



# Cambridge IGCSE™

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FIRST LANGUAGE PORTUGUESE

0504/01

Paper 1 Reading

May/June 2022

MARK SCHEME

Maximum Mark: 50

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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 **10** 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.

<b>Annotations</b>	
<b>Annotation</b>	<b>Meaning</b>
	Correct
	Incorrect
	Omission
	Benefit of the doubt
	No benefit of the doubt
	Harmless addition
	Irrelevant
	Repetition
	Invalidates
	Use to show that blank pages have been seen
	To show the end of word count

Question	Answer	Marks
<p><b>Question 1</b></p> <p>20 content marks 5 language marks</p> <p>In own words.</p> <p>Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p>		
1(a)	<p><b>Segundo o texto, a que estão associadas as mudanças dos jovens, ao entrarem na adolescência?</b></p> <p>Alterações corporais associadas a <u>diferentes estados emocionais/psicológicos</u> [1] Aumento de liberdade, determinantes na <u>saúde mental</u> [1]</p>	<b>2</b>
1(b)	<p><b>Como é que o ritmo da sociedade atual mudou e que impacto é que trouxe?</b></p> <p>Problemas de saúde mental [1]</p> <p><b>Any <u>two</u> of the following:</b> Perda de tempo para o lazer [1] Aumento de trabalho ou tempo na escola [1] Elevado número de atividades extracurriculares [1] Mudanças na tecnologia [1]</p>	<b>3</b>
1(c)	<p><b>Que tipo de jogos são prejudiciais para os adolescentes e quais são as suas consequências?</b></p> <p>Jogos de competição ou violência [1] Pesadelos, mudança de comportamento [1]</p>	<b>2</b>
1(d)	<p><b>Por que razão é que o autor considera o mundo digital fabuloso?</b></p> <p>Informação <u>rápida</u> [1] Variedade de informação (Acesso a coisas práticas. Informação sobre um medicamento, o modo de pentear o cabelo, a consulta de um artigo científico, de um livro de ficção ou de livros para os trabalhos da escola) [1]</p>	<b>2</b>

Question	Answer	Marks
1(e)	<p><b>De acordo com o texto, por que razão é que as telenovelas são populares? Mencione quatro aspetos.</b></p> <p><b>Any <u>four</u> of the following:</b></p> <p>As pessoas podem relaxar/descontrair [1]            Mensagem fácil de absorver [1]            Levam à emoção [1]            As pessoas envolvem-se no percurso das personagens, moldando expectativas / influenciam quem as vê [1]            Criam paralelismos com as suas próprias vidas / são verossímeis [1]</p>	4
1(f)	<p><b>Explique a comparação feita entre o comportamento dos espectadores dos <i>reality shows</i> e dos automobilistas que abrandam para observar um acidente na estrada.</b></p> <p>Curiosidade (mórbida) de ver alguém sofrer/uma situação dramática <b>OU</b> não conseguir parar de olhar [1]            Gostam de ver a vida das outras pessoas [1]</p>	2
1(g)	<p><b>Segundo o texto, hoje em dia lê-se mais ou menos? Justifique.</b></p> <p>Lê-se mais [1]            Ler livros em papel é menos escolhido [1]            A leitura aumentou naquilo que é lido nas redes sociais com os dispositivos eletrónicos [1]</p>	3
1(h)	<p><b>O que é que o autor considera essencial para os jovens no último parágrafo e por quê?</b></p> <p><b>Any <u>two</u> of the following:</b></p> <p>Aperceber-se do poder daquilo que o influencia [1]            Possibilidade de escolher como passam o seu tempo livre (liberdade de escolha) [1]            As escolhas têm um efeito na nossa saúde e bem estar. [1]</p>	2

Question	Answer	Marks
<b>Question 1</b> Give up to 5 marks for Accuracy (a holistic mark for <b>Question 1</b> ). <b>Writing: Accuracy of Language</b>		
<b>5 (Excellent)</b>	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.	
<b>4 (Good)</b>	Clear, appropriate language. Appropriate vocabulary. Few technical errors.	
<b>3 (Adequate)</b>	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.	
<b>2 (Weak)</b>	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.	
<b>1 (Poor)</b>	Thin, inappropriate use of language. Confused and obscure. Many errors.	

