Published

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

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This document consists of **20** printed pages.

1   **General Marking Notes**

2   **General Marking Principles**

2.1 **Crossing out:**

   (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the **final** attempt is correct.

   (b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

2.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

   (i) there is an indication from the candidate that other material should be considered

   (ii) the candidate has continued their answer outside the space provided

   (iii) there is no answer in the space provided

2.3 Annotation used in the Mark Scheme and/or during Marking:

   (a) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.

   (b) 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.

2.4 **No response and '0' marks**

   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.

2.5 **Optional questions:** you must mark all questions attempted by the candidate. Where a question has not been attempted then a NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, the system will automatically only aggregate the candidate's best result.

3   Detailed Mark Scheme

Section 1

Question 1: *O que há na cozinha?*

> Candidates are required to list 8 items in Portuguese. Read all the items the candidate has listed and award marks as follows:
>
> - **Select the most correct items up to a maximum of 5**
> - **Award 1 mark for each correct item up to a maximum of 5**
> - **Stop ticking once 5 items have been rewarded**
> - **On Question 1, award marks for items wherever the candidate has written them**
> - **If the candidate offers more than one word per line, award a mark for each acceptable item**
>
> NB the pictures provided on the question paper are only suggestions.

Generic mark scheme for Question 1

- <u>Mark for communication. Tolerate inaccuracies, provided the message is clear</u>

- Ignore definite/indefinite article, possessive adjective. Ignore any verbs.

- Questionable spellings:

  (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 e.g. one letter missing but no other word created.
  (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).
  (d) Where letters are transposed, the word is likely to communicate (unless another word has been created).

- **Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored**.

- Refuse all nouns which are repeated and which do not have a separate meaning:

  - *cadeira, cadeirinha alta*: award one mark to each item
  - *cadeira azul, cadeira grande*: award one mark for the first *cadeira.*

- Reject misspelt words which suggest a word with a quite different meaning.

- Where nouns are usually plural, accept the singular and vice versa.

Session-specific instructions for Question 1: 8 things you could see in a kitchen

- **Accept anything the candidate might see in a kitchen: food, drink, furniture, utensils, etc**
- Do **not** accept *cenouras* as it was the example.

NB: Be aware of acceptable alternative vocabulary/spellings for European/Brazilian Portuguese

ACCEPT	ACCEPT/ TOLERATE	REJECT
		Example given at top of task- cenouras
		Brand names,e.g.Sumol, Coca, Nescau – * Discuss with PE/ TL if necessary
armário	armario	
azulejo		
balcão	balcao	
cadeira		
caneca		
chávena/ xícara	chavena/ xicara	
congelador/ freezer		
copo	copou	coupo
ferro		
fogão/ forno	fogao	
fósforo	fosforo	
frigorífico		
geladeira/ geleira		
gaveta		
garrafa	garrafffa	
janela		

ACCEPT	ACCEPT/ TOLERATE	REJECT
lâmpada		
lata		
louça/ loiça		
lava-louça/ lava-loiça		
mesa		
micro-ondas		
mobília/ móvel/ movéis		
panela		
pano		
parede		
pia		
porta		
radio		
relógio		
saca-rolhas		
tapete / carpeta		
tigela	tijela/ tejaila	
tesoura	tesouras	
torneira		
fruta (*any fruits*) *ex.* bananas		fruita

ACCEPT	ACCEPT/ TOLERATE	REJECT
verdura (*any vegetables*) ex. batata	tomate	
comida (*any foodstuffs typically found in kitchen*) ex. ovos *and* ex. compota/ geléia	ouvos/ ovús quéjo	olhou
bebida (*any drinks typically found in kitchen*)	agua	

Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication: award a mark out of 10, according to the instructions in 2.1**

- **Language: award a mark out of 5, according to the instructions in 2.2**

2.1: award mark out of 10 for Communication

Generic mark scheme for Communication (Question 2)

(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.

(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 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).

(iii) Add up the ticks to give a mark out of 10 for Communication.

(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).

ACCEPT: missing accent on é (e instead of é) Ex. Ele e baixo.
ACCEPT: Verbs wrongly conjugated ex. Meu amigo moro em Londres.

(v) LISTS = 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

- Ela tem cabelo preto, olhos bonitos e uma boca pequena = 1 mark (1 verb = a list of 3)

- Ela tem cabelo preto (1), é de estatura mediana (1), e ela é bonita (1) = 3 marks (3 verbs).

(vi) Only reward each piece of information once, e.g. "ela é fantástica" cannot score both as description and reason for liking, ("ela é fantástica" and "a música dela é fantástica" can both be rewarded).

(vii) Do not penalise factual errors.

(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.

