**PORTUGUESE** **9718/02**

Paper 2 Reading and Writing **May/June 2019**

MARK SCHEME

Maximum Mark: 70

**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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

**[Turn over**

## 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.

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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.

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GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

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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.

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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 |
|---|---|---|---|
| 1(a) | pudor | **1** | |
| 1(b) | acolher | **1** | |
| 1(c) | integram | **1** | |
| 1(d) | propósito | **1** | |
| 1(e) | gratuitamente | **1** | |

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 2(a) | Por enquanto, o inglês ainda é a língua falada entre eles. | **1** | **Allow:** <br>**...** é a língua de comunicação entre eles. |
| 2(b) | O que mais ganhou da sua estadia na Hungria foi a língua. | **1** | **Allow:** <br>• 'com' instead of 'da' <br>• 'estada' instead of 'estadia' |
| 2(c) | Uma pequena cidade dos EUA foi onde esteve Miguel no ano passado. | **1** | **Allow:** <br>• o lugar onde esteve <br>• onde Miguel esteve (verb after subject) |
| 2(d) | Miguel espera que este programa promova a paz. | **1** | |
| 2(e) | A mãe de Francisco disse: "Francisco, não percas tempo com saudades" | **1** | **Allow:** <br>• use of third person - você: não perca |

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 3(a) | Any **two** of the following:<br>•   Aproveitar o sol<br>•   Tomar uma bica/saborear pastel de nata<br>•   Falar inglês/conversar | 2 | |
| 3(b) | •   A integração na escola.<br>•   O acolhimento pelas famílias portuguesas. | 2 | |
| 3(c) | •   Apreciam ter a companhia de jovens<br>•   Apreciam partilhar sua cultura | 2 | **Allow:**<br>Aprendem sobre culturas diferentes |
| 3(d) | •   Apesar de ser um grande choque cultural,<br>•   a experiência foi a melhor da sua vida | 2 | |
| 3(e) | Any **three** of the following:<br>•   Ele teve contato com novas culturas.<br>•   Deixou de rejeitar o que não conhecia<br>•   Fez novos amigos<br>•   Aprendeu a falar outro idioma. | 3 | |
| 3(f) | •   É o que de mais valioso trará da sua estadia na Hungria.<br>•   Húngaro não é uma língua muito falada. | 2 | |
| 3(g) | •   Saber que Francisco aprenderia a lidar com situações novas<br>•   e que a experiência iria prepará-lo para a vida. | 2 | |

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| **Quality of Language – Accuracy** | | | [5] |

| | |
|---|---|
| **5 Very good**<br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order). | |
| **4 Good**<br>Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures. | |
| **3 Sound**<br>Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions. | |
| **2 Below average**<br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives. | |
| **0–1 Poor**<br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error. | |

| Question | Answer | Marks | Guidance |
|---|---|---|---|

**Additional marking guidance for Quality of Language**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

| Total Content marks available on questions where a candidate scores 0 | Reduce Quality of Language mark by: |
|---|---|
| 2–3 | 1 |
| 4–5 | 2 |
| 6–7 | 3 |
| 8–14 | 4 |
| 15 | 5 |

**Note**: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 4(a) | Fazer a ligação entre<br>•   ONGs que precisam de ajuda<br>•   com estudantes que querem ajudar | **2** | |
| 4(b) | •   Tem interesse em ações de desenvolvimento social e sustentabilidade e<br>•   poderia colocar seus conhecimentos em prática. | **2** | |
| 4(c) | •   Foi bem acolhido<br>•   e sentiu-se recompensado | **2** | |
| 4(d) | •   Ele pretende ir para o Equador<br>•   e participar em um trabalho de sustentabilidade | **2** | **Allow:**<br>Participar em/de um outro estágio/intercâmbio |
| 4(e) | •   O intercâmbio de Jorge estava relacionado a sua área de estudo.<br>•   O de Mariana foi numa área completamente diferente da carreira que pretende seguir. | **2** | |
| 4(f) | •   Seu intercâmbio estava voltado para a área de marketing,<br>•   mas acabou ajudando a colocar novo piso numa creche. | **2** | |
| 4(g) | •   Aprendeu a ser mais independente,<br>•   que não quer acumular bens materiais,<br>•   e que quer viver outras situações parecidas. | **3** | |

| Question | Answer | Marks | Guidance |
|---|---|---|---|

**Quality of Language – Accuracy** [5]

| | |
|---|---|
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| **0–1 Poor**<br>  Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error. | |

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| 15 | 5 |

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| Question | Answer | Marks | Guidance |
|---|---|---|---|
| 5(a) | See table below | 10 | Award 1 mark for each point covered up to a maximum of 10. Allow an imbalance, e.g. 7 points from one text and 3 from the other. Mark only the first 110 words. |

**5(a) Content marks: Summary**

**The summary could include the following points.**

| Portugal (Text 1) | Both | Brazil (Text 2) |
|---|---|---|
| O intercâmbio da Intercultura destina-se a alunos do secundário entre 15 e 18 anos. | | O intercâmbio da AIE é para estudantes universitários. |
| Tem duração longa de nove meses. | | Tem duração mais curta, de algumas semanas. |
| Os jovens moram e estudam num novo país/aprendem uma nova língua. | | Trata-se de intercâmbio social com o objetivo de ajudar quem precisa. |
| Os estudantes/intercambistas integram-se em famílias que querem recebê-los. | | |
| | | Os estudantes participam de projetos em ONGs junto com estudantes de outros países. |
| | Têm contato com diversas culturas e/ou aprendem sobre outras culturas. | |
| Os participantes deixam de rejeitar o que não conhecem. | | |

| Portugal (Text 1) | Both | Brazil (Text 2) |
|---|---|---|
| Às vezes têm problema de equivalências dos estudos quando voltam para seus países. | | |
| | Conhecem pessoas de diversas partes do mundo. | |
| | Aprendem ou adquirem fluência em outro idioma. | |
| | Fazem amigos. | |
| | Aprendem a ser mais independentes. | |
| Aprendem a lidar com outros tipos de situações. | | |
| Ficam mais preparados para a vida. | | |
| | | Ajudam a melhorar a vida de outras pessoas. |
| | | Sentem-se recompensados por poder ajudar outros. |

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| **Content marks – Response to the Text**<br><br>Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners. | | | |
| 5(b) | **5**   **Very good**<br>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.<br><br>**4**   **Good**<br>Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.<br><br>**3**   **Sound**<br>A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.<br><br>**2**   **Below average**<br>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.<br><br>**0–1 Poor**<br>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error. | **5** | |

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| **Quality of Language – Accuracy** | | | [5] |

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Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

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