



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

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**PORTUGUESE**

**0540/04**

Paper 4 Writing

**May/June 2017**

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 will not enter into discussions about these mark schemes.

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This document consists of **28** printed pages.

**1 The Standardisation Process****2 General Marking Notes****3 General Marking Principles****3.1 Crossing out:**

<b>(a)</b>	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>(b)</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.

**3.2 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:**

<b>(a)</b>	there is an indication from the candidate that other material should be considered.
<b>(b)</b>	the candidate has continued their answer outside the space provided.
<b>(c)</b>	there is no answer in the space provided.

**3.3 Annotation used in the Mark Scheme:**

<b>(a)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(b)</b>	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

**3.4 No response and '0' marks**

There is a NR (No Response) option in **RM Assessor**.

**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.

**3.5 Optional questions:** You must mark all questions attempted by the candidate. Where a question has not been attempted then 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, RM Assessor will automatically only aggregate the candidate's best result.

Question	Answer	Marks
<b>Question 1</b>	<p>Candidates are required to list 8 items in Portuguese. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) 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.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where a candidate has linked two words as in loja de guarda-chuvas = 1 tick; however loja e guarda chuva (candidate intends this as two items) = 2 ticks).</p> <p>(iv) The pictures provided on the question paper are only suggestions. Be careful NOT to reward estação as this is example.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> <li>• ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</li> <li>• 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).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <p>(vii) 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.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> <li>• loja de sapatos, loja de roupa: award one mark to each item but loja grande, loja pequena: award one mark only for the first loja</li> </ul> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer			Marks																																																																				
1	<b>Imagine que está no centro da cidade. Faça uma lista em português de 8 coisas que vê no centro cidade.</b>			<b>5</b>																																																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Accept</th> <th style="width: 33%;">Tolerate (BOD)</th> <th style="width: 33%;">Reject</th> </tr> </thead> <tbody> <tr><td>açougue / talho</td><td></td><td></td></tr> <tr><td>agência de turismo</td><td></td><td></td></tr> <tr><td>albergue</td><td></td><td></td></tr> <tr><td>árvore</td><td></td><td></td></tr> <tr><td>automóvel / carro</td><td></td><td></td></tr> <tr><td>autocarro</td><td></td><td></td></tr> <tr><td>avenida</td><td></td><td></td></tr> <tr><td>banca de jornal</td><td></td><td></td></tr> <tr><td>banco</td><td></td><td></td></tr> <tr><td>biblioteca</td><td></td><td></td></tr> <tr><td>bombeiro</td><td></td><td></td></tr> <tr><td>buraco</td><td></td><td></td></tr> <tr><td>café</td><td></td><td></td></tr> <tr><td>Caixote do lixo</td><td>Caxote do / de lixo</td><td></td></tr> <tr><td>calçada</td><td></td><td></td></tr> <tr><td>câmbio</td><td></td><td></td></tr> <tr><td>capela</td><td></td><td></td></tr> <tr><td>carteiro</td><td></td><td></td></tr> <tr><td>catedral / sé</td><td></td><td></td></tr> <tr><td>cemitério</td><td></td><td></td></tr> <tr><td>centro(s) comercial / comerciais / shopping(s)</td><td></td><td></td></tr> <tr><td>cinema</td><td></td><td></td></tr> </tbody> </table>			Accept		Tolerate (BOD)	Reject	açougue / talho			agência de turismo			albergue			árvore			automóvel / carro			autocarro			avenida			banca de jornal			banco			biblioteca			bombeiro			buraco			café			Caixote do lixo	Caxote do / de lixo		calçada			câmbio			capela			carteiro			catedral / sé			cemitério			centro(s) comercial / comerciais / shopping(s)			cinema		
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Question	Answer			Marks	
1	colégio				
	comboio / trem				
	confeitaria / pastelaria				
	construção				
	correio				
	crianças				
	delegacia / a esquadra				
	edifício				
	escola				
		<b>Accept</b>	<b>Tolerate (BOD)</b>		<b>Reject</b>
	estádio				
	estátua				
	estudantes				
	farmácia				
	feira	feira / féria			
	feirante				
	flores				
	gelataria / sorveteria	sorveteria / sorbetaria			
	hospital	ospital			
hotel					
igreja	ingreja				
iluminação					
jardim					

