

MARK SCHEME for the May/June 2013 series

8684 PORTUGUESE LANGUAGE

8684/02

Paper 2 (Reading and Writing), maximum raw mark 70

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Where applicable, answers may be written in any variant of the Portuguese language.

Note to Examiners: accept pre-Orthographic Agreement spellings

Secção 1

Exercise 1

Encontre **nos primeiros três parágrafos do texto** a palavra ou a frase que corresponde a cada uma das definições indicadas abaixo.

		Resposta	Mark
(a)	abandonar	deixar para trás	[1]
(b)	fazer parte	pertencer	[1]
(c)	destino	sorte	[1]
(d)	ajuda	assistência	[1]
(e)	contenda	conflito	[1]
			[Total: 5]

Exercise 2

Reescreva cada uma das frases abaixo começando a sua resposta com a palavra ou a expressão dada entre parênteses.

		Solução	Mark
(a)	Era um território muito disputado pelos guerrilheiros, (<i>Os guerrilheiros ...</i>)	Os guerrilheiros disputavam muito o território.	[1]
(b)	Ela hoje se sente integrada à sociedade. (<i>Ultimamente ...</i>)	Ultimamente ela tem-se (OR 'se tem' 'sentido' OR 'tem se sentido') integrada à sociedade.	[1]
(c)	Foi uma etapa difícil. (<i>Talvez ...</i>)	Talvez fosse (OR 'tenha sido' OR 'tivesse sido') uma etapa difícil.	[1]
(d)	É uma coisa que machuca, que dói. (<i>Era ...</i>)	Era uma coisa que machucava, que doía.	[1]
(e)	É algo que você tenta negar, porque você tem sua vida aqui. (<i>Foi algo que eu ...</i>)	Foi algo que eu tentei (or 'tentava') negar, porque eu tive (or 'tinha') (a) minha vida aqui. (Accept: 'tenho').	[1]
			[Total: 5]

Reject answers that do not adhere to the rubric and those containing spelling mistakes and unnecessary additions/omissions.

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Note to Examiners: accept pre-Orthographic Agreement spellings.

Exercises 3, 4 and 5.

Answers may be written in any variant of the Portuguese language.

Accept new and old spellings.

Exercise 3

Rubric: Responda às questões que se seguem, escrevendo **em português**, mas sem copiar frases inteiras do texto.

Answers to be given in these or similar words.

- (a) Quais são as dificuldades com que os jovens refugiados se deparam?
(Mencione **três** detalhes). [3]
O abandono:
dos amigos – 1; dos vizinhos – 1; Accept: dos entes queridos – 2;
das coisas que servem para identificá-lo – 1
- (b) Porque é que os guerrilheiros e os paramilitares lutavam?
(Mencione **dois** detalhes). [2]
Porque a cidade era importante OR encontrava-se numa localidade importante – 1
E os dois grupos queriam controlá-la – 1
- (c) Para Amélia, o que representou a ida da Colômbia para São Paulo?
(Mencione **dois** detalhes). [2]
Foi uma alteração radical da sua vida – 1
Foi um trauma para ela – 1
- (d) O que levou Amélia a assimilar o modo de vida brasileiro?
(Mencione **três** detalhes) [3]
Any three of the following:
Amélia fazia amigos facilmente – 1
Teve um namorado brasileiro – 1 (the adjective of nationality must be present)
la a teatros/museus – 1
Virou punk-- 1
- (e) Explique (i) de quem e (ii) por que razão Amélia guarda segredo sobre a sua mudança para o Brasil. [2]
- (i) *dos amigos – 1*
- (ii) *Porque não quer sentir-se diferente/estrangeira – 1*
Accept: *Porque quer ser como os brasileiros.*

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- (f) Descreva o período difícil da vida de Amélia.
(Mencione **três** detalhes). [3]
Deixou a família e os amigos sem dizer adeus – 1
Não pôde voltar a entrar em contato com eles – 1
Teve que começar uma vida nova (noutro país) quando era muito nova – 1.

[Total: 15 + QL 5 = 20]

Quality of Language: Accuracy (Criteria to be used for assessing the 5 marks for Quality of language in Questions 3, 4 and 5) [5]

5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, tenses, prepositions, word order.)
4 Good 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 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 Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated errors.

