



Cambridge IGCSE™

PORTUGUESE

0540/04

Paper 4 Writing

May/June 2021

MARK SCHEME

Maximum Mark: 50

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.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **26** 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
Section 1			
1	<p>Faça uma lista em português de 8 meios de transporte.</p> <p>Make a list in Portuguese of 8 means of transport.</p> <p>Read all the items the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> • Look through and select the most correct items up to a maximum of 5 • Award 1 mark for each correct item up to a maximum of 5 • Do not award a mark for 'navio' as it is the example • Stop ticking once 5 items have been rewarded • Answers should be marked for communication. • Award marks for answers wherever they have been written on the page • Ignore any verbs, definite / indefinite articles / possessive adjectives, etc. • Where nouns are usually plural, accept the singular and vice versa. • Award marks for misspelt words as long as the meaning is not ambiguous: onibus, naviu • Reject misspelt words which suggest a word with a different meaning: caro • Reject all nouns which are repeated and which do not have a separate meaning: trem – trem bala: award one mark for the first trem. 	5	<p>Accept usage and spellings from European Portuguese and Brazilian Portuguese and check for correct usage in other regions. Ignore definite / indefinite article, possessive adjective. Ignore any verbs.</p> <p>Tolerate inaccuracies, provided the message is clear:</p> <p>(a) 'If in doubt, sound it out': if you read aloud what the candidate has written, does it sound like a correct answer?</p> <p>(b) Look-alike test: does the answer that the candidate has written look like a correct answer?</p> <p>(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).</p> <p>(d) tolerate transposed letters (unless another word has been created)</p> <p>(e) tolerate any missing accents</p>

Question	Answer	Marks	Guidance
1	<p>The list below is not exhaustive:</p> <p>autocarro/ônibus/machimbombo automóvel avião balão barco bicicleta caminhão/ caminhão canoa carro cavalo comboio/trem eléctrico/bonde foguete helicóptero iate jangada lambreta metro/metrô patins táxi triciclo</p>		

Question	Answer	Marks	Guidance
<p>Section 1, Question 2, General Comments:</p> <p>Candidates answer 1 compulsory question. Marks out of 15 awarded as follows:</p> <p>Communication marks out of 10. See below for general guidance and session-specific instructions regarding expected content.</p> <p>Language marks out of 5. See general guidance below.</p>			

Question	Answer	Marks	Guidance
2	<p>Escreva sobre a sua atividade de lazer preferida. Write about your favourite leisure activity</p> <p>(a) Descreva a sua atividade de lazer preferida. (b) Quando faz essa atividade? (c) Acha essa atividade saudável? Explique. (d) O que não gosta de fazer para passar o tempo e porquê? (e) Descreva o que vai fazer no próximo fim de semana.</p> <p>Escreva 80–90 palavras em português.</p> <p>Communication: award a mark out of 10, according to the session-specific instructions below:</p> <p>Task (a) Reward with one or more ticks any information about the candidate's favourite leisure activity.</p> <p>Task (b) Reward with one or more ticks any information regarding when this is done</p> <p>Task (c) Reward with one or more ticks any opinion that the candidate may have as to whether this activity is healthy or not.</p> <p>Task (d) Reward with one or more ticks any information about what the candidate doesn't like to do in his free time. Reward any explanation, justification or reason why the candidate doesn't like this.</p>	15	<p>1 Place the appropriate numbered tick as close as possible to each relevant communication point.</p> <p>2 Award numbered ticks flexibly a the tasks for each piece of relevant information conveyed, up to a maximum total of 10. HOWEVER, each of the 5 tasks must be covered to get the maximum 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). Breakdown of ticks across tasks will probably be 2 or 3 for each task.</p> <p>3 For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use guidance in Question 1: look alike, sound alike, etc.). ACCEPT: missing accent on é (instead of é) Ex. Jogar futebol e a minha atividade de lazer preferida. ACCEPT: Verbs wrongly conjugated ex. Eu gosta de jogar futebol. REJECT: verbs left in infinitive when they should be conjugated</p> <p>4 Do not penalise factual errors.</p> <p>5 Do not penalise answers that are shorter or longer than 80–90 words.</p>