Question	Answer			Marks
1	joalheria / ourivesaria			
	lanchonete			
	livraria			
	livraria			
	lixo			
	loja (de calçados, de departamento, de roupas, de eletrodomésticos)			
	lojista			
	mercado			
	mercearia			
	metro / metrô			
	monumento			
	mosteiro			
	motorista			
	museu			
	obra			
	oficina			
ônibus / autocarro / machimbombo				

Question	Answer			Marks
	Accept	Tolerate (BOD)	Reject	
1	parada / ponto / paragem			
	parque			
	passageiro			
	pedestre / peão			
	peixaria			
	perfumaria			
	pessoas			
	plantas			
	polícia			
	policial			
	ponte		ponta	
	pousada			
	praça / largo			
	prédio(s)			
	prefeitura / câmara municipal			
	prisão			
	quiosque			
	restaurante			
	rotunda / giradouro			
	rua			



Question	Answer			Marks
1	<b>Accept</b>	<b>Tolerate (BOD)</b>	<b>Reject</b>	
	sapataria			
	supermercado / hipermercado			
	tabacaria			
	taxi			
	teatro			
	tenda	tienda de ...+ correct appropriate noun	tienda	
	toldo			
	turista			
	universidade			
	universitários			
	vendedor			
via				
	<b>Total for Question 1:</b>			<b>5</b>

Question	Answer	Marks
<p><b>Question 2</b> Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• Communication: award a mark out of 10, according to the instructions in 2.1.</li> <li>• Language: award a mark out of 5, according to the instructions in 2.2.</li> </ul>		
2	<p><b><u>A vida na minha casa</u></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> <li>• If 1 of the tasks is missing, the maximum communication mark is 9.</li> <li>• If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score.</li> <li>• For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc.</li> <li>• Misplaced adjectives, negatives and adverbs will not usually compromise communication.</li> </ul> <p>(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</p> <ul style="list-style-type: none"> <li>• Ela tem 10 anos, olhos bonitos, um nariz grande e uma boca pequena. (1 verb, therefore treat as list of 3 items: place one tick over ‘grande’ (third item in list) and another tick over ‘pequena’ (fourth item in list))</li> <li>• Ela tem 10 anos, é simpática, e ela estuda na escola do bairro. (3 verbs therefore each piece of information can score a separate communication mark)</li> </ul>	15

