

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0504 FIRST LANGUAGE PORTUGUESE

0504/01

Paper 1 (Reading), maximum raw mark 50

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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MARK SCHEME FOR QUESTION ONE

Award marks for any combination answers up to the limit in square brackets

Twenty marks.

- 1 (a) **Como é que antigamente os jovens discriminavam outros?** [2]
Debochando uns dos outros, criando apelidos estranhos, reparando nas mínimas "imperfeições", com agressões verbais ou físicas.
- (b) **Defina três particularidades do conceito de *bullying*.** [3]
É sempre intencional, repete-se várias vezes e não tem uma motivação específica. É uma agressão física, moral ou material.
- (c) **O que é que quer dizer com “a tecnologia deu nova cara ao problema”?** [1]
A agressão é hoje feita principalmente através da internet, do telemóvel/celular ou outros suportes digitais.
- (d) **Que tipo de criança tem tendência a se tornar um agressor?** [2]
Uma criança que não se conhece e não gosta de como é. Uma criança que sente prazer em menosprezar o outro
- (e) **Como reagiu Aline à agressão por parte de uma colega?** [2]
Aline fez de tudo para agradar à colega e seguiu as suas indicações por ter medo.
- (f) **Por que é que o *cyberbullying* não pode ser visto como uma brincadeira de crianças?** [1]
Porque (de acordo com os especialistas) é um problema sério / prejudica a vida das crianças/ que pode ter consequências gravíssimas para todos.
- (g) **Na escola, quem deve participar da prevenção e resolução de casos de *bullying*?** [3]
A equipa pedagógica, pais e alunos que estão ou não envolvidos diretamente
- (h) **Quais as consequências que o *bullying* teve para o Paulo?** [3]
O Paulo reprovou na escola/ o seu desempenho escolar caiu, teve que se transferir para outra escola, toma medicamentos e é acompanhado por um psicólogo.
- (i) **De acordo com uma pesquisa feita, como é que metade dos agressores justificam o seu comportamento?** [3]
Uns dizem que o fizeram por brincadeira, outros não sabem explicá-lo e outros ainda culpam as vítimas, dizendo que mereciam o castigo.

[Total: 20 + 5 = 25]

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PLUS 5 marks for Accuracy of Language

Accuracy of Language

5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
1 (Poor)	Thin, inappropriate use of language. Confuse and obscure. Many errors.

[Total: 20 + 5 = 25]

MARK SCHEME FOR QUESTION TWO

- 2** Considerando os diferentes pontos referidos nos dois textos, reflita sobre o problema de *cyberbullying* na escola. Identifique as possíveis causas do ponto de vista do agressor e as possíveis consequências do ponto de vista da vítima. Sugira formas para o problema ser superado no ambiente escolar.

Escreva cerca de 250 palavras. **NÃO ESCREVA MAIS DE 300 PALAVRAS.**

[25]

15 marks are available for **Reading**: each relevant point extracted by the candidate from the text is ticked. A mark is awarded for each tick up to a maximum of fifteen points.

Causes	Consequences	Solutions
anonymous / in the shade / false emails	suicide / depression / mental health / aggression / medication / psychological help	the 3 pillars of school community must work together (parents, teachers / students)
don't need to be physically strong / have the courage to stand up	school failure	discuss the issue openly / conscious that a problem exist
no awareness of why they are doing it / joke / ignorance / punishment	loss of self-confidence / isolation / slander/libel / insults	take it seriously / it is not just a laugh / a game
don't like themselves / like to undermine, humiliate others	fear / paranoia of how you are perceived / fear to complain / intimidation	in extreme cases, take medication, get psychological help

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their personal relationships aren't based on solid values	have your life exposed in public	specialist police help
		move schools
		record cases of bullying and have formal procedures for dealing with them

10 marks are available for **Writing**: 5 marks for Style and Organisation plus 5 marks for Accuracy of Language

Style and Organisation

5 (Excellent)	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose.
4 (Good)	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage.
3 (Adequate)	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus.
2 (Weak)	Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow.
1 (Poor)	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance.

Accuracy of Language

5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
1 (Poor)	Thin, inappropriate use of language. Confuse and obscure. Many errors.

[Total: 15 + 10 = 25]