

Cambridge IGCSE™

FIRST LANGUAGE PORTUGUESE

0504/01

Paper 1 Reading

May/June 2024

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **10** 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 descriptions 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.

Annotations in RM Assessor

Annotation	Meaning
	Correct
	Incorrect
	Omission
	Benefit of the doubt
	No benefit of the doubt
	Harmless addition
	Irrelevant
	Repetition
	Invalidates
	Use to show that blank pages have been seen
	To show the end of word count
	Language that is different from the one being assessed.

Question	Answer	Marks
<p>Question 1</p> <p>20 content marks 5 language marks</p> <p>In own words.</p> <p>Note. Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p>		
1(a)	<p>A que se refere o autor ao descrever ‘doar’ como uma palavra pequena com um enorme valor? Dê três detalhes.</p> <ul style="list-style-type: none"> • Tem valor para aqueles que dão e recebem [1] • Algo que é dado (OU que não é apenas dado) de forma gratuita / Feito sem pretensão de receber algo em troca [1] • Ato em prol de um futuro melhor/Criar uma sociedade mais justa e mais equilibrada [1] 	3
1(b)	<p>De acordo com o texto, qual é o papel das escolas no desenvolvimento do voluntariado?</p> <ul style="list-style-type: none"> • Apoiar/valorizar (ensinar) o voluntariado [1] • Promover/implementar eventos/projetos/ações/tarefas (Tios e Sobrinhos; Jogos Juvenis; Chá com Vizinhos) [1] <p>Any of the following: [1]</p> <ul style="list-style-type: none"> • Fazer com que os jovens se sintam responsáveis • Desenvolver sentimentos de pertença à comunidade • Mudança de comportamento através do voluntariado 	3
1(c)	<p>De acordo com o autor, será que importa o local onde o voluntariado é feito? Justifique.</p> <ul style="list-style-type: none"> • Não, <u>pode ser feito em qualquer lado</u> (quintal, numa grande empresa, no nosso país ou até no estrangeiro) [1] • O mais importante é ter vontade, tempo e dedicação/ajuda [1] 	2
1(d)	<p>Por que descreve o autor as intenções iniciais da associação <i>Viva Hoje</i> como ‘tímidas’? Dê três razões.</p> <ul style="list-style-type: none"> • Começou com cautela/devagar [1] • Com poucas expectativas (desconhecimento da possível adesão/popularidade) [1] • Incerteza de que iria funcionar (por ser algo novo) [1] 	3

Question	Answer	Marks
1(e)	<p>Segundo o texto, como pode o voluntariado internacional contribuir para o nosso desenvolvimento pessoal? Mencione três aspetos.</p> <p>Any three of the following</p> <ul style="list-style-type: none"> • Dá-nos a oportunidade de viajar sozinhos (independência) [1] • Dá-nos a oportunidade de aprender/conhecer novas culturas/de conhecer o diferente [1] • Dá-nos a oportunidade de sermos postos à prova/de nos preparar/nos colocar fora da nossa zona de conforto [1] • Dá-nos a capacidade de aprender a valorizar e celebrar pequenas conquistas [1] 	3
1(f)	<p>‘Este tipo de experiências costumam ser uma montanha russa’. Explique a que experiências se refere o autor e porque poderão ser uma montanha russa.</p> <ul style="list-style-type: none"> • Experiências <u>positivas</u> / pontos altos / bons momentos: Pequenas conquistas devem ser valorizadas e celebradas (alegria) [1] • Tem pontos baixos / momentos difíceis / experiências <u>negativas</u>: Any of the following: • adaptação à cultura: país, língua, comida, clima, pessoas • os voluntários devem ser realistas e perceber/aceitar que não podem mudar o mundo (frustração) [1] 	2
1(g)	<p>Por que é que para aqueles que oferecem uma refeição, isso pode significar muito mais que ‘aproveitar restos’? Mencione dois detalhes.</p> <ul style="list-style-type: none"> • Reduzir a fome [1] • Combater o desperdício (alimentar) [1] 	2
1(h)	<p>De acordo com o texto, de que forma pode o trabalho de um doador ser gratificante ou frustrante?</p> <ul style="list-style-type: none"> • Gratificante porque ao doar dinheiro, roupa, cabelo, sangue, etc o doador sente-se <u>feliz</u> por estar a ajudar alguém/uma causa/gera alegria [1] • Frustrante porque nem sempre sabemos se o que é doado chega às pessoas que precisam/ao beneficiário [1] 	2

Question	Answer	Marks
Question 1		
Give up to 5 marks for Accuracy (a holistic mark for Question 1)		
Writing: Accuracy of Language		
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.	
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.	
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.	
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.	
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.	

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

Question	Answer	Marks
2	<p>Tendo em conta os pontos referidos nos dois textos, como é que as nossas ações de caridade podem influenciar a nossa vida e a vida dos outros?</p> <p>Escreva de 200 a 250 palavras.</p> <p>Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted.</p> <p>Texto A:</p> <ol style="list-style-type: none"> 1 Causam satisfação/alegria ao poder ajudar, para que a sociedade seja mais justa e equilibrada 2 Desenvolvem nos jovens sentimentos de pertença à comunidade 3 Podem ter um efeito positivo no sucesso escolar / no comportamento 4 Os voluntários são postos à prova – enfrentam situações frustrantes / enriquecedoras (valiosas) 5 Reduzem a fome/combatem desperdício alimentar 6 Ajudam / geram alegria nas famílias carenciadas e pessoas necessitadas 7 Promovem conhecimento, cultura e educação 8 Facilitam o entretenimento (brincar) 9 Ajudam o ambiente (reutilização) <p>Texto B:</p> <p>Ao adoptar um animal doméstico pode:</p> <ol style="list-style-type: none"> 1 Reduzir stress, evitar problemas cardíacos, de depressão ou ansiedade 2 Ter uma vida mais divertida 3 Aumentar a atividade física do animal e do dono (passeios) 4 Melhorar a vida social dos donos dos animais (convívio) 5 Inculcar o valor de responsabilidade, comprometimento e humanidade por alguém ou algo 6 Ter companhia / ganhar um amigo 7 Ajudar as crianças no desenvolvimento (físico e motor) 8 Obrigar-nos a ter uma estrutura física, familiar, financeira e de tempo (adaptação) 9 Transformar / mudar o destino de um animal carente 10 Pôr fim a um comércio de animais 	25

Question	Answer	Marks
Writing: Style and Organisation		
5 (Excellent)	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose.	
4 (Good)	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage.	
3 (Adequate)	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus.	
2 (Weak)	Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow.	
1 (Poor)	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance.	
Writing: Accuracy of Language		
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.	
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.	
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.	
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.	
1 (Poor)	Thin, inappropriate use of language. Confuse and obscure. Many errors.	