

# Cambridge International AS Level

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**PORTUGUESE LANGUAGE****8684/02**

Paper 2 Reading and Writing

**May/June 2024****MARK SCHEME**

Maximum Mark: 70

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**Published**

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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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **19** printed pages.

**PUBLISHED****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 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.

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1 General Marking Notes	
1.1 Annotations in RM Assessor	
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.
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><b>Content marks</b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b> OR a <b>tick + BOD</b>.</li> <li>Use a <b>cross</b> or <b>NBOD</b> as necessary.</li> <li>Use <b>LM</b> to identify any words (4 or more) which are lifted.</li> <li>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.</li> </ul> <p><b>Quality of Language Mark</b></p> <ul style="list-style-type: none"> <li>Click on 3L or 4L as appropriate in the mark input box. If any items have scored zero or NR for content, insert an <b>on-page comment</b> (text box) after the last item in the question and type in the details of the Quality of Language mark, e.g.</li> </ul> <p>5–2 = 3</p> <p><b>OR</b></p> <p>min 1</p> <ul style="list-style-type: none"> <li>Then enter the Quality of Language mark in the mark input box for <b>Question 3L / Question 4L</b>.</li> <li>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.</li> </ul>

<b>Question 5</b>	<p>If the answer exceeds 160 words, insert the vertical wavy line <u>after</u> the 60<sup>th</sup> word to show the end of the response to be marked.</p> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"><li>• Annotate each correct point with a <b>tick</b> OR <b>tick + BOD</b> up to a maximum of 10 ticks.</li><li>• Use <b>NBOD</b> as necessary.</li><li>• 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 <b>5(a)</b>.</li></ul> <p><b><u>Personal response</u></b></p> <ul style="list-style-type: none"><li>• Enter the mark for Personal response in the mark input box for Question <b>5(b)</b>.</li><li>• NB if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, <b>not</b> NR.</li></ul> <p><b><u>Quality of Language</u></b></p> <ul style="list-style-type: none"><li>• Enter the mark for Quality of Language in the mark input box for Question <b>5L</b>.</li></ul>
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**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.

## Detailed mark scheme

Question	Answer	Marks	Guidance
<b>Question 1</b>			
Responses which do not fit directly into the ‘footprint’ left by the original word are <b>not</b> allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription.			
1(a)	tendência	1	
1(b)	calçar	1	
1(c)	estranho	1	
1(d)	além disso	1	
1(e)	produzida	1	Accept: criada/criada e produzida

Question	Answer	Marks	Guidance
<b>Question 2</b>			
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)	Embora possa parecer estranho/pareça estranho, não é impossível.	1	
2(b)	7500 litros de água são necessários/precisos para um (só) par de calças.	1	Accept:... é o que se necessita/é o que necessita/ é o que é necessário... Accept: ....para criar/fazer um par de calças
2(c)	É com o desenvolvimento de peças versáteis que a sustentabilidade começa.	1	

Question	Answer	Marks	Guidance
2(d)	A Ana orgulha-se que a mudança esteja a acontecer ali/lá. (A) Ana orgulha-se <u>de que</u> a mudança esteja <u>acontecendo</u> ali/lá. A Ana orgulha-se da mudança estar a acontecer ali/lá.	1	Don't accept: aqui. Don't accept: 'está a acontecer' or 'está acontencendo'.
2(e)	Há 20 anos produzia-se metade da/menos roupa que se produz atualmente/é produzida atualmente.	1	Accept: duas vezes menos Do not accept: menos duas vezes

Question	Answer	Marks	Guidance
<b>Question 3</b>			
Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	Que <b>dois</b> aspectos da produção atual de roupas demonstram o cuidado que as empresas portuguesas têm com o meio ambiente?	2	Accept: Materiais inovadores,
	O uso de materiais originais	1	
	Os processos inovadores de produção	1	
3(b)	Baseando-se no texto, dê <b>duas</b> interpretações para a expressão 'virar moda'.	2	
	Tornar-se tendência / padrão / estilo / ser muito utilizado.	1	
	No sentido literal de roupa, vestuário (materiais alternativos tornando-se roupa)	1	