Additional Marking Guidance for Quality of Language – questions 3 and 4

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, 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 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 or 3	1
4 or 5	2
6 or 7	3
8 or 9	4

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

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Secção 2

Exercise 4

Rubric: Responda às questões que se seguem, escrevendo **em português**, mas sem copiar frases inteiras do texto.

Answers to be given in these or similar words.

- (a) Porque é que Alfredo fugiu para Portugal?
(Mencione **três** detalhes). [3]
Porque mataram o pai e o irmão – 1
Mataram muitas outras pessoas – 1
Receava ser morto – 1
Accept: *Para fugir dos horrores da guerra. = 1*
- (b) Como é que Alfredo tenciona ajudar a mãe a ir para Portugal?
(Mencione **três** detalhes). [3]
Tenciona trabalhar/estudar – 1
Ganhar dinheiro – 1
Mandar dinheiro para a mãe – 1
- (c) Para que serviam as memórias de Alfredo? [2]
Para poder ter um futuro numa terra distante – 1
Para mostrar aos outros o que tinha passado – 1
Accept: *Para ter um passado.*
Para ter uma vida noutra terra.
- (d) Porque era difícil a integração de Alfredo na sociedade portuguesa?
(Mencione **três** detalhes). [3]
*Any **three** of the following:*
Porque não tinha família – 1
Não conhecia ninguém – 1
Não podia frequentar uma escola – 1
Não tinha papéis – 1
- (e) O que é que fica na memória dos jovens refugiados após uma separação?
(Mencione **dois** detalhes). [2]
O sofrimento físico – 1
E o mental – 1
- (f) Como se sentem os jovens refugiados em relação ao futuro?
(Mencione **dois** detalhes). [2]
Podem sentir esperança – 1
Podem não sentir nada (porque a palavra 'futuro' não existe na sua língua) – 1

[Total: 15 + QL 5 = 20]

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Quality of Language: Accuracy (same as for questions 3 and 5)

[5]

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2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
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Additional Marking Guidance for Quality of Language – questions 3 and 4

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Exercise 5

- (a) Baseando-se **nos dois textos**, compare e contraste as experiências dos dois jovens refugiados. Escreva entre **90 e 110** palavras. [10]
- (b) Na sua opinião, qual dos dois jovens teve uma mudança de país mais traumatizante e porquê? Escreva entre **30 e 50** palavras. [5]

Length of response

- Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.
- If the piece is clearly too long, calculate the length more precisely.
- Then put a line through that part of the summary which exceeds 120 words (in part a) and 60 words (in part b).
- Marks will be totalled at the bottom in the following sequence:
Out of 10 for points scored in summary
Out of 5 for personal response
Out of 5 for language
Total ringed out of 20

[Total: 10 + 5 for Opinion + 5 for Quality of Language = 20]

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Content marks (a): Summary

[10]

The summary could include the following points. 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. Full marks cannot be gained if the answer does not cover BOTH texts. Mark only the first 110 words.

AMÉLIA	BOTH	ALFREDO
	deixaram atrás familiares	
	viviam numa situação de guerra	
	viviam nos seus países com medo	
	viajaram sozinhos	
	sofreram traumas	
	fugiram quando eram novos	
		presenciou a morte do pai, do irmão e de outras pessoas
Teve boa recepção no Brasil		não foi bem recebido em Portugal.
integrou-se na nova sociedade		está completamente só / foi difícil integrar-se
teve um namorado brasileiro		não conhece ninguém
não quer lembrar-se do passado		lembra-se do passado
esconde o passado		o passado é a única coisa que possui e que utiliza
perdeu contacto com os familiares e antigos amigos		está em contacto com a mãe e quer levá-la para Portugal
		não pode frequentar uma escola
estuda e trabalha		tenciona estudar e trabalhar

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Content marks (b): Response to the passage/ Opinion

[5]

A sentence or two must express the required opinion.

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus and their ability to express a personal point of view. Mark only a maximum of 50 words.

5 Very good	Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
4 Good	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.
3 Sound	A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
2 Below average	Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
0–1 Poor	Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

Quality of Language: Accuracy (same as for questions 3 and 4)

[5]

5 Very good	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb form, tenses, prepositions, word order.)
4 Good	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.
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