Question	Answer	Marks
<b>Question 2</b>	<p>15 marks for Content 5 marks for Style and Organisation 5 marks for Accuracy of Language</p> <p>No marks will be awarded for anything the candidate writes beyond the upper word limit.</p> <p>15 content points would be expected, but more are given below to outline possible points candidates could be expected to make. Each point would score one mark, with a maximum of 15 to be awarded for content.</p> <p>Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose. Alternative answers may also be credited, if relevant to the task.</p> <p>10 marks are available for Writing (see tables below).</p>	



Question	Answer	Marks
2	<p><b>Tendo em conta os pontos referidos nos dois textos, sobre os adolescentes e a população em geral, o que é que nos influencia? Descreva quando e como é que somos facilmente manipulados.</b></p> <p><b>Escreva de 200 a 250 palavras.</b></p> <p>Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted.</p> <p><b><u>Texto A</u></b></p> <ul style="list-style-type: none"> <li>• entrada na fase da adolescência devido às mudanças a que os jovens estão sujeitos: corporais e emocionais [1 tick]</li> <li>• quando os jovens têm mais liberdade para organizar e decidir o que querem fazer (tomar decisões próprias) [1 tick]</li> <li>• mudanças de ritmo da sociedade atual / perda de tempo para o lazer / aumento do trabalho ou tempo na escola e das atividades extracurriculares [1 tick]</li> <li>• falta de interações sociais poderá colocar em causa um bom funcionamento psicológico / baixa autoestima [1 tick]</li> <li>• videojogos/jogos da internet alguns educativos outros que incitam à competição ou violência [1 tick]</li> <li>• aquilo que veem na televisão: telenovelas / quando estão mais relaxados [1 tick]</li> <li>• <i>reality shows</i> (curiosidade mórbida de ver alguém sofrer/uma situação dramática) [1tick]</li> <li>• leitura de livros, revistas ou jornais [1 tick]</li> <li>• seguindo o exemplo daquilo que veem em casa [1 tick]</li> <li>• informação que encontram nas redes sociais/na internet [1 tick]</li> </ul> <p><b><u>Texto B</u></b></p> <ul style="list-style-type: none"> <li>• informação falsa (Fake News) / boatos. [1 tick]</li> <li>• quando a informação se torna viral / se espalha rapidamente [1 tick]</li> <li>• apelo às emoções [1 tick]</li> <li>• nível de escolaridade [1 tick]</li> <li>• escritores que divulgam informação falsa em livros [1 tick]</li> <li>• compra ilegal de endereços de e-mail e números de telefone celular para divulgar conteúdos falsos / trabalhos extremos para divulgar informação falsa [1 tick]</li> <li>• uso de famosos/líderes religiosos ou de movimentos políticos, visto que podem com mais facilidade espalhar a informação [1 tick]</li> <li>• difícil de confirmar a veracidade da informação (devido à falta de rastros) [1 tick]</li> <li>• o usuário da internet é muito <u>visual</u> logo uma foto manipulada ou fora de contexto pode facilmente passar por verdadeira [1 tick]</li> <li>• uso de perfis falsos nas redes sociais. [1 tick]</li> </ul>	25

Question	Answer	Marks
<b>Writing: Style and Organisation</b>		
<b>5 (Excellent)</b>	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose.	
<b>4 (Good)</b>	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage.	
<b>3 (Adequate)</b>	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus.	
<b>2 (Weak)</b>	Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow.	
<b>1 (Poor)</b>	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance.	
<b>Writing: Accuracy of Language</b>		
<b>5 (Excellent)</b>	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.	
<b>4 (Good)</b>	Clear, appropriate language. Appropriate vocabulary. Few technical errors.	
<b>3 (Adequate)</b>	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.	
<b>2 (Weak)</b>	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.	
<b>1 (Poor)</b>	Thin, inappropriate use of language. Confuse and obscure. Many errors.	