Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

PORTUGUESE	**0540/04**
Paper 4 Writing	**For Examination from 2015**
SPECIMEN MARK SCHEME	**1 hour**

MAXIMUM MARK: 50

This document consists of **13** printed pages and **1** blank page.

CAMBRIDGE
International Examinations

[Turn over

SECTION 1

Question 1

Candidates are required to list 8 items in Portuguese. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any item which the candidate might take to the beach.

Generic mark scheme for Question 1

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:

   (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
   (b) Look-alike test: does what the candidate has written look like the correct answer?
   (c) Ignore any article.

Session-specific instructions for Question 1: Coisas que precisa de levar para a praia.

- The following are examples. Accept anything the candidate could take to the beach.

ACCEPT: NB: be aware of BP alternative vocabulary/spellings	
óculos de sol / óculos escuros	fato de banho / maiô / calções, calção de banho
chapéu de sol	chinelos de praia / havaianas
toalha de praia	água para beber
livros / revistas / jornais	bola
guarda-sol	sandálias
balde / pá	ipad
bóias de braço / braçadeiras	espreguiçadeira / cadeira-cama
prancha de surfe	tenda de praia
vara / rede de pesca	toldo / barraca / tapavento
mala térmica / frigorífica	barbatanas
fruta	colchão insuflável
sandes / sanduíches	protetor / loção solar
comida	

Total for Question 1: 5 marks

Question 2

Candidates are required to answer the question. Read the whole answer and award mar~~follows:~~

- **Communication: award a mark out of 10, according to the instructions in 2.1**
- **Language: award a mark out of 5, according to the instructions in 2.2**

2.1: award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 2)

(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 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).
(iii) Add up the ticks to give a mark out of 10 for Communication.
(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).
(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
  - Ela <u>tem</u> cabelo preto, olhos bonitos e uma boca pequena = 1 mark (1 verb = a list of 3)
  - Ela <u>tem</u> cabelo preto (1), <u>é</u> de estatura mediana (1), e ela <u>é</u> bonita (1) = 3 marks (3 verbs).
(vi) Only reward each piece of information once, e.g. "ela é fantástica" cannot score both as description and reason for liking, ("ela é fantástica" and "a música dela é fantástica" can both be rewarded).
(vii) Do not penalise factual errors.

Total marks for Communication: 10

Session-specific instructions for Communication marks (Question 2): Um amigo seu, que mora num outro país, vai pela primeira vez ficar uns dias em sua casa.

Tick	Accept
1	**Diga onde mora e como é a sua casa** **REWARD:** any type of house, how big/small it is, number of rooms, name of place, location, proximity to other towns, type of area (country/mountain region/by the sea/etc.) – a general or detailed description.
2	**Diga com quem mora e descreva as pessoas** **REWARD: any description about the people the candidate lives with** – type of relationship, description about appearance, age, character, etc.
3	**Diga o que deve trazer para sua casa e porquê** **REWARD: any item as long as there is a fair explanation of how useful it might be** – e.g.: clothes, sports equipment, etc.
4	**Diga o que vão fazer juntos** **REWARD: any detail about plans for the time they will be together**: activities or references to places, e.g.: sightseeing, swimming, theatre, concert, etc.

2.2: award a mark out of 5 for Language

Generic mark scheme for Language (Question 2):

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Language (Question 2)

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.

Total marks for Language: 5

Total for Question 2: 15 marks

SECTION 2

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

- **Communication: award a mark out of 10, according to the instructions in 3.1**
- **Language: award a mark out of 8 for Verbs, according to the instructions in 3.2**
  award a mark out of 12 for Other linguistic features, according to the instructions in 3.3

3.1 – award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 3):

(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.

(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.

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

(iii) Add up the ticks to give a mark out of 10 for Communication.

Total marks for Communication: 10

- **Generic guidance on awarding ticks for Communication**

  Example 1: *Conte a um amigo a sua experiência durante o Mundial de futebol.*

Candidate's response	Ticks for Communication	Reason for mark
Futebol ser bem.	0	Nothing of worth communicated
Eu gostar de futebol.	1	Some meaning conveyed – use of 'gostar' makes message ambiguous
Eu adoro futebol, por isso decidi ir ao Mundial.	2	Message clearly communicated

Example 2: *Escreva sobre o seu trabalho de férias e o dinheiro que ganhou.*

Candidate's response	Ticks for Communication	Reason for mark
Eu ir o dinheiro gastar que ganhou.	0	Nothing of worth communicated
Vou gastar o dinheiro.	1	Some meaning is conveyed but the message is incomplete
Com o dinheiro que ganhei nas férias vou fazer uma viagem.	2	Message clearly communicated

Session-specific instructions for Communication marks (Question 3):

Place up to 2 'numbered' ticks as close as possible to each relevant communication point:

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

- **Question 3(a): Your experience during the World Cup**

Tick	Accept	Mark
1	**Description of favourite team and why candidate likes it** Accept any reasonable justification for liking the team.	**2**
2	**What happened during one of the games** Insist on past tenses. Allow any sensible events, such as pitch invasions, animals, injuries, amazing play – scope for imaginative work.	**2**
3	**Extra detail on what happened during one of the games** Insist on past tenses. Allow any sensible events, such as pitch invasions, animals, injuries, amazing play – scope for imaginative work. Extension of task.	**2**
4	**Explanation of why candidate likes/dislikes watching sports** Allow any reasonable opinions, positive or negative.	**2**
5	**What is the next sporting event candidate wishes to see** Future / Conditional and use of Present (for Future).	**2**

