SYLLABUS

Cambridge IGCSE®

Portuguese 0540

For examination in June 2015

Cambridge Secondary 2

Contents

1.   Introduction

1.1   Why choose Cambridge?

Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at **www.cie.org.uk/recognition**

Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at **www.cie.org.uk/teachers**

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at **www.cie.org.uk/examsofficers**

Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **www.cie.org.uk/ISO9001**

1.2   Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at **www.cie.org.uk/cambridgesecondary2**

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3   Why choose Cambridge IGCSE Portuguese?

Cambridge IGCSE Portuguese is accepted by universities and employers as proof of linguistic ability and understanding. The course encourages learners to develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills
- a sound foundation for progression to employment or further study.

This is one of a number of Cambridge IGCSE foreign language syllabuses – for a full list, visit the Cambridge website at **www.cie.org.uk**

Prior learning

We recommend that learners who are beginning this course should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England.

Progression

Cambridge IGCSEs are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades A* to C in Cambridge IGCSE Portuguese are well prepared to follow courses leading to Cambridge International AS and A Level Portuguese, or the equivalent.

1.4   Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group I, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

Portuguese (0540) is in Group I, Languages.

Learn more about Cambridge ICE at **www.cie.org.uk/cambridgesecondary2**

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

1.5   How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**. Email us at **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

www.theallpapers.com

2. Teacher support

2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online. For Teacher Support go to **http://teachers.cie.org.uk** (username and password required).

2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3.   Syllabus content at a glance

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

• Everyday activities
• Personal and social life
• The world around us
• The world of work
• The international world.

www.theallpapers.com

4. Assessment at a glance

All candidates take the following three components:

Grades available: A*, A, B, C, D, E, F, G		Weighting of papers
Paper 2 Reading Candidates read a number of texts and answer questions testing comprehension. 45 marks Externally assessed	1 hour	ca. 33%
Paper 3 Speaking* Candidates complete two role plays, a topic presentation/conversation and a general conversation. 100 marks Internally assessed/externally moderated	approximately 15 minutes	ca. 33%
Paper 4 Writing Candidates respond in the target language to three tasks. 50 marks Externally assessed	1 hour	ca. 33%

* *Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge. Please see the Appendix for additional information.*

Availability

This syllabus is examined in the June examination series.

Detailed timetables are available from **www.cie.org.uk/examsofficers**

Combining this syllabus with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

• syllabuses with the same title at the same level
• 0504 First Language Portuguese.

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The aims of the syllabus outline the educational purposes of a course in a foreign language for the Cambridge IGCSE examination. They are not listed in order of priority.

This syllabus aims to:

- develop the ability to communicate effectively using the target language
- offer insights into the culture and society of countries where the language is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

5.2 Assessment objectives

Candidates will be assessed on their ability to:

AO1   Understand and respond to spoken language

AO2   Understand and respond to written language

AO3   Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

AO4   Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

5.3 Relationship between assessment objectives and components

The marks allocated to each of the assessment objectives are summarised below.

	Paper 2 Reading (marks)	Paper 3 Speaking (marks)	Paper 4 Writing (marks)	Weighting for qualification (%)
AO1		✓*		
AO2	45			ca. 33%
AO3		100		ca. 33%
AO4			50	ca. 33%

* AO1 Listening (although not formally assessed) is an integral part of the Paper 3 Speaking examination.

5.4 Grade descriptions

Grade A

Reading   Candidates understand gist and identify main points and detail in texts drawn from a variety of contexts and topic areas. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Speaking   Candidates develop conversations and discussions and narrate events. They express and justify ideas and opinions, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently with good pronunciation and intonation. The message is clear although there may still be some errors, especially when using more complex structures.

Writing   Candidates give information and narrate events. They express and justify ideas and opinions. They use a range of vocabulary, structures and verbs/tenses. Their spelling and grammar are generally accurate and their style is appropriate to purpose.

Grade C

Reading   Candidates identify and extract details and opinions from texts drawn from a variety of contexts and topic areas. The texts include past and future events and may include familiar language in unfamiliar contexts.

Speaking   Candidates develop conversations and simple discussions which include past, present and future events. They express opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a reasonably clear message and their pronunciation and intonation are generally accurate.

