



Cambridge International AS Level

PORTUGUESE LANGUAGE

8684/02

Paper 2 Reading and Writing

May/June 2020

MARK SCHEME

Maximum Mark: 70

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **11** printed pages.

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 descriptors 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.

Section 1

Question	Answer	Marks
1(a)	usa	1
1(b)	predominante	1
1(c)	(fonte de) rendimento	1
1(d)	devido à	1
1(e)	preço	1

Question	Answer	Marks
2(a)	Amália comenta que trocou o seu carro pela bicicleta.	1
2(b)	Trabalho e estudo são difíceis de (se) conciliar.	1
2(c)	As autoridades se preocupam/preocupam-se com este meio de transporte.	1
2(d)	1410 taxistas já foram legalizados até agora.	1
2(e)	É provável que esta cidade possa ser/seja considerada a cidade das bicicletas.	1

Question	Answer	Marks	
3(a)	Mencione duas das vantagens de usar uma bicicleta-táxi nesta cidade moçambicana. (Mencione dois detalhes.)	2	
	Accept any two of the points below.		
	Garante a deslocação da população.		1
	É mais rápida que outros meios de transporte.		1
	É fonte de rendimento para muitos.		1
3(b)	Traz benefícios à sua saúde.	1	
	Justifique o uso da expressão “cidade que pedala” no texto. (Mencione dois detalhes.)	2	
	A expressão é usada devido ao grande número de bicicletas-táxi na cidade/o que levou a cidade a ser chamada de ‘cidade das bicicletas’.		1
É o meio de transporte mais usado na cidade.	1		

Question	Answer	Marks
3(c)	O que pode influenciar o custo de uma viagem numa bicicleta-táxi ? (Mencione dois detalhes.)	2
	A distância a ser percorrida.	1
	A negociação feita com o motorista.	1
3(d)	De que forma Francisco demonstra que é uma pessoa responsável? (Mencione três detalhes.) Accept any three of the points below.	3
	Ele sabe que seus clientes dependem dele.	1
	Ele faz o que pode para seus clientes não se atrasarem.	1
	Ele estuda e trabalha ao mesmo tempo.	1
	Ele ajuda a pagar as despesas da casa.	1
3(e)	Explique a motivação da professora Amália Silva para deixar de usar o carro como meio de transporte. (Mencione três detalhes.)	3
	Ela se preocupa com o meio ambiente/Ela usa a bicicleta-táxi por motivos ecológicos.	1
	Ela diminui a sua pegada de carbono.	1
	Ela melhora sua forma física.	1
3(f)	Como é que as autoridades estão a lidar com o aspeto da segurança das bicicletas-táxi? (Mencione três detalhes.) Accept any three of the points below.	3
	Elas querem criar regras para o uso das bicicletas-táxi/Estão a distribuir licenças para os taxistas.	1
	Os taxistas precisam fazer um curso para obter esta licença.	1
	Estão a limitar o número de bicicletas-táxi.	1

Question	Answer	Marks
Quality of Language – Accuracy		
5 Very good	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, 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 error.	

Additional marking guidance for Quality of Language

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 for language, 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 together 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:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