Question	Answer	Marks										
2	<p>(vi) Do not penalise factual errors.</p> <p>(viii) It is acceptable for candidates to write information in an order that does not follow the order of the tasks on the question paper.</p> <table border="1" data-bbox="353 379 1919 1107"> <thead> <tr> <th data-bbox="353 379 472 432">Tick</th> <th data-bbox="472 379 1919 432">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 432 472 552">✓1</td> <td data-bbox="472 432 1919 552"> <b>Descreva a sua casa ou apartamento.</b>  <b>REWARD:</b> any statement relating to the type of home, location, size, layout/rooms/garden etc., contents, furniture, or candidate's opinion of home.         </td> </tr> <tr> <td data-bbox="353 552 472 667">✓2</td> <td data-bbox="472 552 1919 667"> <b>Quem mora na sua casa ?</b>  <b>REWARD:</b> any statement relating to anyone who lives (or has lived) in home: name, relation to candidate and each other, age, appearance, personality. Also reward information about pets.         </td> </tr> <tr> <td data-bbox="353 667 472 855">✓3</td> <td data-bbox="472 667 1919 855"> <b>Você ajuda com as tarefas domésticas, por exemplo cozinhar e limpar ?</b>  <b>REWARD:</b> any statement relating to whether candidate helps with housework. Ensure candidate has answered directly or implied whether they help with the housework and then also reward any information regarding housework in general: who does (or does not) do tasks, which task, why (not), when, how, etc. For first tick, there needs to be at least one finite verb, eg. <i>Eu gosto / Eu faço / Eu ajudo</i> plus one infinitive.         </td> </tr> <tr> <td data-bbox="353 855 472 1107">✓4</td> <td data-bbox="472 855 1919 1107"> <b>O que gostaria de mudar na sua casa? Por quê?</b>  <b>REWARD:</b> any statement relating to any changes candidate would like to make in their home. Reward information regarding making no changes. Reward justifications, explanations and reasons for intended actions or for not making changes. Reward any use of conditionals eg. <i>Gostaria*</i>, <i>eu mudaria</i>, <i>gostava de mudar</i> and accept any form of expressing intentions in future, eg. <i>vou mudar</i>, <i>mudarei</i>, <i>pretendo mudar</i>, <i>penso em mudar</i>, <i>quero mudar</i>, <i>espero mudar</i>, <i>talvez mude daqui a 5 anos</i>, etc.            * To receive tick, the infinitive following <i>Gostaria</i> must NOT be <i>mudra</i> </td> </tr> </tbody> </table> <p data-bbox="338 1142 900 1171"><b><u>2.2: Award a mark out of 5 for Language</u></b></p> <p data-bbox="338 1209 1850 1305">Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> – Appendix 1). Be aware of relatively low expectations for top mark – 5/5 – straightforward, basic, limited range.</p>	Tick	Accept	✓1	<b>Descreva a sua casa ou apartamento.</b> <b>REWARD:</b> any statement relating to the type of home, location, size, layout/rooms/garden etc., contents, furniture, or candidate's opinion of home.	✓2	<b>Quem mora na sua casa ?</b> <b>REWARD:</b> any statement relating to anyone who lives (or has lived) in home: name, relation to candidate and each other, age, appearance, personality. Also reward information about pets.	✓3	<b>Você ajuda com as tarefas domésticas, por exemplo cozinhar e limpar ?</b> <b>REWARD:</b> any statement relating to whether candidate helps with housework. Ensure candidate has answered directly or implied whether they help with the housework and then also reward any information regarding housework in general: who does (or does not) do tasks, which task, why (not), when, how, etc. For first tick, there needs to be at least one finite verb, eg. <i>Eu gosto / Eu faço / Eu ajudo</i> plus one infinitive.	✓4	<b>O que gostaria de mudar na sua casa? Por quê?</b> <b>REWARD:</b> any statement relating to any changes candidate would like to make in their home. Reward information regarding making no changes. Reward justifications, explanations and reasons for intended actions or for not making changes. Reward any use of conditionals eg. <i>Gostaria*</i> , <i>eu mudaria</i> , <i>gostava de mudar</i> and accept any form of expressing intentions in future, eg. <i>vou mudar</i> , <i>mudarei</i> , <i>pretendo mudar</i> , <i>penso em mudar</i> , <i>quero mudar</i> , <i>espero mudar</i> , <i>talvez mude daqui a 5 anos</i> , etc. * To receive tick, the infinitive following <i>Gostaria</i> must NOT be <i>mudra</i>	
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Question	Answer	Marks												
2	<p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="342 284 1798 858"> <tr> <td data-bbox="342 284 421 435">5</td> <td data-bbox="421 284 1798 435">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.</td> </tr> <tr> <td data-bbox="342 435 421 555">4</td> <td data-bbox="421 435 1798 555">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="342 555 421 675">3</td> <td data-bbox="421 555 1798 675">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.</td> </tr> <tr> <td data-bbox="342 675 421 754">2</td> <td data-bbox="421 675 1798 754">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="342 754 421 810">1</td> <td data-bbox="421 754 1798 810">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="342 810 421 858">0</td> <td data-bbox="421 810 1798 858">One or two disjointed words or short phrases may be recognisable.</td> </tr> </table> <p>*Consider the whole answer when awarding mark for language</p>	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.	
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0	One or two disjointed words or short phrases may be recognisable.													
	<b>Total for Communication</b>	<b>10</b>												
	<b>Total for Language:</b>	<b>5</b>												
	<b>Total for Question 2:</b>	<b>15</b>												

