<p>No próximo ano vou aprender francês. Eu fiz um curso. Vou estudar ... No futuro vou aprender alemão. (<i>Worth only 1 tick if no more details follow about learning German.</i>)</p>
<p>0 ticks</p>	<p>Nothing of worth communicated.</p>		

Question	Answer	Marks	Guidance
Question-specific comments for awarding marks for Communication.			
3(a)	<p>Recentemente você passou um período de duas semanas trabalhando numa empresa local para ganhar experiência profissional. Escreva um email para o diretor/diretora do seu colégio.</p> <p><i>You recently spent a period of two weeks working in a local company to get work experience. Write an email to your school principal.</i></p>	Total 30, inc. 10 for comm.	
	<p>Task 1 –Conte o que fez na empresa.</p> <p><i>Say what did at the company.</i></p>	Comm. 2	For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs, describing what the narrator did in the company. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.
	<p>Task 2 –Descreva o que aprendeu com o seu trabalho.</p> <p><i>Describe what you learnt with this work.</i></p>	Comm. 2	For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs, describing what the narrator learnt doing this work. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.
	<p>Task 3 –Indique se gostou ou não gostou da experiência e explique porquê.</p> <p><i>Say whether you liked or didn't like the experience and say why.</i></p>	Comm. 2	For 2 communication ticks there must be an opinion (positive or negative) about the experience. This must be expressed with at least one correct/nearly correct finite verb. If only one verb is used there must be another correct/nearly correct verb used to express some justification or explanation for this opinion.

Question	Answer	Marks	Guidance
3(a)	<p>Task 4 –Explique quais são os seus planos profissionais para o futuro.</p> <p><i>Say what are your work plans for the future.</i></p>	Comm. 2	<p>For 2 communication ticks there must be at least two correct/nearly correct finite verbs expressing the narrator’s work-related plans for the future. Insist on any way of expressing future or conditional. Accept any form of expressing intentions in future, e.g. <i>vou sair, sairei, pretendo sair, penso em sair, quero sair, espero sair, talvez saio, etc.</i> and accept any use of conditionals, e.g. <i>eu sairia, gostaria/gostava de sair.</i></p> <p>Accept any plans/intentions including not knowing what they will do.</p>
	<p>Task 5 –Dê a sua opinião sobre a importância desse tipo de experiência para os estudantes do seu colégio.</p> <p><i>Give your opinion about the importance of this type of experience for the students at your school.</i></p>	Comm. 2	<p>For 2 communication ticks there must be an opinion (positive or negative) about the experience and its relevance for the school’s students. This must be expressed with at least one correct/nearly correct finite verb. If only one verb is used there must be another correct/nearly correct verb used to express some justification or explanation for this opinion.</p>

Question	Answer	Marks	Guidance
3(b)	<p>Você está triste com as condições de vida na sua cidade. Escreva um artigo para o jornal da cidade com o seguinte título: <u>Vamos melhorar nossa cidade!</u></p> <p><i>You are sad with the living conditions in your town. Write an article for the town newspaper with the following title: <u>Let's improve our town!</u></i></p>	Total 30, inc. 10 for comm.	
	<p>Task 1 –Descreva duas situações ou acontecimentos que você viu.</p> <p><i>Describe two situations or events that you have seen.</i></p>	Comm. 2 + 2	For 4 communication ticks there must be at least two descriptions of situations or events that the narrator saw (and which plausibly made the narrator feel sad with regard to living conditions in their town.) For four ticks each description should have at least two different correct/nearly correct finite past tense verbs (totalling at least four correct/nearly correct verbs.) Accept past tense or a present tense when this expresses an event which began in the past and may continue to the present. Give one tick for each description if only one verb is attempted/used.
	<p>Task 2 –Conte como você sentiu quando viu essas situações ou acontecimentos.</p> <p><i>Say how you felt when you saw these situations or events.</i></p>	Comm. 2	For 2 communication ticks there must be at least one correct/nearly correct finite verb used together with at least two adjectives/ nouns to express emotions of how narrator reacted. Insist on past tense verbs.
	<p>Task 3 –Dê a sua opinião sobre quem é responsável por melhorar os problemas da cidade.</p> <p><i>Give your opinion about who is responsible for improving the town's/ city's problems.</i></p>	Comm. 2	For 2 communication ticks there must be an opinion/explanation about who is responsible for improving the town. This must contain at least one idea with two different correct/nearly correct finite verbs or two ideas with at least one correct/nearly correct finite verb.

