

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**8684 PORTUGUESE LANGUAGE**

**8684/02**

Paper 2 (Reading and Writing), maximum raw mark 70

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 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Where applicable, answers may be written in any variant of the Portuguese language.

**Note to Examiners: Accept pre-Orthographic Agreement spellings.**

### Secção 1

**1 Rubric: Encontre no texto escreva apenas uma palavra oposta às seguintes:**

- (a) eliminar (incluir) [1]
- (b) importante (secundário) [1]
- (c) invulgar (frequente) [1]
- (d) jeito (inaptidão) [1]
- (e) lazer (ocupação) [1]

[Total: 5]

**2 Rubric: Reformule as seguintes frases começando com as palavras entre parênteses. Escreva uma frase completa.**

The following are examples of the way in which the answers could be expressed.

- (a) **Recebeu no passado fim de semana uma medalha. [Il. 4–5] (No próximo...)** [1]  
No próximo fim de semana receberá/vai receber/há de receber/recebe uma medalha.
- (b) **Não sou um caso único. [I. 8] (Espero que nós...)** [1]  
Espero que nós não sejamos um caso único.  
Accept: Espero que nós não sejamos (uns) casos únicos.
- (c) **O apelo acabou por ser mais forte. [Il. 21–22] (Os...)** [1]  
Os apelos acabaram por ser mais fortes.
- (d) **Não chega ser inteligente e esforçar-se. [I. 25] (Sermos...)** [1]  
Sermos inteligentes e esforçarmo-nos não chega / Sermos inteligentes e nos esforçarmos não chega.
- (e) **Às vezes junto-me com amigos. [I. 31] (Os meus amigos...)** [1]  
Os meus amigos às vezes juntam-se comigo / Os meus amigos às vezes se juntam comigo / Os meus amigos juntam-se/se juntam comigo às vezes.

[Total: 5]

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**Note to Examiners: Accept pre-Orthographic Agreement spellings.**

**3 Rubric: Responda às questões que se seguem, escrevendo em português, mas sem copiar frases inteiras (mais de 4 palavras consecutivas) do texto.**

NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.

**(a) Quais são as “ideias feitas” a que Eulália se refere? Mencione quatro detalhes.**

- saber matemática [1]
- não ter bons conhecimentos de português [1]
- declarar que a matemática não é fácil [1]
- declarar que a matemática é chata [1]
- Accept: não é possível gostar do português e da matemática
- não se pode ser tão bom em línguas como em matemática

**(b) Por que razão diz Eulália que não é “um caso único”?**

- porque há outros que ganharam nos jogos olímpicos de matemática que têm bons conhecimentos de português. [1]

**(c) O que levou Eulália a estudar na faculdade? Mencione dois detalhes.**

- foi selecionada para a última fase da competição. [1]
- ganhou uma medalha (de bronze). [1]

**(d) Que fatores influenciaram Eulália a optar pela matemática? Mencione quatro detalhes.**

- conheceu outras pessoas que tomaram parte na competição [1]
- com elas, descobriu outros aspetos da matéria [1]
- ficou a saber que apreciava a matéria [1]
- ficou a saber que tinha habilidade (na matemática) [1]

**(e) Descreva o papel da matemática na vida de Eulália. Mencione quatro detalhes.**

- pensa em problemas e soluções mesmo quando está a fazer outras coisas [1]
- é um passatempo para ela [1]
- faz por gosto [1]
- soluciona questões com amigos [1]

**[Total: 15 + 5 for Quality of Language = 20 marks]**

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**Quality of Language: Accuracy** (Criteria to be used for assessing the 5 marks for Quality of language in Questions 3, 4 and 5) [5]

<b>5 Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, tenses, prepositions, word order).
<b>4 Good</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3 Sound</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0-1 Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated errors.

**Note re questions 3 and 4:** The 5 marks available for the quality of language are awarded globally for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

An individual answer scoring 0 for content cannot contribute to the overall Quality of Language mark. This means that the total mark out of 5 available on the whole set of answers is reduced on the following scale:

- Answer(s) worth 2 or 3 scoring 0 for content: reduce final assessment by 1
- Answer(s) worth 4 or 5 scoring 0 for content: reduce final assessment by 2
- Answer(s) worth 6 or 7 scoring 0 for content: reduce final assessment by 3
- Answer(s) worth 8 or 9 scoring 0 for content: reduce final assessment by 4

**Note:** A minimum of 1 mark for Quality of Language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

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## Secção 2

**4 Rubric: Responda às questões que se seguem, escrevendo em português, mas sem copiar frases inteiras (mais de 4 palavras consecutivas) do texto.**

NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.