Question	Answer	Marks						
<b>Question 3</b>	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1.</li> <li>• <b>Language:</b> award a mark out of 10 for Verbs, according to the instructions in 3.2. award a mark out of 10 for Other linguistic features, according to the instructions in 3.3.</li> </ul> <p><b>For question-specific guidance, see later in this mark scheme.</b></p> <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(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 (in the body of the answer).</p> <table border="1" data-bbox="219 794 2018 948"> <tbody> <tr> <td data-bbox="219 794 376 847"><b>2 ticks</b></td> <td data-bbox="376 794 2018 847">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="219 847 376 900"><b>1 tick</b></td> <td data-bbox="376 847 2018 900">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="219 900 376 948"><b>0 ticks</b></td> <td data-bbox="376 900 2018 948">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) <b>Look for a verb (finite or infinitive) before awarding a mark for communication.</b> See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>	<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.	
<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
<b>0 ticks</b>	Nothing of worth communicated.							

Question	Answer	Marks																				
<b><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></b>																						
When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. <b>For question-specific guidance, see later in this mark scheme.</b>																						
(i) Place a tick above the <b>first</b> occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Place the tick so that it does not obscure the accent/tilde. (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.																						
<b>Conversion table for accurate use of Verbs (Question 3)</b>																						
<table border="1"> <thead> <tr> <th data-bbox="792 549 1167 604">Number of ticks</th> <th data-bbox="1167 549 1444 604">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 604 1167 652">18+</td> <td data-bbox="1167 604 1444 652">8</td> </tr> <tr> <td data-bbox="792 652 1167 700">16,17</td> <td data-bbox="1167 652 1444 700">7</td> </tr> <tr> <td data-bbox="792 700 1167 748">14,15</td> <td data-bbox="1167 700 1444 748">6</td> </tr> <tr> <td data-bbox="792 748 1167 796">12,13</td> <td data-bbox="1167 748 1444 796">5</td> </tr> <tr> <td data-bbox="792 796 1167 844">10,11</td> <td data-bbox="1167 796 1444 844">4</td> </tr> <tr> <td data-bbox="792 844 1167 892">8,9</td> <td data-bbox="1167 844 1444 892">3</td> </tr> <tr> <td data-bbox="792 892 1167 940">6,7</td> <td data-bbox="1167 892 1444 940">2</td> </tr> <tr> <td data-bbox="792 940 1167 987">4,5</td> <td data-bbox="1167 940 1444 987">1</td> </tr> <tr> <td data-bbox="792 987 1167 1062">0,1,2,3</td> <td data-bbox="1167 987 1444 1062">0</td> </tr> </tbody> </table>			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
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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																					

Question	Answer	Marks
<b>How to award ticks for accurate use of Verbs (Question 3):</b>		
<b>(a) Subject (noun or pronoun) + any finite verb</b>		
<ul style="list-style-type: none"> <li>• both subject and verb must be correct for the verb to score a tick</li> <li>• verb must be in the appropriate tense to score a tick</li> <li>• accents on verbs must be correct in order for a tick to be awarded</li> <li>• do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.</li> </ul>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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 é meu amigo	Ele e meu amigo	Do not accept as missing accent creates wrong word
	Ele è meu amigo	Do not accept mis-used grave accent instead of acute
A gente falou		
A gente falamos		
<b>With direct and indirect object pronouns</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note: accept BP position/ variation of pronouns</b>
A Sara deu-lhe (✓)		
Ele comprou-o (✓)		

Question	Answer	Marks
<b>With reflexive verbs</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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)	<i>lavar</i> should not be used reflexively in this statement
<b>Use of gerund</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Estou escrevendo (✓)		continuous forms of <i>estar</i> and gerund are awarded 1 tick
O homem vendo (✓) o carro parou (✓)		use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks
Ficamos a dançar (✓)		
<b>Passive and participle with <i>estar</i></b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
A janela estava (✓) aberta (✓)	A janela (✓) aberto (no tick)	past participle must be correct
O prédio foi (✓) construído (✓)		
<b>Compound tenses</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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