Question	Answer	Marks	Guidance
3(c)	Cite <b>três</b> exemplos do texto que demonstram o uso inovador de matérias primas por marcas portuguesas.  Accept any 3 of the answers below:	3	
	Garrafas plásticas para fazer calças.	1	
	Folhas de ananás para produzir sapatos.	1	
	Pneus usados para solas de sapatos.	1	
	Restos de redes para produzir roupas.	1	
	Plásticos industriais	1	
3(d)	De acordo com Helena, de que forma o Norte de Portugal está a se destacar e o que pretende alcançar com isso?	2	
	Estão a desenvolver/produzir/criar marcas/moda/roupas de forma sustentável. / Estão a produzir moda totalmente/100% sustentável.	1	
	Pretende cuidar do futuro/sobrevivência/bem estar do planeta.	1	
3(e)	De acordo com o terceiro parágrafo, quais os <b>três</b> benefícios de comprar roupas sustentáveis para um indivíduo?	3	Accept 'material é mais resistente'
	Os preços são mais acessíveis / As roupas são mais baratas.	1	
	As roupas são mais resistentes e/ou duradouras.	1	
	Não se tem que comprar tanta roupa.	1	

Question	Answer	Marks	Guidance
3(f)	Baseando-se nos dois últimos parágrafos, de que <b>três</b> formas pode a sustentabilidade tornar-se um aspecto essencial da identidade de uma empresa?	3	
	Desenvolvendo roupas versáteis/intemporais.	1	
	Criando roupas com materiais reciclados.	1	
	Usando processos de manufatura ecológicos/ que usam menos água/energia.	1	
	Trabalhando com parceiros que usam fontes renováveis / que partilham os mesmos princípios/valores.	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
<b>Question 3</b>			
<b>Additional marking guidance for Quality of Language</b>			
The five marks available for Quality of Language are awarded <b>globally</b> 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.			
<b>Answers scoring 0 for Content</b> 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:			
<b>Total Content marks available on questions where a candidate scores 0</b>		<b>Reduce Quality of Language mark by:</b>	
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	Guidance
<b>Question 4</b>			
<b>Note:</b> Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
4(a)	Qual a relação entre 'pensar mais verde' e o aumento da popularidade dos brechós? Mencione <b>dois</b> detalhes.	2	Accept 'baixa qualidade'
	Pensar mais verde é mostrar interesse pela/preocupação com a sustentabilidade/pegada no planeta (no setor de moda/vestuário/roupas).	1	
	Os brechós são uma forma de lidar com o consumo sem controle/descontrolado de roupas descartáveis.	1	
4(b)	'Os brechós eram vistos com maus olhos'. Explique o significado da expressão 'maus olhos' <b>e</b> dê <b>duas</b> razões para isso, mencionadas no texto.	3	
	Com má reputação/ver com desconfiança/aversão.	1	
	Accept any 2 of the 3 reasons below:		
	Havia preconceito.	1	
	As pessoas achavam que as roupas eram sujas/surradas/gastas.	1	
	As roupas eram vistas como antigas/fora de moda.	1	
4(c)	Baseando-se no segundo parágrafo, por que é que hoje em dia os brechós são uma opção atraente? Mencione <b>dois</b> detalhes.	2	
	Lá podemos encontrar peças antigas/únicas/exclusivas.	1	
	A satisfação de comprar peças caras por menos dinheiro	1	

Question	Answer	Marks	Guidance
4(d)	O que demonstra que o brechó é um negócio democrático? Mencione <b>dois</b> detalhes.	2	Accept: diversas/diferentes classes sociais
	É um negócio que vende para pessoas das várias classes sociais.	1	
	Vende tanto peças baratas como caras/vende peças para todas as bolsas.	1	
4(e)	Que <b>três</b> razões, mencionadas no quarto parágrafo, levam alguns jovens como Gisele a comprar em brechós?	3	
	A consciência do impacto ambiental e social da indústria de vestuário/ de nossa pegada ambiental.	1	
	Querem consumir de forma mais sustentável/querem evitar o consumo excessivo.	1	
	Podem comprar roupas versáteis/de qualidade/que não caem de moda/que são mais duradouras.	1	
4(f)	Em que sentido é que para Gisele o útil se junta ao agradável? Mencione <b>três</b> detalhes.  Accept any 3 of the answers below:	3	
	Pode fazer compras de casa/online.	1	
	Pode pesquisar o que quer com facilidade.	1	
	Pode fazer comparações entre lojas com rapidez.	1	
	Sobra tempo para fazer outras coisas.	1	

