

# FIRST LANGUAGE PORTUGUESE

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Paper 0504/01  
Reading

## General comments

It was pleasing to see the overall successful performance of candidates on this paper.

The quality and standard of language are good both in terms of grammatical accuracy and use of vocabulary.

There was evidence of complex grammatical structures being used by the very able candidates, such as the subjunctive and infinitive constructions.

Weaker candidates tended to make spelling mistakes and to use incorrect verb tense endings. In many cases too little attention was given to Punctuation. Centres would be well advised to practise correct punctuation in the target language in preparation for the examination.

Some candidates provided only partial responses to questions. Candidates need to ensure that they provide the appropriate number of points or facts required in their answers where there is more than one mark per question, e.g. if two marks are available for a question, then candidates will need to provide two points in their answer in order to have access to full marks for that question. Likewise, if three marks are available for a question, then candidates will need to provide three points, and so on.

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) This was a straight forward question. The majority of the candidates answered this question successfully.
- (b) Many candidates answered this question well but some only answered the first part of the question, overlooking the second piece of information required which was that Maurício also taught adults to read.
- (c) Points 1 and 2 answered: 1. **deram-lhe uma sala** 2.  **julgava ir ser despedido**  
Point 3  **porque só ensinava a ouvir música e ler** was frequently left out.
- (d) Candidates need to understand that the question should be answered from the information in the text and that subjective responses are not required. The answer should be  **esquecer a dura realidade das suas vidas** or an equivalent expression.
- (e) The majority of the candidates answered this question successfully but some candidates did not mention that the project was for children.
- (f) The majority of the candidates answered this question successfully but some did not include both pieces of information required in the answer. Both facts, that the adults were angry and that the books were expensive, had to be mentioned in order to gain full marks.



- (g) The accepted answer is “**porque o contador das histórias e os seus ouvintes estão no mesmo lugar e comunicam sem intermediários**” or an equivalent expression. Most candidates answered correctly.
- (h) This was a straight forward question. The majority of the candidates answered this question successfully, gaining full marks.
- (i) This was a straight forward question. The majority of the candidates answered this question successfully, gaining full marks.
- (j) This was a straight forward question. The majority of the candidates answered this question successfully, gaining full marks.
- (l) A number of candidates lost marks, leaving out “**financeiro**” after “**trabalho pouco apoiado**”.
- (m) Some candidates didn’t mention any notion of children, this way producing incomplete answers.

### **Section B**

#### **Question 2**

In accuracy of language, candidates scored highly in general. Marks were mostly lost for style and organisation.

In order to cover the three points required for **Question 2**, candidates had to provide the following answers:

- 1. Porque ler é fundamental.**
- 2. Razões porque se lê tão pouco.**
- 3. Como o hábito da leitura pode ser incentivado pelos pais e professores.**

Candidates had to read the two texts thoroughly and extract all the key ideas relevant to the above three points, adding a few of their own, such as “**preguiça**”.

A number of candidates chose to write an essay, ignoring the fact that the required format for the task was a summary, and drifted into matters not relevant to the three points in question. This resulted in the loss of marks for content.

# FIRST LANGUAGE PORTUGUESE

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Paper 0504/02

Writing

## General Comments

Candidates were required to produce two compositions, each of which is awarded up to 25 marks. These were awarded in two categories for each composition.

The first mark, out of 12, is awarded for style and accuracy. The main objective is to assess the candidate's fluency, construction of sentences, vocabulary, punctuation, spelling and grammar.

The second mark, out of 13, is awarded for content and structure, and assesses how candidates responded to the topic and the way they developed their points and ideas. Candidates who were awarded higher marks demonstrated fluency and good development of ideas. Compositions tended to be well structured with clearly linked paragraphs. Stronger candidates had the ability to use to good effect various types and lengths of sentence structure.

In **section 2** – Description/Narration, it was pleasing to see that most candidates responded well to these topics and demonstrated an ability to create a sense of expectation and to hold the reader's attention.

**Section 1** – Argument/Discussion. At times candidates struggled to develop ideas in a consistent manner, with too much repetition and occasionally with contradictions. Some candidates chose to write in the third or second person, using *você* or *tu*. This is inappropriate because it gives the impression that the writer is talking directly to the reader and interrupts the flow of the argument.

It was positive to see candidates being able to express personal experience and the day-to-day struggles in their lives.

The majority of the work was neatly presented and a pleasure to mark. However, there were also a few weaker responses that were also sometimes illegible. Some candidates had written outlines, which is good. But a number of them did not cross them out, which made it difficult to know where the outline ended and the composition began.

In terms of language, there were frequent and repeated errors in the positioning of pronouns, including a tendency to commence sentences and new paragraphs with a pronoun. There were also cases where the pronoun *se* was placed in the wrong position where used before infinitive verbs: *se perder*, *se divertir* and *se realizar*. There was a tendency to use *ç* where *c* is required: *creşcer*, *çinza*, *começei*, e *eletriçidade*, and confusion between words such as *atrás* and *trás*; *vem*, *veem* and *vêm*; *esta* and *está*. Occasionally, the plural of some verbs was written incorrectly: *tinhão*, *falão* and *encontrão*.

In addition, there were many examples of the use of colloquialisms such as *tá*, *tava*, *pra* and *tão*.

As in previous years, the word *coisa* was overused, which is often an indication of limited vocabulary.

It is important to understand and respond appropriately to what is being requested in the exam. Unfortunately, several candidates exceeded the limit of words, which is clearly stated in the instructions. This increases the time it takes to mark the work and there is evidence that too often the extra quantity of words is achieved at the expense of reduced quality.