



Cambridge IGCSE™

FIRST LANGUAGE PORTUGUESE

0504/01

Paper 1 Reading

May/June 2020

MARK SCHEME

Maximum Mark: 50

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 **8** 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.

Annotation	Meaning
	correct
	incorrect
	Omission
	benefit of the doubt
	no benefit of the doubt
	harmless addition
	Irrelevant
	invalidates
	to show the end of a word count
highlight	
	Repetition

Question	Answer	Marks
1	<p>20 marks for Content 5 marks for Accuracy of Language</p> <p>In own words:</p> <p>N.B. Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p>	

Question	Answer	Marks
1(a)	<p>Segundo o texto, de onde provém a palavra tatuagem e qual era a função das tatuagens?</p> <ul style="list-style-type: none"> • A palavra é uma expressão dos idiomas da Polinésia/vem de tattaw. [1] • As tatuagens são uma expressão cultural bastante antiga/ Estas foram utilizadas por diversas tribos/ definir estatuto social/ punição/ mostrar amor. [1] 	2
1(b)	<p>De acordo com o texto, qual é o impacto que as tatuagens, nos famosos, têm na sociedade?</p> <p>Chamam a atenção por estarem nos corpos de celebridades. [1] Os admiradores são influenciados / As tatuagens criam parâmetros de inspiração (para os admiradores). [1]</p>	2
1(c)	<p>Segundo um estudo feito, quem tem vindo a aderir cada vez mais à moda das tatuagens?</p> <p>As mulheres. [1] Americanas. [1]</p>	2
1(d)	<p>O que aprendemos sobre os <i>reality shows</i> mencionados no texto? Dê três exemplos.</p> <p>Os <i>reality shows</i> mostram a rotina de tatuadores. [1] Devido a esses programas, os tatuadores acabam ficando conhecidos no mundo todo. [1] Atraem diversas pessoas aos seus estúdios. [1]</p>	3
1(e)	<p>Que exemplos de discriminação, em relação a pessoas com tatuagens, é que podemos encontrar no texto?</p> <p>No Brasil um tribunal viu-se obrigado a julgar inconstitucional a proibição de tatuagens a candidatos a cargos públicos. [1] Em alguns países atores com tatuagens não podem aparecer na televisão. [1]</p>	2
1(f)	<p>De acordo com o texto, acha que todas as áreas profissionais aceitam facilmente pessoas com tatuagens? Justifique.</p> <p>Não, algumas áreas são mais abertas à criatividade e individualismo (comunicação, cultura, tecnologia, moda e arte) [1] Outras têm uma postura mais convencional. [1]</p>	2
1(g)	<p>O que é o autor quer dizer com a expressão ‘um valor mais alto se levanta’.</p> <p>Dar/doar sangue é muito importante. [1] Devemos dar /um famoso futebolista dá prioridade a esse ato (de dar sangue) em relação a fazer tatuagens. [1]</p>	2

Question	Answer	Marks										
1(h)	<p>De acordo com Mariana de Brito, que riscos é que uma pessoa que faça uma tatuagem ou <i>piercing</i> pode correr? Dê três exemplos.</p> <p>Hipótese de encontrarem vasos sanguíneos e de os perfurar. [1] Transmitir um eventual vírus.[1] Apanhar os vírus da sida ou da hepatite C. [1]</p>	3										
1(i)	<p>O texto menciona o ‘período janela’. Explique por palavras suas o seu significado.</p> <p>Durante este período não se deve dar sangue. [1] O dador pode estar infetado, mas ainda sem sinais da doença. [1]</p>	2										
1	<p>Give up to 5 marks for Accuracy (a holistic mark for Question 1).</p> <p>Writing: Accuracy of Language</p> <table border="1"> <tbody> <tr> <td>5 (Excellent)</td> <td>Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.</td> </tr> <tr> <td>4 (Good)</td> <td>Clear, appropriate language. Appropriate vocabulary. Few technical errors.</td> </tr> <tr> <td>3 (Adequate)</td> <td>Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. Some lifting.</td> </tr> <tr> <td>2 (Weak)</td> <td>Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors OR language is almost entirely lifted.</td> </tr> <tr> <td>1 (Poor)</td> <td>Thin, inappropriate use of language. Confused and obscure. Many errors.</td> </tr> </tbody> </table>	5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.	4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.	3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. Some lifting.	2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors OR language is almost entirely lifted.	1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.	
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.											
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1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.											

Question	Answer	Marks
2	<p>Question 2 15 marks for Content 5 marks for Style and Organisation 5 marks for Accuracy of Language No marks will be awarded for anything the candidate writes beyond the upper word limit.</p> <p>15 content points are required, but more are given below to outline possible points candidates could be expected to make. Each point scores 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>De acordo com os dois textos, identifique os benefícios e consequências das tatuagens e do grafite, ou arte urbana, na nossa sociedade.</p> <p>Escreva de 200 a 250 palavras.</p> <p>Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted.</p> <p>Texto A</p> <ul style="list-style-type: none"> • Expressam a personalidade de cada um • Exprime estatuto social; punição; amor (entre tribos) • Influencia e cria parâmetros de inspiração para os admiradores das celebridades • Atraem pessoas para os estúdios • Novos tipos de programas de TV como <i>reality shows</i> • Discriminação de pessoas no local de trabalho • Perigoso para dadores de sangue devido a infeções ou propagação de doenças <p>Texto B</p> <ul style="list-style-type: none"> • Possibilidade de trocar experiências, discutir técnicas, explorar novas possibilidades artísticas entre grafiteiros e tatuadores • Podem vir a ser usados como forma de protesto • Podem ser confundidos com vandalismo/poluição visual • Torna-se arte nos museus • Tirar os jovens do mundo da marginalidade • Transformá-los em artistas • Promover a comunicação dentro das favelas • Ensinar valores de cidadania • Atrair inquilinos novos e ricos • Remover a imagem negativa de uma área urbana e atrair cafés, lojas e restaurantes • Valorizar o património da cidade • Inspirar a nação (os portugueses) 	25

Question	Answer	Marks				
2	Writing: Style and Organisation					
			5 (Excellent)	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.		
			4 (Good)	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage.		
			3 (Adequate)	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus.		
			2 (Weak)	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.		
			1 (Poor)	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance.		
			Writing: Accuracy of Language			
					5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
					4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
					3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. Some lifting.
					2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors OR language is almost entirely lifted.
					1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.

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