

June 2003

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 100**

**SYLLABUS/COMPONENT: 8684/01, 9718/01**

**PORTUGUESE**  
**Paper 1 (Speaking)**

### Section 1: Presentation

The presentation will be marked out of 20 marks: Content/Presentation 10; Pronunciation/Intonation 5; Language 5.

Candidates who make no reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for content/presentation halved.

Content/Presentation Knowledge of facts; ability to express opinions and raise issues for discussion.	Pronunciation/Intonation	Language
<b>9/10</b> Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	<b>5</b> Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	<b>5</b> Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
<b>7/8</b> Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	<b>4</b> Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	<b>4</b> Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
<b>5/6</b> Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	<b>3</b> A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	<b>3</b> May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
<b>3/4</b> Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	<b>2</b> Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	<b>2</b> Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
<b>0/1/2</b> Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	<b>0/1</b> Very poor; many gross errors; frequently incomprehensible.	<b>0/1</b> Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

## Section 2: Topic Conversation and Section 3: General Conversation

Examiners will mark out of 40 for each part: Comprehension and Responsiveness (10 marks), Accuracy (10 marks), Feel for the Language (10 marks), Range of Vocabulary and Structures (total out of 10, divided between Providing Information and Opinions and Seeking Information and Opinions – see below).

Comprehension and Responsiveness	Accuracy	Feel for the Language
<p><b>9-10 Very good</b> No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics: able to guide the discussion, offering/seeking opinions as appropriate.</p>	<p><b>9-10 Very good</b> Consistently accurate. Only occasional minor slips.</p>	<p><b>9-10 Very good</b> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.</p>
<p><b>7-8 Good</b> Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead.</p>	<p><b>7-8 Good</b> Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.</p>	<p><b>7-8 Good</b> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.</p>
<p><b>5-6 Satisfactory</b> Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.</p>	<p><b>5-6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.</p>	<p><b>5-6 Satisfactory</b> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.</p>
<p><b>3-4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.</p>	<p><b>3-4 Weak</b> Generally inaccurate use of the language.</p>	<p><b>3-4 Weak</b> Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.</p>
<p><b>0-2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.</p>	<p><b>0-2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.</p>	<p><b>0-2 Poor</b> Has no feeling for the foreign language.</p>

### Range of Vocabulary and Structures

Providing Information and Opinions	Seeking Information and Opinions*
<p><b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.</p>	<p><b>5 Very good</b> More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.</p>
<p><b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.</p>	<p><b>4 Good</b> Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.</p>
<p><b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.</p>	<p><b>3 Satisfactory</b> Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.</p>
<p><b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.</p>	<p><b>2 Weak</b> Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.</p>
<p><b>0-1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.</p>	<p><b>0-1 Poor</b> Questions attempted, but incomprehensible (1). No questions, even when prompted (0).</p>

- \* In the case of candidates who do not ask any questions by the end of the Topic Conversation, Examiners must prompt by asking 'Do you have any questions to ask of me?' in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted in this way.

June 2003

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 70**

**SYLLABUS/COMPONENT: 8664/02, 8684/02, 9718/02**

**PORTUGUESE**  
**Paper 2 (Reading and Writing)**

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	A/AS LEVEL EXAMINATIONS – JUNE 2003	8664, 8665 9718

### Section 1

- 1 (a) óbvios [1]
- (b) juventude [1]
- (c) dinâmica [1]
- (d) enorme [1]
- (e) estranhos [1]

[Total: 5]

- 2 (a) antigamente corriam perigos mais difusos [1]
- (b) sem que tenham várias tonalidades [1]  
(any Subjunctive tense except the Future)
- (c) todos podem ser bem sucedidos [1]
- (d) no futuro facilitar-lhe-á o contacto com a droga OR [1]  
no futuro facilita-lhe/há-de facilitar-lhe/vai facilitar-lhe/  
lhe facilita o contacto com a droga/lhe facilitará....
- (e) se continuar (continua/continuasse) presente [1]

[Total: 5]

- 3 (a) Any THREE of the following (the wording of answers may differ): [3]
- Desastres com motocicletas (accept: motos)
  - Falta de emprego/trabalho
  - Ter um bebé que não querem
  - Escolas perigosas
  - Dependência da droga
  - Dependência do álcool
  - Ideias religiosas rigorosas
- (b) Já não é uma questão de conseguir um emprego<sup>1</sup>, fazer a tropa<sup>1</sup> e [3]  
arranjar um marido/uma mulher<sup>1</sup>
- (c) (i) não é muito activa<sup>1</sup>; com esforço um jovem pode ter sucesso<sup>1</sup> [2]
- (ii) porque é um músico de sucesso [1]
- (d) Any THREE of: [3]
- deu-lhe autoconfiança
  - preocupava-se com a falta de dinheiro (para a droga)
  - deixou de fazer aquilo que lhe dava prazer
  - sofreu muito fisicamente
  - alimentava-se mal/só queria fumar e intoxicar-se

Page 2	Mark Scheme	Syllabus
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- (e) falta de unidade<sup>1</sup> e convívio familiares<sup>1</sup>; os familiares não falam uns com os outros<sup>1</sup> [3]

[Total: 15 + 5 = 20]

