

Cambridge International A Level

PORTUGUESE**9718/02**

Paper 2 Reading and Writing

May/June 2025

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **22** printed pages.

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

| Annotation | Meaning |
|-------------|--|
| | Credit for good language or content point |
| | Incorrect |
| | Omission |
| | If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given. |
| | If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given. |
| | Irrelevant |
| | Meaning unclear or illegible |
| | Used to show that blank pages have been seen |
| Highlighter | Highlight |

| Annotation | Meaning |
|------------------|--|
| On-page comment | Wrong question number given by candidate |
| Off-page comment | Used to make a holistic comment about the script |
| / | Word limit, do not credit content beyond this point (Question 5) |

| 1 General Marking Notes | |
|-------------------------|--|
| Question 1 | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary. Use the highlighter tool to indicate direct copying (i.e. 'lifting') from the passage(s). |
| Question 2 | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary. |
| Questions 3 and 4 | <p>Content marks</p> <ul style="list-style-type: none"> • Annotate each correct point with a tick OR a tick + BOD. • Use a cross or NBOD as necessary. • Use the highlighting tool to highlight any words which are lifted. • The number of ticks for each item ((a), (b), (c) etc.) will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box. <p>Quality of Language Mark</p> <ul style="list-style-type: none"> • Click on 3L or 4L as appropriate in the mark input box. If any items have scored zero or NR for content, insert an on-page comment (text box) after the last item in the question and type in the details of the Quality of Language mark, e.g.: <p style="text-align: center;">5–2 = 3</p> <p>OR</p> <p style="text-align: center;">min 1</p> <ul style="list-style-type: none"> • Then enter the Quality of Language mark in the mark input box for Question 3L / Question 4L. • If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script. |

| | |
|-------------------|---|
| Question 5 | <p>If the answer exceeds 160 words, insert the slash <u>after</u> the 60th word to show the end of the response to be marked.</p> <p><u>Summary</u></p> <ul style="list-style-type: none">• Annotate each correct point with a tick OR tick + BOD up to a maximum of 10 ticks.• Use NBOD as necessary.• The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question 5(a). <p><u>Personal response</u></p> <ul style="list-style-type: none">• Enter the mark for Personal response in the mark input box for Question 5(b).• Note: if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, not NR. <p><u>Quality of Language</u></p> <ul style="list-style-type: none">• Enter the mark for Quality of Language in the mark input box for Question 5L. |
|-------------------|---|

2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary, and award marks accordingly.

2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

2.3 Annotation used in marking:

- (a) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
- (b) NBOD = No Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is **not** given to the candidate and the mark is **not** awarded.
- (c) caret = to indicate where something which is key to the response is missing.

2.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

| Question | Answer | Marks | Guidance |
|--|--------------|-------|----------|
| Question 1 | | | |
| Responses which do not fit directly into the ‘footprint’ left by the original word are not allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription. | | | |
| 1(a) | agitada | 1 | |
| 1(b) | resistir | 1 | |
| 1(c) | envolvimento | 1 | |
| 1(d) | no entanto | 1 | |
| 1(e) | comando | 1 | |

| Question | Answer | Marks | Guidance |
|---|--|-------|--|
| Question 2 | | | |
| The following are examples of the way in which the answers could be expressed. Answers should fit into the original text, retain the same meaning and contain all the elements of the phrase to be re-worked. | | | |
| 2(a) | Uma refeição saudável pode ser preparada por qualquer um / pessoa. | 1 | Accept: pessoa |
| 2(b) | É importante ter uma variedade / uma variação de ingredientes nas refeições. / É importante ter ingredientes variados nas refeições. / É importante ter que / de variar os ingredientes nas refeições. | 1 | Accept: Variação de / vários ingredientes |
| 2(c) | Para além de beneficiar a saúde física, cozinhar <u>também</u> beneficia o bem-estar mental. | 1 | Candidates may change order of 'saúde física' and 'bem-estar mental' Accept: variations with / without “também” |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---------------------------|
| 2(d) | Praticamos o exercício de cidadania ao optarmos / optar por adquirir alimentos locais. | 1 | Needed - optarmos / optar |
| 2(e) | É provável que as refeições preparadas em casa usem menos aditivos. | 1 | |

