



# Cambridge International A Level

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**PORTUGUESE**

**9718/02**

Paper 2 Reading and Writing

**May/June 2022**

**MARK SCHEME**

Maximum Mark: 70

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**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 2022 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 **17** 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 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.

**Detailed Mark Scheme**

Question	Answer	Marks	Not Allowed Responses
<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)	prever	1	
1(b)	até mesmo	1	
1(c)	avanços	1	
1(d)	na maioria	1	
1(e)	especialmente	1	

**PUBLISHED**

Question	Answer	Marks	Not Allowed Responses
<p><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.</p>			
2(a)	“Toda metodologia tem suas lacunas” diz Andrea explicando a expansão do modelo.	1	<i>Accept:</i> o motivo de / o motivo pelo qual / a causa pela qual / a razão pela qual
2(b)	As instituições de ensino (também) podem ter o EAD como um grande aliado / podem ter no EAD um grande aliado.	1	Podem ser <i>Reject also a simple reversal of the sentence:</i> As instituições de ensino podem ser um grande aliado do EAD.
2(c)	Angelo disse que no ano anterior a sua rotina/rotina dele tinha/havia sido atribulada.	1	<i>Note: Pluperfect tense required.</i> <i>Accept</i> ...fora...
2(d)	Foi na internet que encontrei a saída para meus problemas.	1	<i>Accept reasonable alternatives to ‘encontrei’</i> (eg ‘descobri’) <i>Reject:</i> Imperfeito i.e. “estava”
2(e)	Os avanços tecnológicos permitiram que a rádio e a televisão também fossem adotadas como canais para o EAD.	1	<i>Accept:</i> serem adotadas <i>Accept:</i> ....permitiram também a adoção da rádio e da televisão como canais para o EAD

Question	Answer	Marks	Not Allowed Responses
<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)	<b>Antes da década de 40, de que forma os brasileiros participaram do ensino a distância? (Mencione <u>dois</u> exemplos.)</b>	<b>2</b>	
	Ensino através de cartas / <u>por correspondência</u>	1	
	Através de um curso lançado / criado pela Marinha.	1	
3(b)	<b>A popularidade do ensino a distância está aumentando no Brasil. Justifique esta afirmação de acordo com o texto. (Mencione <u>quatro</u> detalhes.)</b>	<b>4</b>	
	Mais de 1,5 milhão de alunos se inscrevem (em cursos a distância) por ano.	1	<i>Reject due to lift:</i> Mais de 1,5 milhão de estudantes <i>Accept:</i> Mais de 1.5 milhões de estudantes / Pois 1.5 milhão de estudantes.
	Nos últimos 10 anos o número de alunos/matrículas aumentou 21,4% / Houve crescimento de 21,4% no número de inscritos / alunos / matrículas.	1	
	Há mais cursos aprovados / <u>regulados / regulamentados</u> (pelo governo).	1	
	Há mais cursos em empresas / oferecidos por empresas.	1	
3(c)	<b>Explique o significado da expressão ‘primo pobre’ e a que se refere neste contexto.</b>	<b>2</b>	
	Significa ter menos recursos / ter desvantagens / pontos fracos.	1	
	Refere-se ao fato de o ensino presencial ser visto como superior (em relação ao EAD) / de o EAD ser visto como inferior ao ensino presencial.	1	<i>Accept:</i> pode ser / pode ser visto como (EAD) <i>Reject:</i> é inferior/superior

Question	Answer	Marks	Not Allowed Responses
3(d)	<b>O que pode dificultar o acesso a cursos presenciais de acordo com o texto? (Mencione <u>dois</u> detalhes.)</b>  Accept any two of the answers below.	<b>2</b>	
	A dependência de espaço físico / lugar fixo.	1	Preço do EAD
	A necessidade de horário determinado / marcado.	1	
	Custa mais.	1	
3(e)	<b>Como o EAD transformou a vida de Angelo? (Mencione <u>três</u> detalhes.)</b>  Accept any three of the answers below.	<b>3</b>	
	Ângelo estava pensando em parar seu mestrado mas desistiu da ideia quando ficou sabendo da existência do EAD.	1	Foi a solução para todos os seus problemas.
	Começou a estudar em horários mais convenientes (para ele) / Adaptou / conciliou os estudos ao seu dia a dia.	1	
	Passou a aproveitar as horas / o tempo perdido no trânsito para estudar / fazer atividades.	1	
	Sua rotina / seu dia a dia ficou menos corrida/o / agitada/o	1	

Question	Answer	Marks	Not Allowed Responses
3(f)	<b>Segundo o texto, mencione <u>duas</u> vantagens de usar EAD juntamente com métodos tradicionais.</b>	<b>2</b>	
	Accept any two of the answers below.		
	Reduz custos.	1	
	Oferece flexibilidade.	1	
	Fortalece o ensino presencial.	1	

**Quality of Language – Accuracy Q3 / Q4 / Q5**

[5]