Question	Answer	Marks	Guidance
<b>Question 4</b> <b>Quality of Language – Accuracy [5]</b>			
<p><b>5 Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>			
<b>4 Good</b>			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.
<b>3 Sound</b>			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.
<b>2 Below average</b>			Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1 Poor</b>			Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

Question	Answer	Marks	Guidance												
<b>Question 4</b>															
<b>Additional marking guidance for Quality of Language</b>															
<p>The five marks available for Quality of Language are awarded <b>globally</b> for the whole performance on each set of answers.</p> <p>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.</p> <p><b>Answers scoring 0 for Content</b> cannot contribute to the overall Quality of Language mark.</p> <p>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:</p>															
<table border="1"> <thead> <tr> <th>Total Content marks available on questions where a candidate scores 0</th> <th>Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td>2–3</td> <td>1</td> </tr> <tr> <td>4–5</td> <td>2</td> </tr> <tr> <td>6–7</td> <td>3</td> </tr> <tr> <td>8–14</td> <td>4</td> </tr> <tr> <td>15</td> <td>5</td> </tr> </tbody> </table> <p><b>Note:</b> 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).</p>				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
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Question	Answer	Marks	Guidance
<b>Question 5</b>			
<b>Length of 5(a) + 5(b) (Summary and Personal Response)</b>			
<ul style="list-style-type: none"><li>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li><li>If the piece is clearly too long, calculate the length more precisely.</li><li>Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked.</li></ul>			
			
<b>Content marks – Summary</b>			
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 reliance on the text will reduce 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>Com base nos dois textos, resuma de que forma se está lidando com a sustentabilidade no setor de vestuário.</p> <p><b>Text 1</b></p> <ol style="list-style-type: none"> <li>1 Cresce o número de empresas de vestuário portuguesas que se preocupam com o meio ambiente/a sustentabilidade</li> <li>2 Elas usam materiais originais</li> <li>3 Seus processos de produção são inovadores</li> <li>4 As pessoas estão a comprar menos quantidade e mais qualidade</li> <li>5 As peças produzidas são mais versáteis/duráveis/duradouras/intemporais/não caem de moda</li> <li>6 Os processos de manufatura são ecológicos</li> <li>7 As empresas exigem que seus parceiros comerciais também sigam práticas sustentáveis.</li> </ol> <p><b>Text 2</b></p> <ol style="list-style-type: none"> <li>8 Os brasileiros têm comprado mais em brechós</li> <li>9 Deixaram de ter preconceito</li> <li>10 Querem reduzir o consumo</li> <li>11 Querem comprar de forma mais consciente</li> <li>12 Compram em brechós para diminuir a sua pegada ambiental</li> <li>13 Agora compram roupas usadas, o que não faziam antes</li> <li>14 Compram roupas de melhor qualidade que não caem de moda</li> <li>15 Compram roupas mais versáteis e duradouras</li> <li>16 Criando espaços físicos para brechós e também oferecendo a opção de comprar online facilitando acesso a todos.</li> </ol>	10	

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>Descreva como seria o seu brechó preferido.</p> <table border="1" data-bbox="332 414 1118 1244"> <tr> <td><b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td></tr> <tr> <td><b>4 Good</b> 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><b>3 Sound</b> 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><b>2 Below average</b> 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><b>0-1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td></tr> </table>	<b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.	<b>4 Good</b> 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.	<b>3 Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.	<b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text and write a largely unrelated free-composition.	<b>0-1 Poor</b> 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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Question	Answer	Marks	Guidance
<b>Question 5</b> <b>Quality of Language – Accuracy [5]</b>			
<b>5 Very good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).		
<b>4 Good</b>	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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