[Total marks for Communication: 10]

Tick	Task	Information to be communicated
1	(a)	**Mencione os seus passatempos ou os desportos/ esportes que faz.** REWARD: any activities that could be done as a hobby, pastime or any sports, e.g. football, gym, reading or going to the cinema REWARD: any additional information about these activities that is not covered by tick2 / (b) REWARD: 2 x tick1 for two activities in a list even if they are both infinitives, e.g. Gosto de nadar ✓ e correr. ✓. *(Candidates should write more than just two infinitives for two ticks, however, exceptionally, we are accepting this here)*
2	(b)	**Onde é que você faz essas atividades? Com quem?** REWARD: any location where the above activities or others could be done, e.g. home, school, sports centre, park, beach, swimming pool, cinema etc. REWARD: any mention of people with whom candidate does these activities
3	(c)	**O que é que você pode fazer para ser saudável? Dê dois exemplos.** REWARD: any two points that could reasonably be accepted as promoting good health or a healthy lifestyle, e.g. physical exercise, sports, eating healthily. Also accept activities that are good for mental health, and mention of activities that should be avoided, e.g. not smoking, etc.
4	(d)	**Você vai fazer alguma coisa para ter uma vida mais saudável no futuro? Por quê? / Por quê não ?** REWARD: any intended action for future associated with healthier life. Accept plans to start, continue or stop an activity. Accept intention to just think about what to do. Accept intention to do nothing more. REWARD: any justification for intended action.

Sec. 2.2: award mark out of 5 for Language

Generic mark scheme for Language (Question 2):

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Language (Question 2)

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.

[Total marks for Language: 5]

[Total for Question 2: 15]

SECTION 2

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

Communication
- award a mark out of 10, according to the instructions in 3.1

Language
- award a mark out of 8 for Verbs, according to the instructions in 3.2
- award a mark out of 12 for Other linguistic features, according to the instructions in 3.3

3.1 – award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 3):

(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks. See point (iii).

(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point.

(iii) Note that some communication points may have (+2) for rewarding additional information / development of whichever point the candidate writes more about. In this case there will only be 4 and not 5 communication points.

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

Add up the ticks to give a mark out of 10 for Communication.

[Total marks for Communication: 10]

Session-specific instructions for Communication marks (Question 3):

Candidates may develop answer for different ticks/ bullet points. This can be rewarded with the (+2) marks as shown below. This means candidates have opportunity to expand their answers in their own ways, whilst ensuring coverage of all content expected and earning up to maximum of 10 marks for Communication.

Question 3(a): New shopping centre near home

(a) Recentemente, um grande centro commercial, com lojas, restaurantes e cinemas abriu perto da sua casa. Escreva um email para um amigo/a:

Tick	Accept:	Mark
1	Description of any events plausibly connected to opening of a big shopping centre. Insist on past tenses.	**2 (+2)**
2	Description of your first visit to shopping centre. Accept any plausible activities, e.g. shopping, cinema, restaurant, queues, traffic, crowds, etc. Insist on past tenses.	**2 (+2)**
3	Explanation of opinions of two people (relatives or neighbours) about any advantage(s) and / or disadvantage(s) of having a shopping centre near home. Accept any appropriate tenses.	**2 (+2)**
4	Description of plans for the next weekend. Accept any plans (or lack of) whether connected with shopping centre or not. Accept invitation or suggestion. Accept any appropriate way of expressing future, but insist on future.	**2 (+2)**

Question 3(b): Is it everyone's responsibility to protect the environment?

(b) Escreva um artigo: Proteger o meio ambiente: uma responsabilidade de todos nós.

Tick	Accept:	Mark
1	Any examples (must be more than one) of environmental problems. Accept any environmental issues, local or global, big or small.	**2 (+2)**
2	Explanation of candidates' opinion whether it is true that it is everyone's (shared, collective) responsibility to protect the environment. Accept any opinion that is justified.	**2 (+2)**
3	Information about three things that the candidate has done / did in the past to protect the environment. Accept any ideas but insist on past tenses.	**2 (+2)**
4	Explanation of what could happen if the aforementioned environmental problems are not solved. Insist on any appropriate way of expressing future / conditionals.	**2 (+2)**

Question 3(c): Language learning trip

(c) No ano passado você foi estudar uma língua estrangeira em outro país. Esse intercâmbio escolar foi uma experiência que você nunca vai esquecer. Descreva como foi essa experiência:

Tick	Accept:	Mark
1	Information about studies (what language studied and where) and about accommodation (who and where). Accept any language studied in any country. Insist on past tenses.	**2 (+ 2)**
2	Information about any activities done in free time in foreign country. Accept information about not having any free time and being busy all the time.	**2 (+2)**
3	Comment on advantages and/or disadvantages of doing an exchange/language learning trip. Accept comments in any tense.	**2 (+2)**
4	Explain how this experience will help you in the future. This comment must be in addition to anything positive said for previous task (bullet point 3). Accept any appropriate way of expressing how this will help in the future but do NOT insist on a future 'tense'.	**2 (+2)**

3.2 – award a mark out of 8 for Accurate use of verbs

Generic mark scheme for Accurate use of verbs (Question 3):

(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 the Conversion table below.