<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.
<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	Not Allowed Responses
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### 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	Not Allowed Responses
<b>Question 4</b>			
Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
4(a)	<b>O que sabemos sobre os interesses do Diogo? Mencione <u>três</u> detalhes.</b>	<b>3</b>	
	Ele gosta muito de ler / Ler é seu passatempo favorito.	1	Quer ser cientista quando crescer.
	A natureza / Ciências o fascina(m).	1	
	Ele tem um blog (para falar sobre os livros que lê).	1	
4(b)	<b>Como o autor sugere que o dia a dia das crianças que frequentam o ensino tradicional pode diferir do de Diogo? (Mencione <u>quatro</u> detalhes.)</b>	<b>4</b>	
	Precisam (de) acordar cedo / usar despertador.	1	<i>Don't accept answers from Diogo's point of view.</i>
	Podem se preocupar com a escola (no dia seguinte)	1	Vão à escola.
	Precisam (de) usar calçado / Não podem ir à escola descalços.	1	
	Não podem brincar ou estudar quando querem.	1	

Question	Answer	Marks	Not Allowed Responses
4(c)	<b>O que fez com que Isabel decidisse encarregar-se da educação de seus filhos? (Mencione <u>dois</u> detalhes.)</b>	<b>2</b>	
	Diogo chorava na creche / quando ia à creche / Estava sempre triste na creche (1) <u>e por isso</u> Isabel se sentia angustiada/ aflita / ansiosa (1). <i>Accept points in any order as long as the meaning isn't changed.</i>	2	
4(d)	<b>Que tipo de qualidades Isabel e Francisco querem estimular nos seus filhos? (Mencione <u>quatro</u> detalhes.)</b>	<b>4</b>	
	Reflexão	1	
	Curiosidade / encontrar respostas para suas próprias perguntas	1	
	Criatividade / Imaginação	1	
	Autonomia / Independência	1	
4(e)	<b>Ter um currículo definido é importante para ambas as famílias. Até que ponto esta afirmação é verdadeira? Justifique com <u>dois</u> detalhes.</b>	<b>2</b>	
	Na família do Diogo (ou Isabel e Francisco) a educação dos filhos baseia-se nos interesses deles / não num currículo escolar / em atingir metas ( <u>metas curriculares definidas</u> ).	1	
	A família Silva segue um currículo / Na família Silva eles sabem em que ano (letivo / da escola) estão.	1	

Question	Answer	Marks	Not Allowed Responses
<b>Quality of Language – Accuracy Q3 / Q4 / Q5</b>			[5]
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<p><b>Question 5</b>  <b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <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> </ul> <p>Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked. </p> <p><b>Content marks – Summary</b></p> <p>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.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			

Question	Answer	Marks	Not Allowed Responses
5(a)	<p><b>Com base nos <u>dois</u> textos, escreva um resumo das razões que podem levar algumas pessoas a optarem por formas de ensino não tradicionais.</b></p> <p><b>Text 1</b></p> <ul style="list-style-type: none"> <li>• Não dependem de horários fixos.</li> <li>• Cursos podem ser acessados de qualquer lugar pela internet.</li> <li>• São mais baratos.</li> <li>• Pode-se conciliar os estudos ao dia a dia (<u>trabalho, actividade, lazer (...)</u> de cada um.</li> <li>• Podem ser combinados com ensino presencial para criar cursos semipresenciais.</li> <li>• Pode-se aproveitar o tempo gasto no trânsito estudando.</li> <li>• <u>Vida atribulada</u></li> <li>• <u>Metodologia flexível</u></li> <li>•</li> </ul> <p><b>Text 2</b></p> <ul style="list-style-type: none"> <li>• Não se preocupar com a escola / <u>dormem descansados</u></li> <li>• Ensinam a pensar.</li> <li>• Desenvolvem autonomia.</li> <li>• Mais oportunidades para explorar a imaginação e criatividade.</li> <li>• Não é necessário seguir um currículo.</li> <li>• Não há provas/testes ou metas curriculares.</li> <li>• Aprendizagem voltada aos interesses de cada um.</li> <li>• Ampliam os horizontes.</li> <li>• Pode ser uma opção de estudo temporária.</li> <li>• <u>Falta de adaptação</u></li> <li>• <u>Aprendem mais facilmente a reflectir a pensar</u></li> </ul>	10	<p><i>Reject:</i> um resumo das razão que levam o regime presencial/tradicional a ser menos atrativo.</p> <p><i>Reject:</i> trabalho em escala</p>

Question	Answer	Marks	Not Allowed Responses					
<p><b>Content marks – Response to the Text</b> 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.</p>								
5(b)	<p><b>Consideraria fazer um curso universitário a distância? Explique por quê.</b></p> <table border="1" data-bbox="344 451 1120 1318"> <tr> <td data-bbox="344 451 1120 619"> <p><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.</p> </td> </tr> <tr> <td data-bbox="344 619 1120 818"> <p><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.</p> </td> </tr> <tr> <td data-bbox="344 818 1120 986"> <p><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.</p> </td> </tr> <tr> <td data-bbox="344 986 1120 1153"> <p><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.</p> </td> </tr> <tr> <td data-bbox="344 1153 1120 1318"> <p><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.</p> </td> </tr> </table>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	5	
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<b>4</b>	<p><b>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.</p>		
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<b>2</b>	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
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