



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**FIRST LANGUAGE PORTUGUESE**

**0504/01**

Paper 1 Reading

**May/June 2019**

MARK SCHEME

Maximum Mark: 50

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**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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **9** printed pages.

**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.

| Question  | Answer   | Marks    | Guidance |
|---|--|----------|----------|
| <p><b>Question 1</b></p> <p>20 content marks<br/>5 language marks</p> <p>In own words:<br/>Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p> |  |          |          |
| 1(a)  | <p><b>Quais são os ingredientes que contribuem para um excelente festival de música em Portugal? Dê <u>dois</u> exemplos.</b></p> <p>Any <b>two</b> of the following:<br/>Música [1]<br/>Sol e mar [1]<br/>Festa todas a noites [1]<br/>850 km de praia [1]</p>  | <b>2</b> |          |
| 1(b)  | <p><b>Explique o significado da expressão: “enfrentarem os quilómetros de asfalto que ainda têm pela frente.”</b></p> <p>Percorrer o país, fazer longas viagens</p>  | <b>1</b> |          |
| 1(c)  | <p><b>De acordo com o texto, para além de apreciar música, mencione <u>três</u> outras atividades nas quais os festivaleiros podem participar.</b></p> <p>Any <b>three</b> of the following:<br/>Conhecer sítios de uma forma descontraída e divertida [1]<br/>Passeios de bicicleta [1]<br/>Caminhadas [1]<br/>Canoagem [1]<br/>Banhos de rio (em Paredes de Coura) [1]</p> | <b>3</b> |          |

| Question | Answer  | Marks | Guidance                                   |
|----------|---|-------|--|
| 1(d)     | <p><b>Como é que o estilo do Festival Vilar de Mouros evoluiu ao longo do tempo?</b></p> <p>Começou com <b>fado e música erudita</b> [1]<br/>A partir de 1971 <b>o rock fez com que os festivais portugueses se tornassem famosos</b> com o “Woodstock português” [1]</p>   | 2     | Não aceitar: ‘mais tarde o rock se juntou’ |
| 1(e)     | <p><b>O que é que o Turismo de Portugal quer dizer com o país ser um “destino de eleição” para os fãs de música ao vivo? Por quê?</b></p> <p>Muitas pessoas <b>escolhem</b> Portugal como o lugar ideal para assistir a concertos/festivais de música ao vivo. [1]</p> <p>Pelas seguintes razões: Any <b>two</b> of the following:<br/>Preço dos bilhetes [1]<br/>Bom tempo [1]<br/>Gastronomia [1]</p> | 3     |  |
| 1(f)     | <p><b>Descreva o típico festivaleiro mencionado no texto.</b></p> <p>Any <b>two</b> of the following:<br/>Feminino [1]<br/>tem entre 21 e 24 anos [1]<br/>solteiro e licenciado [1]</p>   | 2     |  |
| 1(g)     | <p><b>Mencione <u>duas</u> regras que alguns destes festivais têm.</b></p> <p>Não levar comida e bebidas [1]<br/>Não levar animais [1]</p>  | 2     |  |

| Question | Answer   | Marks | Guidance                           |
|----------|--|-------|------------------------------------|
| 1(h)     | <b>Por que é que na opinião do autor uma garrafa de água pode ser ao mesmo tempo maçadora e essencial?</b><br><br>É pesada/inconveniente/(chato) carregá-la [1]<br>É essencial para a nossa saúde/Sem ela podemos sofrer de problemas de saúde/desidratação/insolação/hipertermia [2]          | 3     | Não aceitar: 'aborrecido'          |
| 1 (i)    | <b>O que é que o autor do texto quer dizer com a frase: “entrem no espírito dos festivais”?</b><br><br>Any <b>two</b> of the following:<br>Seja simpático/respeite os outros [1]<br>Não fure filas [1]<br>Aproveite o momento (referência às fotografias)/desfrutem dos festivais/diversão [1] | 2     | Não aceitar: 'respeitem as regras' |

**Question 1**

Give up to 5 marks for Accuracy (a holistic mark for **Question 1**).

**Writing: 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. Confused and obscure. Many errors.   |

| Question          | Answer | Marks | Guidance   |
|-------------------|--------|-------|--|
| <b>Question 2</b> |        |       | <p>15 marks for Content<br/>5 marks for Style and Organisation<br/>5 marks for Accuracy of Language<br/>No marks will be awarded for anything the candidate writes beyond the upper word limit.</p> <p>15 content points would be expected, but more are given below to outline possible points candidates could be expected to make. Each point would score one mark, with a maximum of 15 to be awarded for content.<br/>Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose.</p> <p>10 marks are available for Writing (see tables below).</p> |

| Question | Answer   | Marks | Guidance                             |
|----------|--|-------|--------------------------------------|
| 2        | <p><b>Texto A</b></p> <ul style="list-style-type: none"> <li>• Oportunidade de ir a festivais de música em diferentes lugares / países</li> <li>• Divertir-se / animar / descontraír (relaxar/acalmar)</li> <li>• Criar um sentimento de alegria</li> <li>• Influenciar os nossos sentimentos / expressar o estado de espírito</li> <li>• Aproveitar para fazer umas miniférias no local do festival / Aproveitar para conhecer o local (tradição) do festival</li> <li>• Dar passeios de bicicleta, fazer caminhadas, canoagem, tomar banho no rio</li> <li>• Juntar pessoas de diferentes países</li> <li>• Gastronomia</li> <li>• Tempo</li> <li>• Atrair turistas / turismo</li> <li>• Passar tempo com a família (crianças)</li> </ul> <p><b>Texto B</b></p> <ul style="list-style-type: none"> <li>• Musicoterapia – tratar doenças da mente e do corpo (fazer bem à saúde)</li> <li>• Influência cultural dos outros países</li> <li>• Celebrar a liberdade</li> <li>• Construção de novas áreas que podem ajudar a comunidade</li> <li>• Oportunidade de ver/ouvir músicos famosos</li> <li>• Experiência social (confraternizar)</li> <li>• Dar a conhecer o país (Brasil) e diferentes cidades – Internacionalização/(mundialmente)</li> <li>• Divulgação de produtos com o nome dos eventos</li> <li>• Trazer dinheiro / bom para a economia</li> </ul> | 25    | Não aceitar: ‘esquecer os problemas’ |



| Question                               | Answer   | Marks | Guidance |
|--|--|-------|----------|
| <b>Writing: Style and Organisation</b> |  |       |          |
| <b>5 (Excellent)</b>                   | 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.                         |       |          |
| <b>4 (Good)</b>                        | Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage.   |       |          |
| <b>3 (Adequate)</b>                    | Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus.   |       |          |
| <b>2 (Weak)</b>                        | 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. |       |          |
| <b>1 (Poor)</b>                        | Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance.   |       |          |
| <b>Writing: Accuracy of Language</b>   |  |       |          |
| <b>5 (Excellent)</b>                   | Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.   |       |          |
| <b>4 (Good)</b>                        | Clear, appropriate language. Appropriate vocabulary. Few technical errors.   |       |          |
| <b>3 (Adequate)</b>                    | Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.   |       |          |
| <b>2 (Weak)</b>                        | Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.  |       |          |
| <b>1 (Poor)</b>                        | Thin, inappropriate use of language. Confused and obscure. Many errors.  |       |          |