Writing   Candidates express opinions and write about a variety of topics which may be factual or imaginative and which may include different tenses. The style is basic but despite some errors the writing conveys a clear message.

Grade F

Reading   Candidates identify main points and extract some information from short, simple texts. They may use context to work out the meaning of words.

Speaking   Candidates take part in simple conversations showing some ability to communicate simple information in response to straightforward questions. Their pronunciation is understandable. Although there will be grammatical inaccuracies, the main points are usually communicated.

Writing   Candidates write short sentences and communicate simple ideas. Although there may be mistakes in spelling and grammar, the main points are usually communicated.

6.   Syllabus content

6.1   The *Defined Content Booklet*

A Portuguese *Defined Content Booklet* is provided to guide teachers and candidates preparing for this examination. It should be downloaded from the Cambridge website at **www.cie.org.uk** and includes the following sections:

- *Topic areas*: the list of topic areas from which all textual material used in the examination will be drawn.
- *Minimum Core Vocabulary*: the list of vocabulary to be tested in Sections 1 and 2 of Paper 2, Role Plays A of Paper 3 and Section 1 of Paper 4.
- *Grammar and structures*: the list of grammar and structures that candidates aiming at grades C to G are expected to learn, and a supplementary list for those aiming at grades A* to B.

The table below summarises the relationship between the Defined Content and the question papers.

Paper	Section	Topic areas	Minimum Core Vocabulary	Grammar and structures
Paper 2	1	A, B, C	✓	Part 1
	2	A, B, C, D*, E*	✓	Part 1
	3	A, B, C, D, E		Parts 1 and 2
Paper 3	Role Plays A	A, B, C	✓	Part 1
	Role Plays B	A, B, C, D, E		Part 1
Paper 4	1	A, B, C, D†, E†	✓	Part 1
	2	A, B, C, D, E		Parts 1 and 2

*   *Where Section 2 of this paper features passages based on Topic areas D and E, only vocabulary from the Minimum Core Vocabulary will be tested.*

†   *Where Section 1 of this paper features questions based on Topic areas D and E, only vocabulary from the Minimum Core Vocabulary will be tested.*

6.2 Topic list

Candidates will be required to show knowledge and understanding of the five Topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. For further guidance on these Topic areas, please refer to the Portuguese *Defined Content Booklet*. In the Speaking examination, candidates also have the opportunity to demonstrate their knowledge of a topic of their own choice which might be outside the list below.

	Topic areas	Examination topics	
Area A	**Everyday activities**		
	Home life and school	Home life	A1
		School routine	A2
	Food, health and fitness	Eating and drinking	A3
		Health and fitness	A4
Area B	**Personal and social life**		
	Self, family and personal relationships	Self, family, pets, personal relationships	B1
		House and home	B2
		Leisure, entertainments, invitations	B3
		Eating out	B4
	Holidays and special occasions	Festivals and special occasions	B5
		Holidays; getting around	B6
		Accommodation	B7
Area C	**The world around us**		
	Home town and local area	Home town and geographical surroundings	C1
		Shopping	C2
		Public services	C3
	Natural and made environment	Natural environment	C4
		Weather	C5
		Finding the way	C6
	People, places and customs	Meeting people	C7
		Places and customs	C8
		Travel and transport	C9
Area D	**The world of work**		
	Continuing education	Further education and training	D1
	Careers and employment	Future career plans	D2
		Employment	D3
	Language and communication in the work place	Communication	D4
		Language at work	D5
Area E	**The international world**		
	Tourism at home and abroad	Holiday travel and transport (see also C9)	E1
		Geographical surroundings (see also C1)	E2
		Weather (see also C5)	E3
	Life in other countries and communities	Places and customs (see also C8)	E4
		Food and drink (see also A3)	E5
		Meeting people (see also C7)	E6
	World events and issues	Issues according to available resources and individual interest	E7

7. Description of components

All examination papers are set entirely in the target language: this includes rubrics and all questions. All questions requiring written answers, including questions testing Reading comprehension, are to be answered in the target language.

Dictionaries are not permitted in the examination.

For detailed guidance on how the papers are marked, please refer to the published specimen mark schemes available on our public website.