Question	Answer		Marks
<b>Single auxiliary with multiple past participles</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Nós tínhamos comido e bebido (✓)(✓)		Nós tínhamos comido = tick 1; Nós tínhamos bebido = tick 2	
<b>Defective verbs such as <i>apetecer, doer, faltar</i>, etc</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note: ignore BP position of pronouns</b>	
Apetece-me (✓) dormir (✓)		Apetece-me = tick 1; dormir = tick 2	
Doem-lhe (✓) os pés			
Faltavam-me (✓) cinco reais			
<b>Impersonal se</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note: accept BP position of 'se'</b>	
Diz-se (✓) / Se diz (BP)			
Vendem-se (✓) / Se vendem (BP)			
<b>Verbs with negatives</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Não comem (✓)		the negative is considered for reward in 'Other linguistic features'	
Não podia (✓)			
Ninguém veio (✓)	Ninguém vieram	subject / verb agreement must be correct	

Question	Answer	Marks
<b>Correct verb within meaningless statement</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
O dia estava bonito (✓)	O dia estava cansado (no tick)	do not reward a correct verb in a meaningless statement
<b>Sequence of tenses</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Fui (✓) ao teatro e adorei (✓) a peça	Fui ao teatro e adoraria (no tick) a peça	if sequence is incorrect, <b>both</b> verbs cannot be rewarded
<b>(b) Imperative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Vem! (✓)		
Ouça! (✓)		
<b>(c) Interrogative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Vens? (✓) / Vens. (✓)		question mark not required for mark to be awarded
Vens (?) (✓) buscar (?) (✓)		
Como estás (?) (✓)		

Question	Answer	Marks
<b>(d) Infinitive / infinitives with prepositions</b>		
<b>Tick</b>	<b>No tick?</b>	<b>Note</b>
Eu prefiro (✓) sair (✓)	Eu prefero (no tick) sair (✓)	incorrect verb form but correct infinitive so infinitive rewarded
Tu vais (✓) comprares (no tick)		incorrect spelling of infinitive
Nós vamos (✓) celebrar (✓)	Nós vão celebrar (✓)	incorrect verb form but correct infinitive so infinitive rewarded
Vou (✓) estudar (✓)	Nós vão estudar (✓)	incorrect verb form but correct infinitive so infinitive rewarded
Sem esperar (✓)	Sem espero	infinitive required after preposition
São (✓) para ajudar (✓)		
Comecei (✓) a gritar (✓)	Comecei (✓) gritar (✓)	lack of preposition to be noted under 'Other linguistic features'
Aprender (✓) é (✓) bom		Use of infinitive as subject of sentence.
<b>(e) Participle (past or present)</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
O homem sentado (✓)		
Acabado o programa (✓)	Acabado a programa (no tick)	spelling of subject must be correct
Fui (✓) correndo (✓)		<i>fui</i> = tick 1 <i>correndo</i> = tick 2
Sendo (✓) estudante		

Question	Answer	Marks
(f) Reward only the first occurrence of a verb, e.g.	<p>Eu quero (✓) nadar. Eu também quero (<i>no tick</i>) descansar. Eu quero (✓) nadar. Eu não quero (<i>no tick</i>) descansar.</p> <p><b>However,</b></p> <ul style="list-style-type: none"> <li>• Eu quero (✓) nadar e o meu irmão quer (✓) descansar – 2 different persons of the verb</li> <li>• O meu irmão quer nadar (✓) e a minha irmã quer (<i>no tick</i>) descansar – both the same person of the verb</li> </ul> <p>(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 (Appendix I)).</p> <p>(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.</p>	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
(iii)	<p>Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"><li>• Adjectives, including possessives and demonstratives. Also comparatives and superlatives</li><li>• 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.</li><li>• Negatives</li><li>• Linking words and conjunctions other than e (e.g. por isso, enquanto, embora)</li><li>• Prepositions and adverbs</li><li>• Use of por and para</li><li>• Subordinate clauses, including use of porque and que</li><li>• Indirect or reported speech</li><li>• Relative clauses, including use of relative pronouns</li><li>• Time expressions and time clauses with quando and se (= if)</li><li>• Appropriate use of letter etiquette, including greetings</li><li>• Indefinite pronouns and interrogative pronouns</li><li>• Idiomatic (verbal) expressions</li><li>• Also consider use (both attempted and successful) of subjunctives</li></ul>	