Question	Answer	Marks	Guidance												
2	<p>Task (e) Reward with one or more ticks any information regarding candidate's plans for the weekend. Reward information regarding uncertainty or reasons for having no plans. Reward justifications, explanations and reasons for intended plans. Reward any use of conditionals, e.g. gostaria, gostava de, and accept any form of expressing intentions in future, e.g. vou fazer, farei, pretendo fazer, penso em fazer, quero fazer, espero fazer, etc.</p> <p>Language: award a mark out of 5, according to the generic grade descriptors in the table below. Be aware of low expectations for top marks (5/5) as compared to expectations for Question 3. Mark positively by recognising what is achieved.</p> <table border="1" data-bbox="344 655 1288 1353"> <tbody> <tr> <td data-bbox="344 655 421 788">5</td> <td data-bbox="421 655 1288 788">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="344 788 421 920">4</td> <td data-bbox="421 788 1288 920">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="344 920 421 1053">3</td> <td data-bbox="421 920 1288 1053">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="344 1053 421 1153">2</td> <td data-bbox="421 1053 1288 1153">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="344 1153 421 1254">1</td> <td data-bbox="421 1153 1288 1254">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="344 1254 421 1353">0</td> <td data-bbox="421 1254 1288 1353">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table>	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.		<p>6 Add up the ticks to give a mark out of 10 for Communication.</p> <p>7 If candidate has written a response to the 'title' question, but has not responded specifically to the bullet-pointed questions, then look for any relevant information given and mark positively.</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.														
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Question	Answer	Marks	Guidance
Section 2			
<p>Section 2, Question 3, General Comments:</p> <p>Candidates answer 1 question from a choice of 3. Marks awarded as follows:</p> <p>Communication marks out of 10. See general guidance and question-specific comments below. Language marks out of 8 for Verbs. See general guidance and conversion table below. marks out of 12 for Other Linguistic Features. See general guidance below.</p> <p style="text-align: right;">Total marks for Question 3: 30 marks</p> <p>General guidance for awarding marks for Communication.</p> <p>Place up to 2 ‘numbered’ ticks as close as possible to each relevant communication point. Add up the ticks to give a mark out of 10.</p> <p>Candidates may develop different aspects of their answer by choosing to expand on what they say for different tasks (bullet points). This can be rewarded where the +2 marks are shown in question-specific guidance that follows below. This means candidates have opportunity to expand their answers in their own ways, whilst ensuring coverage of all content expected. For example, for option (c), candidates might develop any of the tasks and so the additional 2 ticks should be awarded whenever they are deserved. The additional ticks can be split so that 3 ticks (2 + 1) and 3 ticks (2 + 1) are awarded to two of the tasks. Candidates cannot earn more than the maximum of 10 marks for Communication.</p> <p>All tasks must be attempted. Full marks cannot be awarded if any task has not been attempted. Candidates cannot develop some tasks and leave out others and achieve full marks.</p> <p>Mark positively. Do not award communication marks to content that is not relevant to tasks, but do not penalise this irrelevance. For content that is completely unrelated to topic and may be a memorised answer, consult Principal Examiner.</p>			

Question	Answer	Marks	Guidance
2 ticks	Message clearly communicated. Minor errors (spelling mistakes, adjective endings, use of prepositions etc.) are tolerated.		Eu estava dançando / Eu comencei a dançar
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete, e.g.: <ul style="list-style-type: none"> when appropriate time frame is clear, but main verb is in wrong tense, or when minimal information is conveyed and there is no attempt to develop response. 		No próximo ano vou aprender francês. Eu fiz um curso. Vou estudar... No futuro vou aprender alemão. (Worth only 1 tick if no more details follow about learning German.)
0 ticks	Nothing of worth communicated		
3(a)	Você ganhou de presente o animal de estimação dos seus sonhos. Escreva um email para um amigo / uma amiga sobre isso. You were given as a present the pet of your dreams. Write an email to a friend about this. 30, inc. 10 for comm	30	
	Task 1 – Conte detalhadamente como recebeu o presente. Say in detail how you received the present Comm 2	2	For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs, describing how the narrator received the present. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.
	Task 2 – Descreva como você se sentiu quando descobriu o que era o presente. Describe how you felt when you discovered what the present was. Comm 2	2	For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs, describing how the narrator felt. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.