Question	Answer	Marks	Guidance
3(b)	Task 4 –Explique os seus planos para melhorar a sua cidade no futuro. <i>Explain your plans for what you will do to improve your town/city in the future.</i>	Comm. 2	For 2 communication ticks there must be at least one idea with two different correct/nearly correct finite verbs or two ideas with at least one correct/nearly correct finite verb. Insist on any way of expressing future or conditional. Accept any form of expressing intentions in future, e.g. <i>vou fazer, farei, pretendo fazer, penso em fazer, quero fazer, espero fazer, talvez faço, etc.</i> and accept any use of conditionals, e.g. <i>eu faria, gostaria/gostava de fazer.</i> Accept any plans/intentions including candidate's plans to do nothing or not knowing what they will do.
3(c)	'A minha família ganhou de presente uma viagem para qualquer lugar do mundo.' Narre o que aconteceu. <i>'My family won / was given a trip to anywhere in the world.' Tell the story of what happened.</i>	Total 30, inc. 10 for comm.	There does not need to be any explanation of how or why the family won / was given the prize.
	Task 1 – Explique como vocês reagiram ao ganhar essa viagem. <i>Explain how you (and your family) reacted when you won / were given the trip.</i>	Comm. 2	For two communication ticks there must be at least one adjective/noun/adverb to describe reaction with two different correct/nearly correct finite verbs or two adjectives/nouns/adverbs with at least one correct/nearly correct finite verb. Insist on past tense. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.

Question	Answer	Marks	Guidance
3(c)	Task 2 – Conte para onde foi que vocês viajaram. <i>Say where you travelled to.</i>	Comm. 2	For two communication ticks there must be at least one explanation of where they visited. For two ticks the explanation must have at least one correct/nearly correct finite past tense verb PLUS a second verb which may be past or present – present tense being acceptable if it is being used to explain the reason for that destination. Give one tick if only one verb is attempted/used.
	Task 3 – Indique que meio(s) de transporte usaram. <i>Say what mean(s) of transport you used.</i>	Comm. 2	For two communication ticks there must be at least one explanation of the means of transport used. For two ticks the explanation must have at least one correct/nearly correct finite past tense verbs. Insist on past tense. Give one tick for the explanation if only one past tense verb is attempted/used.
	Task 4 – Descreva o que vocês fizeram quando chegaram ao destino. <i>Describe what you did when you got to your destination.</i>	Comm. 2	For two ticks there must be at least two different correct/nearly correct finite verbs, which describe what the narrator (and/or family) did when they arrived at their destination. Insist on past tense. Accept any activities, or explanation of why they did nothing. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.
3(c)	Task 5 – Dê a sua opinião sobre a importância dessa viagem para a sua família. <i>Give your opinion about the importance of this trip to your family.</i>	Comm. 2	For two communication ticks the explanation must contain at least one adjective/noun/adverb plus two different correct/nearly correct finite verbs or two adjectives/nouns/adverbs with at least one correct/nearly correct finite verb. Accept any tense as explanation could be in past or present. Accept any explanation.

Question	Answer	Marks	Guidance																				
General guidance for awarding marks for Verbs.																							
(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Convert the total number of ticks to a mark out of 8 using this conversion table.																							
<table border="1"> <thead> <tr> <th data-bbox="589 384 1117 435">Number of ticks</th> <th data-bbox="1117 384 1644 435">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="589 435 1117 486">18+</td> <td data-bbox="1117 435 1644 486">8</td> </tr> <tr> <td data-bbox="589 486 1117 537">16, 17</td> <td data-bbox="1117 486 1644 537">7</td> </tr> <tr> <td data-bbox="589 537 1117 588">14, 15</td> <td data-bbox="1117 537 1644 588">6</td> </tr> <tr> <td data-bbox="589 588 1117 639">12, 13</td> <td data-bbox="1117 588 1644 639">5</td> </tr> <tr> <td data-bbox="589 639 1117 691">10, 11</td> <td data-bbox="1117 639 1644 691">4</td> </tr> <tr> <td data-bbox="589 691 1117 742">8, 9</td> <td data-bbox="1117 691 1644 742">3</td> </tr> <tr> <td data-bbox="589 742 1117 793">6, 7</td> <td data-bbox="1117 742 1644 793">2</td> </tr> <tr> <td data-bbox="589 793 1117 844">4, 5</td> <td data-bbox="1117 793 1644 844">1</td> </tr> <tr> <td data-bbox="589 844 1117 890">0, 1, 2, 3</td> <td data-bbox="1117 844 1644 890">0</td> </tr> </tbody> </table>				Number of ticks	Mark	18+	8	16, 17	7	14, 15	6	12, 13	5	10, 11	4	8, 9	3	6, 7	2	4, 5	1	0, 1, 2, 3	0
Number of ticks	Mark																						
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4, 5	1																						
0, 1, 2, 3	0																						

Question	Answer	Marks	Guidance
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How to award ticks for use of verbs (Question 3):