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

Question	Answer	Marks
Question 4		
Note: Lifting = more than four consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.		
4(a)	Qual foi o sonho inicial referido no texto? (Mencione dois detalhes.)	2
	Foi o sonho que pessoas com deficiência visual tinham	1
	de sentir o vento bater no seu rosto quando andavam de bicicleta.	1
4(b)	Como surgiu a ideia da bicicleta geminada? (Mencione dois detalhes.)	2
	Foi a ideia de um pai cuja filha tinha uma deficiência visual e	1
	que queria poder participar de um passeio ciclístico com ela.	1
4(c)	Descreva a bicicleta mencionada no texto e explique como foi criada. (Mencione quatro detalhes.)	4
	São duas bicicletas geminadas/unidas lado a lado/duas bicicletas usadas.	1
	São unidas por uma barra de aço com o uso de solda.	1
	Muitas pessoas colaboraram para criar esta bicicleta.	1
	O mecanismo de funcionamento teve que ser modificado.	1
4(d)	Como é que a experiência de André difere antes e depois de usar a nova bicicleta? (Mencione três detalhes.)	3
	Não se sentia livre	1
	porque não era ele que guiava.	1
	Com a nova bicicleta André guia a bicicleta com autonomia.	1
4(e)	A inclusão proporcionada por esta bicicleta está superando as expectativas. Explique por quê. (Mencione dois detalhes.)	2
	Accept any three of the points below.	
	Está sendo usada por pessoas idosas	1
	e no futuro poderá ser usada por pessoas com autismo.	1
	Dá às pessoas com deficiência visual um senso de liberdade/independência.	1

Question	Answer	Marks
4(f)	De que maneira o uso da bicicleta geminada beneficiou Dona Ana? (Mencione dois detalhes.)	2
	Accept any two of the points below.	
	Ela se sente mais jovem quando anda nesta bicicleta.	1
	Sente-se mais entusiasmada (em fazer exercícios físicos)/ mais saudável	1
	Tem contato com pessoas mais jovens que ela.	1

Quality of Language – Accuracy

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Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, 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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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.

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Question	Answer	Marks
<p>Question 5(a)</p> <p>Content marks – Summary Place the relevant lettered tick in the right-hand margin to indicate a point being rewarded. Do not penalise ‘lifting’ for content marks in this exercise, but excessive reliance on the text will reduce the language mark.</p> <p>Insert a T+ annotation (or two) at the end to indicate excessive reliance and adjust QoL mark accordingly.</p> <p>The summary could include the following points to a maximum of 10:</p>		
<p>5(a)</p>	<p>Baseando-se nos dois textos, compare e contraste o uso inovador da bicicleta nos dois países levando em conta o impacto na vida dos seus usuários.</p> <p>Text 1</p> <p>a A bicicleta é usada como táxi. b As bicicletas-táxi garantem a deslocação da população. c São uma forma de trabalho para muitos jovens./Profissionalização. d Trazem benefícios à saúde da população da cidade. e São usadas diariamente pela população em geral. f Algumas pessoas usam a bicicleta-táxi ao invés do carro para diminuir sua pegada de carbono/para reduzir o seu impacto no meio ambiente/para reduzir custos. g Não é uma forma de transporte muito segura.</p> <p>Text 2</p> <p>h A bicicleta é usada como forma de lazer. i A bicicleta geminada é usada por pessoas com alguma limitação visual. j O projeto surgiu devido à vontade de proporcionar uma experiência nova às pessoas com deficiência visual. k Os usuários sentem-se mais livres e independentes. l Promove a inclusão. m Seu uso hoje abrangeu-se para idosos. n No futuro poderá ser usada por pessoas com autismo.</p> <p>Both texts</p> <p>o Ambas são exemplos do uso inovador da bicicleta. p Ambas trazem benefícios (de saúde) aos seus usuários.</p>	<p>10</p>

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<p>Question 5(b)</p> <p>Content marks – Response to the Text Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Also see Section 1.5 in General instructions above.</p>							
5(b)	<p>Você considera a bicicleta um meio de transporte viável no lugar onde você mora? Justifique a sua opinião.</p> <table border="1" data-bbox="319 582 1311 1310"> <tbody> <tr> <td data-bbox="327 593 1303 712"> <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> </td> </tr> <tr> <td data-bbox="327 716 1303 880"> <p>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.</p> </td> </tr> <tr> <td data-bbox="327 884 1303 1010"> <p>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.</p> </td> </tr> <tr> <td data-bbox="327 1014 1303 1178"> <p>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.</p> </td> </tr> <tr> <td data-bbox="327 1182 1303 1305"> <p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> </td> </tr> </tbody> </table>	<p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5
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