Question	Answer	Marks	Guidance
3(a)	<p>Task 3 – Explique por que sempre quis ter esse animal de estimação. Explain why you always wanted this pet.</p> <p>Comm 2</p>	2	<p>For 2 communication ticks there must be an explanation or justification for the choice of pet. This must be expressed with at least one correct/nearly correct finite verb. If only one verb is used there must be another correct/nearly correct verb used to express some opinion.</p>
	<p>Task 4 – Diga o que os seus vizinhos acham do seu novo animal de estimação. Say what your neighbours think about your new pet.</p> <p>Comm 2</p>		
	<p>Task 5 – O que você fará para cuidar do seu animal de estimação? What will you do to look after your pet?</p> <p>Comm 2</p>		

Question	Answer	Marks	Guidance
3(b)	<p>Ontem a sua escola participou de um dia de atividades relacionadas com a preservação do meio ambiente no seu bairro. Escreva um artigo para o jornal local.</p> <p>Yesterday your school took part in a day of activities related to preserving the environment in your area. Write an article for the local newspaper.</p>		
	<p>Task 1 – Diga quem organizou o dia de atividades. Say who organised the day of activities.</p> <p>Comm 2</p>	2	For 2 communication ticks there must be at least two different and correct/nearly correct finite past tense verbs describing who organised this day in the community. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.
	<p>Task 2 – Descreva detalhadamente uma das atividades realizadas. Describe in detail one of the activities.</p> <p>Comm 2</p>	2	For 2 communication ticks there must be at least one description of an activity that the narrator, colleagues and/or the school organised for this day in the community. For two ticks the description should have at least two different correct/nearly correct finite past tense verbs. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.
	<p>Task 3 – Diga o que pensa sobre o envolvimento dos jovens em atividades na comunidade. Say what you think about young people's involvement in community activities.</p> <p>Comm 2</p>	2	For 2 communication ticks there must be an opinion (positive or negative) about the involvement of young people in community activities. This must contain at least one idea with two different correct/nearly correct finite verbs or two ideas with at least one correct/nearly correct finite verb.

Question	Answer	Marks	Guidance
3(b)	<p>Task 4 – O que você gostaria de mudar no seu bairro para ajudar a preservar o meio ambiente?</p> <p>What would you like to change in your area to help preserve the environment?</p> <p>Comm 2</p>	2	<p>For 2 communication ticks there must be at least one idea with two different correct/nearly correct finite verbs <i>or</i> two ideas with at least one correct/nearly correct finite verb. Insist on any way of expressing future or conditional. Accept any form of expressing intentions in future, e.g. <i>vou fazer, farei, pretendo fazer, penso em fazer, quero fazer, espero fazer, talvez faça, etc.</i> and accept any use of conditionals, e.g. <i>eu faria, gostaria/gostava de fazer.</i> Accept any plans/intentions including candidate's plans to do nothing or not knowing what they will do.</p>
	<p>Task 5 – Explique se acha essas mudanças importantes. Explain if you think these changes are important.</p> <p>Comm 2</p>	2	<p>For 2 communication ticks there must be an explanation or justification for why the narrator thinks these changes are important or not. This must be expressed with at least one correct/nearly correct finite verb. If only one verb is used there must be another correct/nearly correct verb used to express some opinion.</p>

Question	Answer	Marks	Guidance
3(c)	Termine a história “Estava numa loja experimentando um casaco. Quando coloquei a mão no bolso, senti que havia ali alguma coisa.” Narre o que aconteceu depois. Finish the story “I was in a shop trying on a coat. When I put my hand in the coat pocket, I felt that there was something there. Tell the story of what happened.”		
	Task 1 – Descreva em detalhe o que encontrou. Describe in detail what you found. Comm 2	2	For 2 communication ticks there must be at least two different correct/nearly correct finite past tense verbs which describe what the narrator found inside the coat pocket. Insist on past tense. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.
	Task 2 – Explique como se sentiu. Explain how you felt Comm 2	2	For 2 communication ticks there must be an explanation of how the narrator felt. This must be expressed with at least one correct/nearly correct finite verb. If only one verb is used there must be another correct/nearly correct verb used to express some opinion.
	Task 3 – Diga o que pensou em fazer. Say what you thought of doing. Comm 2	2	For two ticks there must be at least two different correct/nearly correct finite past tense verbs, which express what the narrator thought of doing. Insist on past tense. Accept conditional if it makes sense in the narrative Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.