- (a) do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other Linguistic Features. Ex. do NOT reward 'Como vai?', 'Escrevo para', 'Estou escrevendo'
- (b) do not tick verbs that are 'lifted' from rubric; specific examples to be agreed on pre- and during standardisation. Give ticks to verbs from the instructions that are used in totally different context.
- (c) Subject (noun or pronoun) + any finite verb
- both subject and verb must be correct for the verb to score a tick
 - verb must be in the appropriate tense (according to task) to score a tick
 - accents on verbs must be correct in order for a tick to be awarded. Note:
 - be aware of BP spelling of *-ar* verbs in Preterite (*-amos*, not *-ámos*)
 - tolerate missing accents except where used to distinguish between two words of different meaning or function

Tick (accept)	No tick (reject)	Note
Eu tenho (✓) um amigo		
Trabalho (✓)		if verb correct and no subject necessary = tick
O João chama (✓)	O João chamo	verb form must be correctly spelt
Os professores são (✓) simpáticos	Os profesores são simpáticos	subject must be correct
Ela saiu (✓)	Ela saiu amanhã	tense must be correct when time references or context make it clear what tense is required.
Ele è meu amigo (✓)	Ele e meu amigo	Accept mis-used grave accent instead of acute

Question	Answer	Marks	Guidance
With direct and indirect object pronouns			
Tick	No tick	Note: accept BP position/variation of pronouns	
A Sara deu-lhe (✓)			
Ele comprou-o (✓)			
With reflexive verbs			
Tick	No tick	Note	
Eu visto-me (✓) / Eu me visto (BP)	Eu visto-se (no tick)	insist on correct reflexive pronoun	
Eu lavo as mãos (✓)	Eu lavo-me as mãos (no tick)	<i>lavar</i> should not be used reflexively in this statement	
Continuous tenses / Use of gerund			
Tick	No tick	Note	
Estou escrevendo (✓) or Estou a escrever (✓) Estava chovendo (✓) or Estava a chover (✓)		continuous forms with <i>estar</i> + gerund or <i>estar</i> + <i>a</i> + <i>inf</i> are awarded only 1 tick. (The auxiliary verb does NOT get its own tick). HOWEVER, when the main verb is the same but the auxiliary verb (<i>estar</i>) is conjugated differently, then a tick should be awarded each time, e.g., <i>está a reciclar</i> (✓), <i>estamos a reciclar</i> (✓)	
Estou escrever (✓)	Eu estava escrevendo or Estavam escrevendo or Estaba escrevendo or Estava escribiendo or Estava a escribir	Despite the missing 'a', tick is awarded Mistake either with auxiliary or with main verb means NO tick. All elements must be correct to get one tick	
O homem vendo (✓) o carro ...		use of gerund other than in continuous form of verb using <i>estar</i> = 1 tick just for gerund	

Question	Answer	Marks	Guidance
Passive and participle with <i>estar</i>			
Tick	No tick	Note	
A janela estava (✓) aberta (✓)	A janela está (✓) aberto (no tick)	past participle must be correct	
O prédio foi (✓) construído (✓)			
A sua roupa serai (no tick) lavada (✓) e passada (✓).		Two ticks for each correct participle, but no tick for wrong auxiliary verb	
Compound tenses			
Tick	No tick	Note	
Eu tenho feito (✓)	Eu tem feito (no tick)	auxiliary must be correct (The auxiliary verb does NOT get its own tick). HOWEVER, when the main verb is the same but the auxiliary verb (ter) is conjugated differently, then a tick should be awarded each time, e.g., tenho feito(✓), tem feito (✓)	
Eu tinha chegado (✓)	Eu tinham chegado (no tick)	auxiliary must be correct	
Ela tem feito (✓)	Ela tem fazido	past participle must be correct	
Single auxiliary with multiple past participles			
Tick	No tick	Note	
Nós tínhamos comido e bebido (✓) (✓)		Nós tínhamos comido = tick 1; Nós tínhamos bebido = tick 2	

Question	Answer	Marks	Guidance
Defective verbs such as <i>apetecer</i>, <i>doer</i>, <i>faltar</i>, etc.			
Tick	No tick	Note: ignore BP position of pronouns	
Apetece-me (✓) dormir (✓)		Apetece-me = tick 1; dormir = tick 2	
Doem-lhe (✓) os pés			
Faltavam-me (✓) cinco reais			
Impersonal se			
Tick	No tick	Note: accept BP position of 'se'	
Diz-se (✓) / Se diz (BP)			
Vendem-se (✓) / Se vendem (BP)			
Verbs with negatives			
Tick	No tick	Note	
Não comem (✓)		the negative is considered for reward in 'Other linguistic features'	
Não podia (✓)			
Ninguém veio (✓)	Ninguém vieram	subject / verb agreement must be correct	
Correct verb within meaningless statement			
Tick	No tick	Note	
O dia estava bonito (✓)	O dia estava cansado (no tick)	do not reward a correct verb in a meaningless statement	