**(a) Explique por que razão Francisco se tornou célebre. Mencione três detalhes.**

Foi a segunda vez que ganhou uma medalha de ouro. [1]  
 Ganhou as medalhas apesar de ser deficiente. [1]  
 Recebeu a medalha do presidente Lula **OR** no Teatro Municipal. [1]

**(b) Que fatores contribuíram para que Francisco se interessasse pelos estudos? Mencione três detalhes.**

a mãe ensinou-o a ler [1]  
 o irmão ajudou-o a avançar nos estudos [1]  
 tem um professor particular [1]  
 Accept: aprendeu com facilidade  
 estuda em preparação para a aula (particular)

**(c) (i) Descreva o que impedia Francisco de estar presente nas Olimpíadas. Mencione dois detalhes.**

a estrada não era plana **OR** era de barro/estava cheia de barro [1]  
 a estrada não servia para a cadeira de rodas [1]

**(ii) Como foi possível superar esses problemas? Mencione dois detalhes.**

O pai fez um carrinho de mão. [1]  
 O carrinho servia para levar o menino (às Olimpíadas). [1]

**(d) Descreva as reações do público e de Francisco quando ele recebeu a medalha. Mencione dois detalhes.**

o público levantou-se e bateu palmas [1]  
 Francisco ficou emocionado [1]

**(e) Como é que Francisco viu recompensados os seus esforços? Mencione três detalhes.**

Ganhou:  
 medalhas [1]  
 certificados [1]  
 um computador [1]  
 Accept:  
 Foi condecorado por Lula  
 Foi aplaudido pelo público  
 Conseguiu superar o problema da deficiência

[Total: 15 + 5 for Quality of Language = 20 marks ]

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**Quality of Language: Accuracy** (same as for questions 3 and 5)

[5]

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[Total: 20]

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5 Rubric: Responda às seguintes questões em português.

(a) Baseando-se nos dois textos, escreva um resumo do que levou os dois jovens ao êxito nos estudos. Escreva entre 90 e 110 palavras. [10]

(b) Na sua opinião, qual dos dois iria mais longe se vivesse noutro país? Escreva entre 30 e 50 palavras. [5]

**Length of response**

- Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.
- If the piece is clearly too long, calculate the length more precisely.
- Then put a line through that part of the summary which exceeds 120 words (in part a) and 60 words (in part b).
- Marks will be totalled at the bottom in the following sequence:

Out of 10 for points scored in summary

Out of 5 for personal response

Out of 5 for language

Total ringed out of 20

**Content marks: Summary (a)**

[10]

The summary could include the following points. Award 1 mark for each point covered up to a maximum of 10. Allow an imbalance, e.g. 7 points from one text and 3 from the other.

EULÁLIA	BOTH	FRANCISCO
teve a ajuda de outros participantes das Olimpíadas	são inteligentes são trabalhadores têm vontade de estudar	teve a ajuda da mãe e do irmão
	tiveram um professor particular	
	estudavam sozinhos	
foi preciso gostar da disciplina e trabalhar muito		foi importante ter paciência
assistiu a aulas na escola		só tinha uma aula por semana e o professor ia a casa dele entrou na escola secundária
superou o problema que tinha com a professora		superou a deficiência
a ida à final das Olimpíadas ajudou-a a dedicar-se à matemática		o irmão ajudou-o a progredir na matemática

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**Content marks: Response to the passage (b)**

[5]

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus and their ability to express a personal point of view.

<b>5</b>	<b>Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4</b>	<b>Good</b> Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
<b>3</b>	<b>Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2</b>	<b>Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0-1</b>	<b>Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

**Quality of Language: Accuracy** (same as for questions 3 and 4)

[5]

<b>5</b>	<b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, tenses, prepositions, word order.)
<b>4</b>	<b>Good</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3</b>	<b>Sound</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2</b>	<b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0-1</b>	<b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated errors.

**[Total: 10 + 5 for Quality of Language + 5 for response to text = 20 marks]**