Question	Answer	Marks	Guidance
3(c)	<p>Task 4 – Diga o que finalmente fez com o que encontrou e explique porquê. Say what you finally did with what you found and explain why.</p> <p>Comm 2 + 2</p>	4	<p>For two communication ticks there must be at least two different correct/nearly correct finite verbs, which say what the narrator finally did with what was found. Insist on past tense. Award 1 tick for attempted past tenses or for only one correct/nearly correct past tense verb.</p> <p>For 2 more communication ticks there must be an explanation, justification or reason for the decision. Accept any tense as explanation could be in past, present, future or conditional. Accept any explanation.</p>

Question	Answer	Marks	Guidance																				
General guidance for awarding marks for Verbs.																							
(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 this conversion table.																							
<table border="1"> <thead> <tr> <th data-bbox="763 384 1133 450">Number of ticks</th> <th data-bbox="1133 384 1473 450">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="763 450 1133 515">18+</td> <td data-bbox="1133 450 1473 515">8</td> </tr> <tr> <td data-bbox="763 515 1133 580">16,17</td> <td data-bbox="1133 515 1473 580">7</td> </tr> <tr> <td data-bbox="763 580 1133 646">14,15</td> <td data-bbox="1133 580 1473 646">6</td> </tr> <tr> <td data-bbox="763 646 1133 711">12,13</td> <td data-bbox="1133 646 1473 711">5</td> </tr> <tr> <td data-bbox="763 711 1133 777">10,11</td> <td data-bbox="1133 711 1473 777">4</td> </tr> <tr> <td data-bbox="763 777 1133 842">8,9</td> <td data-bbox="1133 777 1473 842">3</td> </tr> <tr> <td data-bbox="763 842 1133 908">6,7</td> <td data-bbox="1133 842 1473 908">2</td> </tr> <tr> <td data-bbox="763 908 1133 973">4,5</td> <td data-bbox="1133 908 1473 973">1</td> </tr> <tr> <td data-bbox="763 973 1133 1038">0,1,2,3</td> <td data-bbox="1133 973 1473 1038">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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6,7	2																						
4,5	1																						
0,1,2,3	0																						
How to award ticks for use of verbs (Question 3):																							
(a) do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other Linguistic Features. Ex. do NOT reward 'Como vai?', 'Escrevo para', 'Estou escrevendo'																							
(b) do not tick verbs that are 'lifted' from rubric; specific examples to be agreed on pre- and during standardisation. Give ticks to verbs from the instructions that are used in totally different context.																							

Question	Answer	Marks	Guidance																					
<p>(c) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • 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. Note: <ul style="list-style-type: none"> – be aware of BP spelling of <i>-ar</i> verbs in Preterite (<i>-amos</i>, not <i>-ámos</i>) – tolerate missing accents except where used to distinguish between two words of different meaning or function 																								
<table border="1"> <thead> <tr> <th data-bbox="226 461 665 525">Tick (accept)</th> <th data-bbox="665 461 1102 525">No tick (reject)</th> <th data-bbox="1102 461 2009 525">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="226 525 665 592">Eu tenho (✓) um amigo</td> <td data-bbox="665 525 1102 592"></td> <td data-bbox="1102 525 2009 592"></td> </tr> <tr> <td data-bbox="226 592 665 659">Trabalho (✓)</td> <td data-bbox="665 592 1102 659"></td> <td data-bbox="1102 592 2009 659">if verb correct and no subject necessary = tick</td> </tr> <tr> <td data-bbox="226 659 665 726">O João chama (✓)</td> <td data-bbox="665 659 1102 726">O João chamo</td> <td data-bbox="1102 659 2009 726">verb form must be correctly spelt</td> </tr> <tr> <td data-bbox="226 726 665 837">Os professores são (✓) simpáticos</td> <td data-bbox="665 726 1102 837">Os profesores são simpáticos</td> <td data-bbox="1102 726 2009 837">subject must be correct</td> </tr> <tr> <td data-bbox="226 837 665 936">Ela saiu (✓)</td> <td data-bbox="665 837 1102 936">Ela saiu amanhã</td> <td data-bbox="1102 837 2009 936">tense must be correct when time references or context make it clear what tense is required.</td> </tr> <tr> <td data-bbox="226 936 665 1023">Ele è meu amigo (✓)</td> <td data-bbox="665 936 1102 1023">Ele e meu amigo</td> <td data-bbox="1102 936 2009 1023">Accept mis-used grave accent instead of acute</td> </tr> </tbody> </table>				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 when time references or context make it clear what tense is required.	Ele è meu amigo (✓)	Ele e meu amigo	Accept mis-used grave accent instead of acute
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<p>With direct and indirect object pronouns</p>																								
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Question	Answer	Marks	Guidance
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)	<i>lavar</i> should not be used reflexively in this statement	
Continuous tenses / Use of gerund			
Tick	No tick	Note	
Estou escrevendo (✓) or Estou a escrever (✓) Estava chovendo (✓) or Estava a chover (✓)		continuous forms with <i>estar</i> + gerund or <i>estar</i> + <i>a</i> + <i>inf</i> are awarded only 1 tick. The auxiliary verb does NOT get its own tick.	
Estou escrever (✓)		Despite the missing 'a', tick is awarded	
	Eu estavam escrevendo or Estavam 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 <i>estar</i> = 1 tick just for gerund	