Question	Answer	Marks
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 <sup>^^</sup> . 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.	
<sup>^^</sup> subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.		
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.		
	<b>Total for Communication:</b>	<b>10</b>
	<b>Total for Verbs:</b>	<b>8</b>
	<b>Total for Other linguistic features:</b>	<b>12</b>
	<b>Total for Question 3:</b>	<b>30</b>

Question	Answer	Marks																		
3(a)	<p><b>No sábado passado você foi a uma festa popular que celebra a cultura da sua região com música, dança, comidas e bebidas. Escreva um email para um amigo sobre essa festa.</b></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="383 352 1895 1331"> <thead> <tr> <th data-bbox="383 352 479 400">Tick</th> <th data-bbox="479 352 1780 400">Accept</th> <th data-bbox="1780 352 1895 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 400 479 555">✓1</td> <td data-bbox="479 400 1780 555"> <p><b>Descreva o que viu.</b> For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs, describing what the narrator saw at a festival of regional culture. 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Accept one plan plus an invitation if two verbs are used.</p> </td> <td data-bbox="1780 1078 1895 1331">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p><b>Descreva o que viu.</b> For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs, describing what the narrator saw at a festival of regional culture. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.</p>	2	✓2	<p><b>Conte as atividades que fez na festa.</b> For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs, describing what the narrator did at a festival of regional culture. Accept responses that include narrator as part of a group or that imply that narrator was involved in activities. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.</p>	2	✓3	<p><b>Dê a sua opinião sobre a comida que estava à venda na festa.</b> For 2 communication ticks there must be at least two correct/nearly correct opinions/descriptions of the food (about quality, price, taste, etc.), using at least one correct/nearly correct finite verb. Accept opinions/ information about drinks.</p>	2	✓4	<p><b>Faça uma sugestão para melhorar a festa.</b> For 2 communication ticks there must be at least two correct/nearly correct parts to a suggestion /suggestions/opinions/one criticism with one suggestion about how the festival could be improved using at least one correct/nearly correct finite verb. 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Question	Answer	Marks
3(a)	<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b> <b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>	



Question	Answer	Marks																		
3(b)	<p><b>O jornal da sua escola quer promover a aprendizagem de línguas estrangeiras. Escreva um artigo.</b>  <b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="383 316 1892 1297"> <thead> <tr> <th data-bbox="383 316 479 367">Tick</th> <th data-bbox="479 316 1780 367">Accept</th> <th data-bbox="1780 316 1892 367">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 367 479 520">✓1</td> <td data-bbox="479 367 1780 520"> <b>Descreva o que viu.</b>            For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs, describing what the narrator saw at a festival of regional culture. 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✓3	<b>Dê a sua opinião sobre a comida que estava à venda na festa.</b> For 2 communication ticks there must be at least two correct/nearly correct opinions/descriptions of the food (about quality, price, taste, etc.), using at least one correct/nearly correct finite verb. Accept opinions/ information about drinks.	2																		
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✓5	<b>Explique o que vai fazer no próximo fim de semana.</b> For 2 communication ticks there must be at least two different and correct/nearly correct finite verbs, which express plans/intentions for next weekend. Insist on any way of expressing future or conditional. Accept any form of expressing intentions in future, e.g. <i>vou sair, sairei, pretendo sair, penso em sair, quero sair, espero sair, talvez saia, etc</i> and accept any use of conditionals eg. <i>eu sairia, gostaria /gostava de sair</i> . Accept any plans/intentions including plans to do nothing or not knowing what will happen. Accept one plan plus an invitation if two verbs are used.	2																		