Conversion table for Accurate use of verbs (Question 3)

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

[Total marks for Accurate use of verbs: 8]

How to award ticks for Accurate use of verbs (Question 3):

- **do NOT give ticks for verbs 'lifted' from instructions, unless used in totally different context: 3(a)** centro **abriu, 3(b)** o meio ambiente **é ; acontecerá ; resolvermos 3(c)** estudar uma lingua estrangeira; nunca *vou* **esquecer** (tick for 'vou'); *me* **ajudará**
- **only give tick for first occurrence of verb, unless it is being used in a different way**
- **be aware of BP spelling of –** *ar* **verbs in Preterite (-***amos***, not -***ámos***)**
- **tolerate missing accents except where they are used to distinguish between two words of different meaning or function**
- **do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other Linguistic Features, e.g. do NOT reward 'Como vai?', 'Escrevo para', 'Estou escrevendo'**
- **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.**

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
Ele è meu amigo (✓)	Ele e meu amigo	Accept mis-used grave accent instead of acute

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)	*lavar* should not be used reflexively in this statement

Passive and participle with *estar (not continuous forms)*

Tick	No tick	Note
A janela estava (✓) aberta (✓)	A janela estava (✓) aberto	past participle must be correct
O prédio foi (✓) construído (✓)		One tick for auxiliary and one tick for participle
A roupa serai lavada (✓) e passada (✓).		Two ticks for each correct participle, but no tick for wrong auxiliary verb

Continuous tense/ use of gerund

Tick	No tick	Note
Estou escrevendo (✓) *or* Estou a escrever (✓) Estava chovendo (✓) *or* Estava a chover (✓)		continuous forms with *estar* + gerund or *estar* + *a* + *inf* are awarded only 1 tick. The auxiliary verb does NOT get its own tick.
Ficamos a dançar (✓) or Fcamos dançando (✓)		As above for *ficar* + gerund *or* *ficar* + *a* + infinitive
Estou escrever (✓)		Despite the missing 'a', tick is awarded
	Eu estavam escrevendo *or* Estavan escrevendo *or* Estaba escrevendo *or* Estava escribiendo *or* Estava a escribir	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 *estar* = 1 tick just for gerund |

Compound tenses

Tick	No tick	Note
Eu tenho feito (✓)	Eu tem feito (no tick)	auxiliary must be correct
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 2 ticks awarded for participles when auxiliary not repeated

Defective verbs such as *apetecer, doer, faltar*, 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

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 (?) (✓)		

Infinitive/ infinitives with prepositions/ no prepositions

Tick	No tick?	Note
Eu prefiro ( ) sair ( )	Eu prefero (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.

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 (✓)		*fui* = tick 1 *correndo* = tick 2
Sendo (✓) estudante		

Reward only the first occurrence of a verb

Tick	No tick for repetition	Note
Eu quero (✓) nadar	e eu também quero (*no tick*) descansar.	
Eu quero (✓) nadar	mas eu não quero (*no tick*) descansar.	
Eu quero (✓) nadar e o meu irmão quer (✓) descansar		2 different persons of the verb
O meu irmão quer nadar (✓)	e minha irmã quer descansar	both same 3rd person of the verb

3.3 – award a mark out of 12 for Other linguistic features

Generic mark scheme for Other linguistic features (Question 3):

(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Other linguistic features (Question 3)

11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:
- appropriate use of letter etiquette, including greetings and endings
- adjectives, inc. possessives & demonstratives. Comparatives and superlatives
- all object pronouns, and including word order with interrogatives or when followed by a
- negative of words such as: *todos, também, enquanto, já, ninguém, etc.*
- negatives
- linking words and conjunctions other than *e* (e.g. *por isso, enquanto, embora*)
- prepositions and adverbs
- use of *por* and *para*
- subordinate clauses, including use of *porque* and *que*
- indirect or reported speech
- relative clauses, including use of relative pronouns
- time expressions and time clauses with *quando* and *se* (= if)
- indefinite pronouns and interrogative pronouns
- idiomatic (verbal) expressions.

[Total mark for Other linguistic features: 12]

[Total for Question 3: 30 marks]

Appendix

Note on using mark schemes with Grade descriptors

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.

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.

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.

To select the most appropriate mark within each set of descriptors, use the following guidance:

• 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.

Note on irrelevant material

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.

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.)