7.1 Paper 2: Reading

1 hour, 45 marks

All candidates must attempt all three sections.

Candidates will encounter a variety of question types on the Reading Paper. The Paper is designed to test comprehension skills and includes objective questions and questions which require candidates to write answers in the target language. Where candidates are required to produce written answers in the target language, they are not penalised for incorrect or inaccurate language unless it makes their answers ambiguous. It is important that they write briefly, relevantly and concisely. Provided that answers are unambiguous, long answers in full sentences are often not required. Candidates should be encouraged to paraphrase and manipulate the language in order to answer questions appropriately. They are unlikely to score high marks on this paper if they simply copy large chunks from the stimulus material, with no attempt to select what is relevant.

Answers written in any language other than that being tested are ignored.

Section 1 (15 marks)
- *Exercise 1* (5 marks): candidates read a series of short notices, signs, instructions, messages, advertisements, etc. and answer multiple-choice questions.
- *Exercise 2* (5 marks): candidates read a series of short statements and complete a matching exercise which tests the main words in these statements.
- *Exercise 3* (5 marks): candidates read a short text in the form of an email, message, postcard, letter, etc. Questions are objective and test the main points and some detail.

Section 2 (15 marks)
- *Exercise 1* (5 marks): candidates read a short text in the form of a brochure, guide, etc. Questions are objective and test the main points and specific detail.
- *Exercise 2* (10 marks): candidates read a longer text in the form of a letter, email, etc. Questions test general understanding of the main points, which includes recognising simple attitudes and opinions. Questions require short answers in the target language.

Section 3 (15 marks)
- *Exercises 1 and 2* (15 marks): candidates read two longer, more complex texts. Questions test general and specific comprehension. They will also require candidates to identify attitudes, emotions and ideas, the main points or themes, and to draw conclusions. Some of the questions are objective, some require short answers in the target language.

7.2   Paper 3: Speaking

Approximately 15 minutes, 100 marks

The Speaking examination consists of a single interview with three compulsory parts:

- Test 1: Role Plays
- Test 2: Topic Presentation/Conversation
- Test 3: General Conversation.

The Role Play tasks are provided by Cambridge, but individual Centres are responsible for conducting the tests and for the initial assessment. This assessment is then subject to moderation by Cambridge.

Full instructions on the conduct and assessment of the Speaking examination are provided in the *Teachers' Notes Booklet* and *Role Play Cards*. These items are despatched to Centres on the basis of their Estimated Entries and it is therefore important that Centres submit Estimated Entries for this syllabus by the deadline published in the *Cambridge Administrative Guide*.

Specimen copies of the *Teachers' Notes Booklet* and *Role Play Cards* can be downloaded from the Cambridge Teacher Support website. The specimen *Teachers' Notes Booklet* contains the instructions for the conduct and assessment of the Speaking examination. It is crucial that teacher/Examiners study these instructions well in advance of their first examination session so that any doubts or queries can be resolved in good time.

A *Speaking Test Training Handbook* can be ordered from Cambridge Publications and provides the opportunity for teacher/Examiners to receive feedback on their conduct and assessment of the Speaking examination before they undertake their first live tests. Although accreditation by Cambridge is not mandatory for teachers conducting and assessing this Speaking examination, Cambridge recommends that teacher/Examiners new to Cambridge IGCSE complete this training.

Structure of the Speaking examination

Test 1: Role Plays (approximately 5 minutes, 30 marks)

Cambridge supplies a number of alternative *Role Play Cards* which the teacher/Examiner allocates at random to candidates during each session of examining. Each candidate is given **one** card containing two role play situations, each of which consists of five tasks. Each candidate is examined in both role play situations on the card they have been given. The first role play (Role Play A) is more straightforward than the second (Role Play B). Candidates should be allowed approximately 15 minutes to prepare their two role play situations. They may not take any written notes into the preparation room nor may they make any notes during their preparation time. Candidates should have a copy of the Role Play Card they have prepared to refer to in the examination room but must not be allowed to take it away with them after the examination.