| Question | Answer | Marks | Guidance |
|--|--|-------|--|
| Question 3 | | | |
| Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. | | | |
| 3(a) | Explique por que muitos brasileiros não cozinham, de acordo com estudos feitos. (Mencione dois detalhes.) Accept any two of the following: | 2 | |
| | (Muitas pessoas) não têm vontade. | 1 | |
| | Estão muito ocupados. | 1 | Accept: vida agitada |
| | Os jovens preferem a comida rápida. | 1 | |
| | Os jovens não gostam de passar tempo na cozinha. | 1 | |
| 3(b) | Por que é que deveria ser fácil mudar os nossos hábitos culinários? (Mencione três detalhes.) | 3 | |
| | Não temos de ter a competência de um profissional / qualquer um pode cozinhar | 1 | Accept any reasonable rendering of 'ability' |
| | Não temos que ser peritos / ter um conhecimento específico / uma formação específica. | 1 | |
| | Há muitas receitas básicas <i>online</i> . | 1 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 3(c) | Segundo o Governo, como é que a relação dos brasileiros com a culinária mudou ao longo do tempo? (Mencione dois detalhes.) | 2 | |
| | A geração mais velha deixou de partilhar os seus conhecimentos culinários / as suas receitas com os mais novos. | 1 | Candidates are likely to express this point in a variety of ways, referring to a decline in the transfer of skills. Accept: Perderam a tradição de cozinhar |
| | (Assim, os brasileiros) tendem a comer alimentos ultraprocessados. | 1 | Accept: comidas rápidas |
| 3(d) | De acordo com o texto, de que forma podem as relações familiares ser melhoradas ao planejar as refeições em conjunto? (Mencione três detalhes.) Accept any three of the answers below. | 3 | |
| | Os membros da família sentem prazer com isso. | 1 | |
| | A família sente-se mais unida / próxima. | 1 | |
| | Fica mais fácil preparar as refeições | 1 | |
| | A família aprende a dividir as tarefas. | 1 | |
| 3(e) | De acordo com a Carla, como é que cozinhar pode ser terapêutico a nível mental? (Dê três exemplos.) | 3 | |
| | Um indivíduo torna-se mais autónomo / independente. | 1 | |
| | (Um indivíduo) ganha mais confiança / torna-se mais confiante / seguro de si. | 1 | |
| | As suas capacidades cognitivas são reforçadas / fortalecidas / consolidadas. | 1 | Accept any reasonable rendering of 'skills', including capacidade / habilidades / competências / funções |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| 3(f) | De que forma pode o ato de cozinhar ser um ato cívico? (Mencione dois detalhes.) | 2 | |
| | Quando apoia a cultura local. | 1 | |
| | Quando apoia os fornecedores da região / Quando se compram produtos locais / Quando se compra diretamente aos produtores locais. | 1 | |

Question 3**Quality of Language – Accuracy [5]****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.

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|---|-------------------------------------|-------|----------|---|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| Question 3 | | | | | | | | | | | | | | | |
| 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: | | | | | | | | | | | | | | | |
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| 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 | Guidance |
|---|--|-------|--|
| Question 4 | | | |
| Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered. | | | |
| 4(a) | Explique o ditado “Quem quer arranja maneira, quem não quer arranja desculpa!” no contexto de praticar exercício. (Mencione dois detalhes.) | 2 | |
| | Aqueles que têm vontade (ou reconhecem os benefícios para a saúde de fazer exercício físico) encontram uma forma de o fazer. | 1 | |
| | Aqueles que não têm vontade (ou não querem pensar no assunto) encontram pretextos como o trabalho, falta de tempo ou de dinheiro. | 1 | Accept: The idea of having many excuses (plural) needs to be present |
| 4(b) | Por que é que o Bruno vê fazer exercício como um compromisso? (Mencione três detalhes.) Accept any three of the answers below. | 3 | |
| | (Porque) implica reservar o tempo (para fazê-lo) / agendar o horário. | 1 | |
| | (Porque) implica torná-lo num hábito / numa rotina. | 1 | |
| | (Porque) implica aceitar a obrigação / responsabilidade / fazer um pacto / uma promessa com si mesmo de cuidar da saúde. | 1 | |
| | (Porque) é como a responsabilidade que tomamos quando marcamos consultas médicas de rotina. | 1 | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 4(c) | Explique o significado da expressão "é como pôr dinheiro no banco" e a que se refere neste contexto. | 2 | |
| | Significa investir no futuro / poupar para o futuro. | 1 | |
| | Refere-se aos benefícios acumulados / futuros de fazer exercício. / Refere-se a fazer exercício como um investimento para a saúde. | 1 | |
| 4(d) | Segundo o Bruno, quais são os benefícios de ter boa saúde: (i) para um empregado? (Mencione dois detalhes.) (ii) para o seu empregador? (Mencione dois detalhes.) | 4 | |
| | (i) Pode permanecer no seu posto (de trabalho). | 1 | |
| | (i) Vai ser mais dinâmico / energético (fora do trabalho). | 1 | |
| | (ii) O seu empregado produz mais / é mais eficiente. | 1 | Accept answers that say the employee works harder / better / does more work. |
| | (ii) O seu empregado gera menos custos / é mais económico / não tira tantos dias de baixa por doença. | 1 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| 4(e) | Como é que a Ana melhorou o seu nível de energia? (Mencione quatro detalhes.) | 4 | |
| | Não depender de beber café e bebidas energéticas. | 1 | |
| | Começou lentamente / aos bocadinhos / pouco a pouco (a fazer exercício). | 1 | |
| | Empenhou-se com regularidade. | 1 | |
| | Bebeu mais água / água suficiente / Prestou mais atenção à quantidade de água que bebia. | 1 | |