Question	Answer	Marks	Guidance
Sequence of tenses			
Tick	No tick	Note	
Fui (✓) ao teatro e adorei (✓) a peça	Fui ao teatro e adoraria (no tick) a peça	if sequence is incorrect, both verbs cannot be rewarded	
Imperative			
Tick	No tick	Note	
Vem! (✓)			
Ouça! (✓)			
Interrogative			
Tick	No tick	Note	
Vens? (✓) / Vens. (✓)		question mark not required for mark to be awarded	
Vens (?) (✓) buscar (?) (✓)			
Como estás (?) (✓)			

Question	Answer	Marks	Guidance
Infinitive / infinitives with prepositions			
Tick	No tick?	Note	
Eu prefiro (✓) sair (✓)	Eu prefiro (no tick) sair (✓)	incorrect verb form but correct infinitive so infinitive rewarded	
Vou (✓) estudar (✓)	Nós vão estudar (✓) Nós vão celebrar (✓)	incorrect verb form but correct infinitive so infinitive rewarded	
Vou (✓) a estudar (✓)		Ticks awarded for 'vou' and for infinitive despite mistakenly added 'a'. (This would be taken into consideration for O.L.F.)	
Tu vais (✓) comprares (no tick)		incorrect spelling of infinitive	
Pode (✓) ser (✓) bom	Os problemas que pode (no tick) acontecer (✓)	One tick for correct form of 'poder' and tick for correct infinitive.	
Sem esperar (✓)	Sem espero	infinitive required after preposition	
São (✓) para ajudar (✓)			
Comecei (✓) a gritar (✓) Comecei (✓) gritar (✓)		lack of preposition to be taken into consideration for O.L.F.	
Aprender (✓) é (✓) bom		Use of infinitive as subject of sentence.	

Question	Answer	Marks	Guidance
Participle (past or present)			
Tick	No tick	Note	
O homem sentado (✓)			
Acabado o programa (✓)	Acabado a programa (no tick)	spelling of subject must be correct	
Fui (✓) correndo (✓)		<i>fui</i> = tick 1 <i>correndo</i> = tick 2	
Sendo (✓) estudante			
Reward only the first occurrence of a verb, e.g.			
<ul style="list-style-type: none"> • Eu quero (✓) nadar (✓). Eu também quero (<i>no tick</i>) descansar (✓). • Eu quero (✓) nadar (✓). Eu não quero (<i>no tick</i>) descansar (✓). 			
However,			
<ul style="list-style-type: none"> • Eu quero (✓) nadar (✓) e o meu irmão quer (✓) descansar (✓) – 2 different persons of the verb • O meu irmão quer (✓) nadar (✓) e a minha irmã quer (<i>no tick</i>) descansar (✓) – both the same person of the verb 			

Question	Answer	Marks	Guidance
<p>General guidance for awarding marks for Other Linguistic Features.</p> <p>Award a mark out of 12 for Other Linguistic Features according to the grade descriptors in the table below. See below the table for further information regarding what should be considered when assessing the candidate's control of structures. For further guidance see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme).</p>			
11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. 		
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free. • Uses a variety of relevant vocabulary at this level. 		
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. 		
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 		
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 		
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. • Very simple sentence structure. 		
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 		

Question	Answer	Marks	Guidance
	<p>Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Appropriate use of letter etiquette, including greetings and endings. (It is essential to recognise this under O.L.F. as verbs used in etiquette, openings and ending are not rewarded.) • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Linking words and conjunctions other than <i>e</i> (e.g. <i>por isso, enquanto, embora</i>) • Subordinate and relative clauses, including use of <i>porque, que, quando, onde, and se</i> • Time expressions and time clauses with <i>quando</i> and <i>se</i> (= if) • All object pronouns, and including word order with interrogatives or when followed by a negative of words such as: <i>todos, também, enquanto, já, ninguém, etc.</i> • Negatives • Prepositions and adverbs • Use of <i>por</i> and <i>para</i> • Indirect or reported speech • Indefinite pronouns and interrogative pronouns • Idiomatic (verbal) expressions. 		<p style="text-align: right;">Total mark for Other linguistic features: 12</p>

Question	Answer	Marks	Guidance
<p>Note on irrelevant material</p> <p>In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader / Principal Examiner.</p> <p>When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight and do not consider for Language an introduction to a question consisting of an unwanted self portrait or letter etiquette where a letter is not required.)</p> <p>Note on using mark schemes with Grade descriptors</p> <p>It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.</p> <p>You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.</p> <p>For example, when marking Question 3, you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.</p> <p>To select the most appropriate mark within each set of descriptors, use the following guidance:</p> <ul style="list-style-type: none"> • If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band. • If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band. 			