Each role play situation specifies the roles of the teacher/Examiner and candidate. Teacher/Examiners must conduct the role plays in accordance with the instructions and script provided in the *Teachers' Notes Booklet*. They must prepare the situations carefully so that the candidate's tasks follow on naturally from the teacher/Examiner's response. As marks can only be awarded for the stipulated tasks, the teacher/Examiner must not create extra tasks, and if a candidate misses out a task, should try to guide them back to it, in as natural a way as possible. It does not matter that this may lead to tasks occurring in a different order, as long as they are all attempted.

For the Mark Scheme, see the Appendix, Table A of the Marking Instructions.

Test 2: Topic Presentation/Conversation (approximately 5 minutes, 30 marks)

This part of the examination starts with a one to two minute presentation by the candidate on a topic of their choice which they will have prepared in advance. The teacher/Examiner will follow up the presentation with specific spontaneous questions on the topic, bringing the total time for the Topic Presentation and Topic Conversation to approximately five minutes.

Candidates are encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example: 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics, as these can often pre-empt the General Conversation section. **Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic, but are not allowed to use written notes of any kind.**

The teacher/Examiner will allow the candidate to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing their presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks and they must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

The teacher/Examiner **must** try to lead the candidate into using other tenses. For a mark of 7 or above to be awarded for Language, candidates must show that they can use past and future tenses accurately and teacher/Examiners need to ask questions which allow them to do this. In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, justifications, enlargements, descriptions (*how? when? why? tell me a bit more about…* etc.).

For the Mark Scheme, see the Appendix, Tables B and C of the Marking Instructions.

Test 3: General Conversation (approximately 5 minutes, 30 marks)

The Topic Conversation will lead into a spontaneous discussion of a more general nature. The teacher/Examiner will announce the transition to the General Conversation and should ease the candidate into the General Conversation by starting out from any point of interest noted earlier or by asking a couple of general 'starter' questions relating to the candidate's everyday life, e.g. school, home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this.

The teacher/Examiner should aim to cover two or three of the Defined Content Examination Topics in this section of the examination (listed in the Syllabus Content section). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, the teacher/Examiner should ask a series of linked questions on just two or three topics, in order to explore these in greater depth. Precise factual information or knowledge is not required and candidates must not be penalised for lack of such knowledge. Questions must be adjusted to the candidate's ability and the teacher/Examiner should be ready to pass on quickly to another subject if candidates are obviously out of their depth.

Candidates are expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. The teacher/Examiner should avoid asking questions which can be answered with 'yes' or 'no' and should instead use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. *when? how many? how long? with whom? with what? how?* etc. to more searching questions such as *why? tell me about… what do you think about…?* Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to explain and justify their opinions.

As in the Topic Conversation, the teacher/Examiner must try to lead the candidate into using other tenses (themes could be visits to other countries, plans for the future, etc.) and he or she can then be extended as far as possible. For a mark of 7 or above to be awarded for Language, candidates must show that they can use past and future tenses accurately and teacher/Examiners need to ask questions which allow them to do this.

For the Mark Scheme, see the Appendix, Tables B and C of the Marking Instructions.

Test 4 Impression (10 marks)

At the end of the Speaking examination, based on the candidate's overall performance, the teacher/ Examiner awards a mark for pronunciation, intonation and fluency.

For the Mark Scheme, see the Appendix, Table D of the Marking Instructions.

Administration of the Speaking examination

Dates for Speaking examination

The Speaking examination takes place before the main examination period. Each Centre decides on a convenient time within the following dates for its Speaking examinations:

* between 1 March and 30 April for the June examination.

Appointment of teacher/Examiner

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking examination. This is normally a teacher from within the Languages Department, but could be someone from outside the Centre.

In the interests of standardisation, only one teacher/Examiner should be appointed per Centre.
Where a Centre wishes to use additional teacher/Examiners because it has large numbers of candidates, permission to do so **must** be sought from the Languages Group at Cambridge well before the start of each Speaking examination period. Permission to use more than one teacher/Examiner will only be granted on the understanding that (i) teacher/Examiners at the Centre work together to ensure a common approach to the conduct of the Speaking examination and the application of the mark scheme and (ii) the Speaking examinations for all candidates at the Centre are recorded. The sample the Centre submits to Cambridge must include the work of each teacher/Examiner and a Speaking examination *Working Mark Sheet* must be submitted for each teacher/Examiner, with candidate names and numbers clearly entered. Guidelines for the internal standardisation/moderation of Speaking examinations are available from Cambridge.