Question 4**Quality of Language – Accuracy [5]****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.

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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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Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
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| 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 | Guidance |
|--|--------|-------|----------|
| Question 5 | | | |
| Length of 5(a) + 5(b) (Summary and Personal Response) | | | |
| Examiners make a rough estimate of the length by a quick calculation of the number of words on a line. | | | |
| <ul style="list-style-type: none">• If the piece is clearly too long, calculate the length more precisely.• Insert the slash <u>after</u> the 160th word to show the end of the response to be marked. | | | |
| Content marks – Summary | | | |
| Indicate with a tick in the body of the text the point being rewarded. Do not penalise 'lifting' for content marks in this exercise, but excessive copying from the text should be taken into account when awarding the language mark. | | | |
| The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points): | | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| 5(a) | <p>Baseando-se nos dois textos, explique o que se ganha com a prática de atividades saudáveis como cozinhar e fazer exercício físico.</p> <p>Text 1</p> <p>a Cozinhar é bom para a saúde física. Fortalece as habilidades cognitivas Hidratação beber mais água. Rotina de exercícios</p> <p>b Cozinhar é uma atividade acessível a todos.</p> <p>c Quando se cozinha em casa, consomem-se menos alimentos processados.</p> <p>d A comida preparada em casa contém menos aditivos que podem prejudicar a saúde.</p> <p>e É bom manter / não perder a tradição de cozinhar.</p> <p>f A cozinha é uma atividade em que toda a família pode participar.</p> <p>g A comida natural fornece ao corpo os nutrientes de que necessita.</p> <p>h Atividades como a culinária são uma forma de terapia mental.</p> <p>i Cozinhar ensina-nos a sermos mais independentes e autoconfiantes.</p> <p>j Quando compramos produtos locais, apoiamos a economia local.</p> | 10 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| 5(a) | <p>Text 2</p> <p>k Pôr-se em forma é bom para a saúde física. l Quando investimos tempo no exercício físico, garantimos benefícios para a saúde a longo prazo. m Se estivermos em boa forma, trabalhamos melhor. n Ao estarmos em boa forma, mantemos os nossos empregos. Mais produtividade / menos despesas para a empresas o Ao estarmos em forma, desfrutamos de uma vida mais ativa. p A prática de exercício físico dá-nos mais energia. q Ficar em forma pode ser uma meta a atingir.</p> <p>Both texts</p> <p>r As atividades saudáveis têm um impacto positivo no bem-estar físico e mental.</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. Further, more detailed guidance for particular questions will be given to examiners.

| Question | Answer | Marks | Guidance | | | | | |
|---|---|--|---|--|---|--|---|--|
| 5(b) | <p>Se você tivesse de escolher uma atividade que fosse boa para a sua saúde física ou mental (excluindo cozinhar e manter a forma), qual seria e porquê?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td></tr> <tr> <td style="padding: 5px;">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.</td></tr> <tr> <td style="padding: 5px;">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.</td></tr> <tr> <td style="padding: 5px;">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.</td></tr> <tr> <td style="padding: 5px;">0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td></tr> </table> | 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. | 5 | |
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| 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. | | | | | | | | |

| Question | Answer | Marks | Guidance |
|--|--------|-------|--|
| Question 5 Quality of Language – Accuracy [5] | | | |
| <p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p> | | | |
| 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. |