### Section 2

- 4 (a) É um luta contra o vício<sup>1</sup> que (eles sabem que) os vai destruir<sup>1</sup> [2]  
[Lutam consigo mesmos = 1 mark]
- (b) Sentem-se culpados [1]
- (c) Any THREE of the following:
- Existem os seguintes factores na família:
- depressão
  - desejo de suicidar-se
  - alcoolismo
  - (tóxico) dependência
  - ambiente negativo/infeliz
- E também
- a incerteza de encontrar um emprego [3]
- (d) Nem sempre levam um jovem a tornar-se dependente OR Podem levar um jovem a tornar-se dependente [1]
- (e) Sim<sup>1</sup>; todos os dias<sup>1</sup> (dois) milhões de pessoas tomam drogas<sup>1</sup> [3]
- (f) Any TWO of the following:
- não sabem se o jovem se tornou dependente<sup>1</sup>
  - o jovem pode ser vítima: dos traficantes<sup>1</sup> ou de outros dependentes<sup>1</sup> [2]
- (g) Any THREE of the following:
- o jovem não diz que gastou o dinheiro na droga
  - anda com outros dependentes
  - afasta-se dos familiares
  - estuda menos
  - trabalha menos [3]

[Total: 15 + 5 = 20]

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- 5 This test takes the form of a guided composition where candidates are expected to draw material from both texts and reformulate it in their own words. The 20 marks are awarded positively, 10 for Content given for specific points from the texts 5 for personal response to the material and 5 for Quality of Language. Maximum of 140 words – after that do not mark.

Ten of the following points should be included, in these or other words:

- A incerteza em relação ao futuro, na família, no emprego e nos relacionamentos
- Problemas escolares
- Convicções religiosas rígidas
- Falta de dinamismo, de esforço para serem bem sucedidos
- Falta de autoconfiança
- Falta de autocontrole
- Influência de outros
- Falta de apoio familiar
- Degradação do conceito de família
- Ambiente familiar desfavorável
- Falta de perspectivas profissionais
- Desemprego
- Droga que se obtém facilmente

Total for Content: 10 marks

Total for Opinions: 5 marks

Total for Language: 5 marks

[Total for Question 5: 20 marks]

For Quality of Language criteria, see syllabus, *Languages Other Than English*, p.14.



June 2003

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 40**

**SYLLABUS/COMPONENT: 8684/03, 9718/03**

**PORTUGUESE  
Paper 3 (Essay)**

Language (out of 24)	Content (out of 16)
<p><b>21-24 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.</p>	<p><b>14-16 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.</p>
<p><b>16-20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.</p>	<p><b>11-13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>
<p><b>10-15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>	<p><b>7-10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.</p>
<p><b>5-9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.</p>	<p><b>3-6 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</p>
<p><b>1-4 Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.</p>	<p><b>1-2 Very poor</b> Vague and general, ideas presented at random.</p>

June 2003

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 75**

**SYLLABUS/COMPONENT: 8664/04, 8684/04, 9718/04**

**PORTUGUESE  
Paper 4 (Texts)**

Page 1	Mark Scheme	Syllabus
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Candidates will write their answers in the foreign language. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors that do not impede communication.

*Passage based questions:* examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose, and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. This is not an exercise in literary criticism: examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

*Essay questions:* a prime consideration is that candidates show detailed knowledge and understanding of the text.

### **Extracts from Examiners' Notes**

This paper is intended to test candidates' knowledge of a text and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (though at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have read. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer.

Candidates do not tend to show **all** the qualities or faults described in any one mark-band. Examiners attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above. At the lower levels, the answer may mention a few 'facts' but these may be so poorly understood, badly organised and irrelevant that it falls into category 10-11; or there may be just enough sense of understanding and focus for the examiner to consider the 12-13 band. Again, at a higher level, an answer may be clear, solid and conscientious (perhaps 18-19), without showing quite the control and attention to perceptively chosen detail which would justify 20 or more.

Examiners take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

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Candidates are expected to write 500-600 words for each of their answers. Candidates who write more than 600 words cannot be placed higher than the 16-17 category in the marking scheme.

Marks	Description
<b>22+</b>	Exceptional work. Excellent ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions, understanding of some literary techniques. Really articulate and intelligent answers should be considered in this band even if there are still flaws and omissions.
<b>20-21</b>	Very good. Close attention to detail of passages, controlled structure, perceptive use of illustration, good insight when discussing characters. Ability to look beyond the immediate material and to show some understanding of author's intentions and of underlying themes.
<b>18-19</b>	Thoroughly solid and relevant work. Candidate does not simply reproduce information: can discuss and evaluate material and come to clear conclusion. Good focus on passages. Some limitations of insight but coherent, detailed approach and aptly chosen illustrations.
<b>16-17</b>	Painstaking. Sound knowledge of texts; mainly relevant. Some attempt to analyse and compare, some sense of understanding. Possibly not in full control of material; solid but indiscriminate. Many very conscientious candidates fall into this category: they tend to write far too much as they are reluctant to leave out anything they have learnt.
<b>14-15</b>	Fair relevance and knowledge. Better organised than in previous band: the candidate probably understands the demands of the question without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some narrative and 'learnt' material but better control and focus than below. Many candidates probably fall into this category.
<b>12-13</b>	Sound, if simple and superficial, knowledge of plot and characters. Makes assertions without being able to illustrate or develop points. Probably still too dependent on narrative and memorised oddments but there may be a visible attempt to relate these to the question. Can extract one or two relevant points from a set passage.
<b>10-11</b>	Some very basic material but not much sense of understanding or ability to answer question. The candidate rarely reads the set passage but uses it as a springboard for storytelling and memorised bits and pieces about characters. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for the next category.

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<b>6-9</b>	Marginally more knowledge here. The candidate may have read the text but is probably unable to see beyond the barest bones of the plot or half-remembered notes. Insubstantial; very little relevance. The candidate may have problems with the language and will be unable to express ideas comprehensibly.
<b>0-5</b>	No discernible material. Often very inadequate language. Marks in this section are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge, 4 or 5 where there is also a hint of relevance to the question. It is possible for a candidate to write a whole page demonstrating no knowledge at all (have they read the book?), or only misunderstood background facts or very vague general remarks unrelated to either text or question.

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