Arrangements for the examination

It is the Centre's responsibility to make available a suitable room(s) and good quality equipment in order to ensure the smooth-running of the Speaking examination. Examination conditions must prevail in the area where the Speaking examination takes place and adequate supervision must be provided to ensure that each candidate can prepare his/her role plays alone and in silence. Dictionaries and writing materials are not allowed in the preparation room.

Preparation of confidential test materials

Confidential test materials (*Teachers' Notes Booklet* and *Role Play Cards*) are sent to Centres approximately two to three weeks before the start of the assessment period and include full instructions on how to conduct and assess the Speaking examination. These should be opened in the four working days before the Centre's assessment starts and studied carefully by the teacher/Examiner before conducting his/her first Speaking examination. Teacher/Examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates should they experience any difficulty. Once the materials have been opened, the Speaking examinations must be completed as soon as is realistically possible. Once the Centre has completed the Speaking examinations, the materials remain confidential and must be kept in a secure place by the Centre until the end of the examination period. Candidates must not have knowledge of the role play situations in advance of the examination.

Composition of sample for external moderation

In order to allow Cambridge to accurately check the standard of assessment, each Centre must record and send to Cambridge a recorded sample as follows:

- **Centres entering 1–16 candidates** must send the recordings of all candidates
- **Centres entering 17 or more candidates** must send:

    (i) the recordings of the first 10 candidates according to candidate number

    and

    (ii) the recordings of 6 candidates spread evenly across the ability range. The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

Note: Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, Cambridge accepts this may mean that the category (ii) candidates are not fully representative of the range.

Recording of sample for external moderation

Moderation samples must be recorded at normal speed onto either a C90 audiocassette or a standard format CD. Mini cassettes/mini CDs must not be used. **The Centre is responsible for supplying cassettes/CDs for the recording of its moderation sample: these will *not* be supplied by Cambridge.** All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. **Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.** Centres wishing to submit recordings as digital files to Cambridge for External Moderation will find more detailed guidance in the Exams Officer area of the website **www.cie.org.uk**

Feedback on conduct and assessment of Speaking examinations

Centres will receive a brief report on the outcome of moderation (*Form CW/C/REP*).

7.3   Paper 4: Writing

1 hour, 50 marks

All candidates must attempt both sections.

Answers written in any language other than Portuguese are ignored.

Section 1 (20 marks)

- *Question 1* (5 marks): candidates are required to write a series of single words linked to a topic. Suggestions to help the candidate (in the form of pictures) are provided on the question paper, but any words relevant to the topic that are produced by the candidate in the examination will be considered for reward.
- *Question 2* (15 marks): a directed writing task. 80–90 words in total are required. 10 marks are available for Communication and 5 marks for Language.

Marks are only awarded for material which addresses the set tasks. Minus marks are never used: candidates are given every opportunity to gain marks for what they can do.

Section 2 (30 marks)

- *Question 3* (30 marks): candidates are offered a choice of three tasks (an email/letter, an article, and a narrative) and must complete one of these. 130–140 words in total are required. 10 marks are available for Communication, 8 marks for Verbs and 12 marks for Other linguistic features.

Candidates are expected to communicate accurately and should make use of a wide variety of idiom, vocabulary, structure and appropriate tenses. A system of positive marking is used. Irrelevant material is not rewarded.

8. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Language

This syllabus is available in English only. The associated assessment materials are available in the target language.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes, examination timetables and administrative instructions can be found in the *Cambridge Guide to Making Entries*.

9. Appendix: Speaking (Paper 3)

9.1 Marking instructions for the Speaking examination and the *Working Mark Sheet*

9.1.1 Marking instructions for the Speaking examination

General principles

- You are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category.
- Adopt a positive approach: award marks based on what the candidate can do rather than deducting marks for errors.
- Above all else, please be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If you are unsure of the mark to award, err on the side of generosity.