- *Question 3(b): School newspaper article*

Tick	Accept	Mark
1	**Description of first day at holiday job** Insist on past tenses. Reasonable attempts at describing various activities at the place of work.	2
2	**Description of first day at holiday job** Insist on past tenses. Reasonable attempts at describing various activities at the place of work. Extension of task.	2
3	**Opinion of work colleagues** Past tense not required. Positive or negative opinions, reasons, justifications.	2
4	**What candidate thinks about working during the holidays** Past tense not required. Positive or negative opinions about benefits / disadvantages.	2
5	**What is the candidate doing with the money** Allow anything sensible. Allow any present or future tense.	2

- *Question 3(c): something unexpected happened while going for a walk with grandparents (continuation of story)*

Tick	Accept	Mark
1	**What did they see there** Award any positive or negative description of what could sensibly be found in that environment. Insist on past tenses.	2
2	**Details of what happened unexpectedly** Description of action / what took place. Insist on past tenses.	2
3	**Extra detail of what happened unexpectedly** Description of action / what took place. Extension of task.	2
4	**How the candidate reacts.** Reactions, with opinions / reasons / justifications Do not insist on past tense here.	2
5	**How the candidate reacts.** Reactions, with opinions / reasons / justifications Extension of task.	2

3.2 – award a mark out of 8 for Accurate use of verbs

Generic mark scheme for Accurate use of verbs (Question 3):

(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 the Conversion table below.

Conversion table for Accurate use of verbs (Question 3)

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

Total marks for Accurate use of verbs: 8

• **How to award ticks for Accurate use of verbs (Question 3):**

(a) Subject (noun or pronoun) + any finite verb

- **both subject and verb must be correct for the verb to score a tick**
- **verb must be in the appropriate tense to score a tick**
- **accents on verbs must be correct in order for a tick to be awarded, but be aware of BP spelling of –ar verbs in Preterite (-amos, not -ámos)**
- **do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features**

Tick	No tick	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

With direct and indirect object pronouns

Tick	No tick	Note: accept BP position/ variation of pronouns
A Sara deu-lhe (✓)		
Ele comprou-o (✓)		

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)	*lavar* should not be used reflexively in this statement

Use of gerund

Tick	No tick	Note
Estou escrevendo (✓)		continuous forms of *estar* and gerund are awarded 1 tick
O homem vendo (✓) o carro parou (✓)		use of gerund other than in continuous form of verb using *estar* = 2 ticks

Passive and participle with *estar*

Tick	No tick	Note
A janela estava (✓) aberta (✓)	A janela (✓) aberto (no tick)	past participle must be correct
O prédio foi (✓) construído (✓)		

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

Defective verbs such as *apetecer*, *doer*, *faltar*, etc

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

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

(b) Imperative

Tick	No tick	Note
Vem! (✓)		
Ouça! (✓)		

(c) Interrogative

Tick	No tick	Note
Vens? (✓) / Vens. (✓)		question mark not required for mark to be awarded
Vens (?) (✓) buscar (?) (✓)		
Como estás (?) (✓)		

(d) Infinitive / infinitives with prepositions

Tick	No tick	Note
Eu prefiro (✓) sair (✓)	Eu prefero (no tick) sair (✓)	incorrect verb form but correct infinitive
Tu vais (✓) comprares (no tick)		incorrect spelling of infinitive
Vou (✓) estudar (✓)		
Sem esperar (✓)	Sem espero	infinitive required after preposition
Comecei (✓) a gritar (✓)		
Comecei (✓) gritar (✓)		lack of preposition to be noted under 'Other linguistic features'

(e) **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 (✓)		*fui* = tick 1 *correndo*= tick 2
Sendo (✓) estudante		

(f) **Reward only the first occurrence of a verb, e.g.**

- Eu quero (✓) nadar. Eu também quero (*no tick*) descansar.
- Eu quero (✓) nadar. Eu não quero *(no tick)* descansar.

However,

- 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 (*no tick*) descansar – both the same person of the verb

[Turn over

3.3 – award a mark out of 12 for Other linguistic features

Generic mark scheme for Other linguistic features (Question 3):

(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* (last page of mark scheme)):

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. • 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.

(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- 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.*
- Negatives
- Linking words and conjunctions other than *e (e.g. por isso, enquanto, embora)*
- Prepositions and adverbs
- Use of *por* and *para*
- Subordinate clauses, including use of *porque* and *que*
- Indirect or reported speech
- Relative clauses, including use of relative pronouns
- Time expressions and time clauses with *quando* and *se* (= if)
- Appropriate use of letter etiquette, including greetings and mild expletives
- Indefinite pronouns
- Interrogative pronouns
- Idiomatic (verbal) expressions.

Total mark for Other linguistic features: 12

Total for Question 3: 30 marks

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. 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.

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.)

14

BLANK PAGE