Question	Answer	Marks	Guidance
Passive and participle with estar			
Tick	No tick	Note	
A janela estava (✓) aberta (✓)	A janela está (✓) aberto (no tick)	past participle must be correct	
O prédio foi (✓) construído (✓)			
A sua roupa serai (no tick) lavada (✓) e passada (✓).		Two ticks for each correct participle, but no tick for wrong auxiliary verb	
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	

Question	Answer	Marks	Guidance
Defective verbs such as <i>apetecer, doer, faltar, etc</i>			
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	

Question	Answer	Marks	Guidance
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 (?) (✓)			

Question	Answer	Marks	Guidance
Infinitive / infinitives with 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.	

Question	Answer	Marks	Guidance
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 (✓)		<i>fui</i> = tick 1 <i>correndo</i> = tick 2
	Sendo (✓) estudante		
Reward only the first occurrence of a verb, e.g.			
<ul style="list-style-type: none"> • Eu quero (✓) nadar. Eu também quero (<i>no tick</i>) descansar. • Eu quero (✓) nadar. Eu não quero (<i>no tick</i>) descansar. 			
However,			
<ul style="list-style-type: none"> • Eu quero (✓) nadar e o meu irmão quer (✓) descansar – 2 different persons of the verb • O meu irmão quer nadar (✓) e a minha irmã quer (<i>no tick</i>) descansar – both the same person of the verb 			

Question	Answer	Marks	Guidance
General guidance for awarding marks for Other Linguistic Features.			
Award a mark out of 12 for Other Linguistic Features according to the grade descriptors in the table below. See below the table for further information regarding what should be considered when assessing the candidate's control of structures. For further guidance see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme).			
11–12	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 		
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 		
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. • Very simple sentence structure. 		
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 		

Question	Answer	Marks	Guidance
	<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"> • Appropriate use of letter etiquette, including greetings and endings. (It is essential to recognise this under O.L.F. as verbs used in etiquette, openings and ending are not rewarded.) • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Linking words and conjunctions other than <i>e</i> (e.g. <i>por isso, enquanto, embora</i>) • Subordinate and relative clauses, including use of <i>porque, que, quando, onde, and se</i> • Time expressions and time clauses with <i>quando</i> and <i>se</i> (= if) • All object pronouns, and including word order with interrogatives or when followed by a negative of words such as: <i>todos, também, enquanto, já, ninguém, etc.</i> • Negatives • Prepositions and adverbs • Use of <i>por</i> and <i>para</i> • Indirect or reported speech • Indefinite pronouns and interrogative pronouns • Idiomatic (verbal) expressions. 		<p style="text-align: right;">Total mark for Other linguistic features: 12</p>

Question	Answer	Marks	Guidance
<p>Note on irrelevant material</p> <p>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 / Principal Examiner</p> <p>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.)</p> <p>Note on using mark schemes with Grade descriptors</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>To select the most appropriate mark within each set of descriptors, use the following guidance:</p> <ul style="list-style-type: none"> • 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. 			