It is important that teacher/Examiners award marks positively. In order to ensure that they reward achievement rather than penalise failure or omissions, teacher/Examiners should get in the habit of starting at the bottom of the Mark Schemes and working upwards through the descriptors when awarding marks.

The teacher/Examiner should adopt a 'best-fit' approach. For each of the assessment criteria, Communication (Table B), Language (Table C) and Impression (Table D), the teacher/Examiner must select the set of descriptors provided in the Mark Scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the Mark Scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance. When s/he reaches this point, the teacher/Examiner 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.

When awarding the marks for the Topic Presentation/Conversation the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

To select the most appropriate mark within each set of descriptors, teacher/Examiners should use the following guidance:

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptor and work which just meets the descriptors.

Table A – Mark Scheme for Test 1: Role Plays (30 marks)

In this part of the Speaking examination, the teacher/Examiner plays the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

The Role Plays test the ability of candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, only verbal communication is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten Role Play tasks (five tasks in Role Play A and five in Role Play B) completed by the candidate is assessed on the scale below. When awarding marks, teacher/Examiners should start at the bottom of the Mark Scheme and work upwards.

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc.) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

Notes

1 If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

2 Short utterances, if appropriate, can be worth three marks.

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Tables B and C – Mark Schemes for Test 2: Topic Presentation/Conversation and Test 3: General Conversation (2 × 30 marks)

Each of Tests 2 (Topic Presentation/Conversation) and 3 (General Conversation) is awarded two marks:

- a mark out of 15 for Communication (see Table B)
- a mark out of 15 for Language (see Table C).

Table B – Mark Scheme for Communication

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	• A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types. • Can justify and explain routinely. • Very consistent performance. Not necessarily of native speaker standard.	14–15
Very good	• Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions. • Regularly develops own ideas and opinions and provides justifications.	12–13
Good	• Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. • Communicates essential elements and can expand occasionally. • Regularly expresses opinions with some simple justifications.	10–11
Satisfactory	• Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. • Communicates most of the essential elements. • Can convey simple, straightforward opinions.	7–9
Weak	• Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information.	4–6
Poor	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts.	1–3
	Communicates no relevant information.	0

Table C – Mark Scheme for Language

This assesses the linguistic content of the candidate's answers in terms of complexity, accuracy and range of structures, vocabulary and idiom.

Outstanding	• Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language. • Not necessarily of native speaker standard.	14–15
Very good	• Wide range of mostly accurate structures and vocabulary.	12–13
Good	• Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory	• Adequate range of structures and vocabulary. **Can use past and future tenses accurately.** Some ambiguity.	7–9
Weak	• Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.	4–6
Poor	• Shows very limited range of structures and vocabulary.	1–3
	Nothing coherent or accurate enough to be comprehensible.	0

Table D – Mark Scheme for Impression (10 marks)

A mark out of 10 is awarded for Impression. This assesses the candidate's performance across the whole Speaking examination in terms of pronunciation, intonation and fluency.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2
Nothing comprehensible.	0

9.1.2 Completing the Speaking examination *Working Mark Sheet*

The Speaking examination *Working Mark Sheet* can be found on the next page and should be photocopied as required.

1 Complete the information at the head of the form.

2 List the candidates in an order which will allow easy transfer of information to the *Internal Assessment Mark Sheet (MS1)* or to computer at a later stage (i.e. in candidate number order, where this is known).

3 **(a) Test 1 Role Plays**

Enter the Role Play Card number for each candidate in the column provided.

Enter the mark out of 3 for each task, in columns 1–10.

(b) Test 2 Topic Presentation/Conversation

(i) Award a mark out of 15 for Communication

Enter the mark in column 11.

(ii) Award a mark out of 15 for Language

Enter the mark in column 12.

(c) Test 3 General Conversation

(i) Award a mark out of 15 for Communication

Enter the mark in column 13.

(ii) Award a mark out of 15 for Language

Enter the mark in column 14.

(d) Test 4 Impression

Enter the mark (maximum 10) in column 15.

4 Add the marks and enter the total in the column headed 'Total Mark'. Please double check the addition as even small errors create problems.