Question	Answer	Marks																		
3(b)	<p><b>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</b></p> <p><b>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</b></p>																			
3(c)	<p><b>‘Eu entrei no restaurante mas não havia ninguém lá. Eu não sabia que isso seria o começo da melhor aventura da minha vida...’ Narre o que aconteceu.</b></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="342 517 1854 1398"> <thead> <tr> <th data-bbox="342 517 443 568">Tick</th> <th data-bbox="443 517 1742 568">Accept</th> <th data-bbox="1742 517 1854 568">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 568 443 719">✓1</td> <td data-bbox="443 568 1742 719"> <p><b>Explique por que foi a esse restaurante.</b> For 2 communication ticks there must be at least two different correct/nearly correct finite past tense verbs in the sentence that contains the explanation. Insist on past tense. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.</p> </td> <td data-bbox="1742 568 1854 719">2</td> </tr> <tr> <td data-bbox="342 719 443 906">✓2</td> <td data-bbox="443 719 1742 906"> <p><b>Mencione por que é que não estava ninguém lá.</b> For 2 ticks there should be at least two different correct/nearly correct finite past tense verbs, which give an explanation of why there was nobody in the restaurant or why the narrator believed there was nobody there. Accept the concept of a surprise party being the reason why there seemed to be nobody there. Insist on past tense.</p> </td> <td data-bbox="1742 719 1854 906">2</td> </tr> <tr> <td data-bbox="342 906 443 1093">✓3</td> <td data-bbox="443 906 1742 1093"> <p><b>Conte o que aconteceu depois de entrar no restaurante.</b> For 2 ticks there must be at least two different correct/nearly correct finite verbs, which describe the events following on from when the narrator entered the restaurant. Insist on past tense. Accept any events that happened any time after when the narrator entered the restaurant. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.</p> </td> <td data-bbox="1742 906 1854 1093">2</td> </tr> <tr> <td data-bbox="342 1093 443 1246">✓4</td> <td data-bbox="443 1093 1742 1246"> <p><b>Descreva a sua reação.</b> For 2 communication ticks there must be at least two correct/nearly correct details describing the narrator’s reaction PLUS there must be at least one correct/nearly correct finite verb. Accept any tense. Accept any reaction.</p> </td> <td data-bbox="1742 1093 1854 1246">2</td> </tr> <tr> <td data-bbox="342 1246 443 1398">✓5</td> <td data-bbox="443 1246 1742 1398"> <p><b>Explique por que isto foi a melhor aventura da sua vida.</b> For 2 ticks there must be at least two correct/nearly correct details which explain why this was the best adventure of the writer’s life PLUS there must at least one correct/nearly correct finite verb. Accept any tense.</p> </td> <td data-bbox="1742 1246 1854 1398">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p><b>Explique por que foi a esse restaurante.</b> For 2 communication ticks there must be at least two different correct/nearly correct finite past tense verbs in the sentence that contains the explanation. Insist on past tense. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.</p>	2	✓2	<p><b>Mencione por que é que não estava ninguém lá.</b> For 2 ticks there should be at least two different correct/nearly correct finite past tense verbs, which give an explanation of why there was nobody in the restaurant or why the narrator believed there was nobody there. Accept the concept of a surprise party being the reason why there seemed to be nobody there. Insist on past tense.</p>	2	✓3	<p><b>Conte o que aconteceu depois de entrar no restaurante.</b> For 2 ticks there must be at least two different correct/nearly correct finite verbs, which describe the events following on from when the narrator entered the restaurant. Insist on past tense. Accept any events that happened any time after when the narrator entered the restaurant. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.</p>	2	✓4	<p><b>Descreva a sua reação.</b> For 2 communication ticks there must be at least two correct/nearly correct details describing the narrator’s reaction PLUS there must be at least one correct/nearly correct finite verb. Accept any tense. Accept any reaction.</p>	2	✓5	<p><b>Explique por que isto foi a melhor aventura da sua vida.</b> For 2 ticks there must be at least two correct/nearly correct details which explain why this was the best adventure of the writer’s life PLUS there must at least one correct/nearly correct finite verb. Accept any tense.</p>	2	30
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Question	Answer	Marks
3(c)	<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b> <b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>	

**Appendix I****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. This is extremely rare.

A 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.

See separate document for more detailed guidance on irrelevant material.