5 **Internal Moderation**

Centres with large numbers of candidates are required to request permission from Cambridge if they wish to use more than one teacher/Examiner to conduct and assess the Speaking examination for their candidates. This permission is only granted on the understanding that Internal Moderation must be carried out at the Centre. This is in order to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the examination. The final column on the *Working Mark Sheet* (Internal and/or External moderation) should be used to record the results of Internal Moderation, and details of Internal Moderation procedures must be enclosed with the materials for External Moderation.

Speaking Examination Working Mark Sheet

CAMBRIDGE IGCSE PORTUGUESE (0540)

Please read the instructions printed in the Teachers' Notes Booklet and the Syllabus before completing this form.

Centre Number						Centre Name		June	2	0	1	5

Candidate Number	R.P. Card no.	Candidate Name	Role Play A (max 15)					Role Play B (max 15)					Topic/Topic Conversation (max 30)		General Conversation (max 30)		Impression (max 10)	Total Mark	Internal and/or External Moderation
		Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
		Mark (Max)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**15**	**15**	**15**	**15**	**10**	**100**	

Name of Examiner completing this form in capitals		Signature		Date					

9.2   Arrangements for external moderation

- Cambridge sends a computer-printed *Internal Assessment Mark Sheet (MS1)* to each Centre (in late March for the June examination) showing the names and candidate numbers for each candidate. Transfer the total mark for each candidate from the *Working Mark Sheet* to the *MS1 Mark Sheet*.

- The top copy of the *MS1 Mark Sheet* must be sent in the envelope provided to arrive as soon as possible at Cambridge. It must arrive no later than **15 May** for the June examination.

- As an alternative to the submission of the *MS1 Mark Sheet,* Centres may submit Speaking marks in electronic format. Details of how to submit Speaking marks electronically are provided in the *Cambridge Administrative Guide*.

- Complete the *Cover Sheet for Moderation Sample* which can be found on the next page and should be photocopied as required.

- Record a sample of the candidates' work as specified in this syllabus and in the *Teachers' Notes Booklet* which you will receive at the time of the examination. Send the recordings with a copy of the completed *Working Mark Sheet* and *Cover Sheet for Moderation Sample,* and the Moderator copy of the *MS1 Mark Sheet*, to reach Cambridge by no later than **15 May** for the June examination. If marks have been submitted to Cambridge as an electronic file, a signed print-out of the marks file must be submitted in place of the second copy of the form *MS1 Mark Sheet*. Once the Speaking examination has been completed, do not wait until the end of the assessment period before sending these items.

Cambridge IGCSE Portuguese (0540/03): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the Moderation documentation and recorded sample to be despatched to Cambridge.

Please tick as appropriate:

Centre name: [   ]   **Centre number:** [   ]

1   Tick to confirm that the required moderation documents are enclosed:

☐   (i) Moderator copy of MS1 **or** printout of marks file if marks submitted electronically.

☐   (ii) Copy of completed Working Mark Sheet(s) (WMS).*

(* One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for Cambridge's attention, please list them below:

………

2   Tick to confirm that documentation has been checked for arithmetical and transcription errors:

☐   (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.

☐   (ii) Total Mark for each candidate has been correctly transferred to the MS1 or computer.

3   Tick to confirm that the recording quality of Moderation samples has been checked:

☐   All sample recordings are clearly audible.

☐   Samples are recorded on standard size CDs/cassettes and recorded at normal speed.

☐   Digital recordings only: each candidate saved individually and files saved as .mp3.

4   Tick to confirm that the correct number of candidates has been submitted for moderation:

For Centres with 16 or fewer candidates, the following are enclosed:

☐   Recordings of the complete Speaking test for all candidates.

For Centres with 17 or more candidates, the following are enclosed:

☐   (i) Recordings of the complete Speaking test for 6 candidates across the range   **AND**

☐   (ii) Recordings of the complete Speaking test for the first 10 candidates by candidate number.

5   CENTRES USING MORE THAN 1 EXAMINER — tick to confirm Internal Moderation procedures:

☐   Copy of permission from Cambridge to use more than 1 Examiner enclosed.

☐   Internal moderation carried out and details of Internal Moderation procedures enclosed.

Materials checked by: [(name)] **Date:** [   ]

[(signature)]

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