

Cambridge IGCSE™

FIRST LANGUAGE PORTUGUESE**0504/01**

Paper 1 Reading and Directed Writing

May/June 2025**MARK SCHEME**Maximum Mark: 50

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 **15** 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.

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
	Correct: credit for content point or good language
	Incorrect
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)

Annotation	Meaning
IR	Irrelevant
REP	Repetition
SEEN	Used to show that blank pages have been seen and any creditworthy material has been awarded.
XV	Inappropriate use of vocabulary from another language
A1	Directed writing prompt 1 from Text B
A2	Directed writing prompt 2 from Text B
A3	Directed writing prompt 3 from Text B
R1	Directed writing prompt 1 from Text C
R2	Directed writing prompt 2 from Text C
R3	Directed writing prompt 3 from Text C
DET	Relevant detail
DEV	Development of point or idea
Highlighter	Highlight
off page comment	Used to make a holistic comment about the script

Portuguese specific marking guidance

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in band (e.g. 11–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

If there are three marks in band (e.g. 8–10):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark

Section A

Candidates will be assessed on the following assessment objectives:

AO1 Reading

R1 demonstrate understanding of explicit meaning

R2 demonstrate understanding of implicit meaning and attitude. [16 marks]

R4 demonstrate understanding of how writers achieve effects and influence readers. [9 marks]

Question	Answer	Marks
1(a)	Por que razão é que o autor compara a vida a um jogo de rua? Any two of the following: - Um jogo de rua/uma brincadeira curta que pode ser interrompida/acabar a qualquer momento [1] - Interrompida <u>por um adulto/ alguém mais velho</u> (este é visto como alguém com poder sobre as crianças)[1] - Pode ser interrompida <u>por coisas inesperadas</u> [1] - Nunca ninguém avisa do fim/quando vai acabar [1]	2
1(b)	Acha que estas crianças têm noção do tempo? Justifique com <u>dois</u> exemplos. - Não, elas viviam sem calendários/viviam num tempo fora do tempo [1] - Não, as crianças baseavam-se nas datas que tinham mais importância/nos dias de escola (à segunda começavam as aulas e à sexta sabiam que tinham dois dias livres) [1]	2
1(c)	Como é celebrado o Carnaval na Praia do Bispo? Dê <u>três</u> exemplos. <u>Um pequeno grupo de crianças percorria as ruas</u> durante quase 45 minutos [1] - Todos escolhiam roupas e pinturas [1] - O grupo tinha um apito (gritante) que soprava/usava para chamar a atenção [1]	3
1(d)	Por que razão é que as mães deixam as crianças em casa da avó Nhé? Justifique com <u>dois</u> exemplos. - As mães queriam festejar o Carnaval da Vitória sem as crianças (por ser um dia especial/festivo) [1] - Esta era uma boa/melhor oportunidade para os primos estarem todos juntos [1]	2

Question	Answer	Marks
1(e)	O que representa o Carnaval da Vitória? Justifique com <u>dois</u> exemplos. - Um dia importante/um dia mágico (porque estava a dar na televisão as crianças não estavam na escola) [1] - Uma vitória política/celebração de libertação [1]	2
1(f)	Qual é a importância do apito no desfile? Any of the following: - O apito dava responsabilidade a quem o levava [1] - A pessoa com o apito marcava o ritmo do grupo [1]	1
1(g)	Como é que o autor se sente ao receber o apito da avó Catarina e por quê? - Contente/Nervoso [1] - Por ser escolhido (embora ninguém tivesse disputado o cargo desta vez)/ porque caso não apitasse bem, iria ser gozado/os primos iriam fazer troça/rir dele [1]	2
1(h)	Como é que a avó Catarina surpreende o autor? Justifique a razão da surpresa. - A avó mostra-se afetuosa/sorri e acarinha-o [1] Any of the following: - A avó não fazia isso muitas vezes [1] - O autor não esperava que uma mão enrugada fosse suave [1]	2
2(a)	O que o autor quer dizer com “os dias mágicos passam depressa”? (Linha 12) Any of the following: - Quando gostamos do que estamos a fazer não damos conta de o tempo passar [1] - Quando estamos felizes, o tempo passa depressa [1]	1

Question	Answer	Marks
2(b)	Por que razão o autor usa a expressão “lanche magrinho”? Indique <u>três</u> razões. (Linha 20) • Para salientar que a tia Maria e a avó Nhé tinham pouca comida/comida antiga (rebuçados) [1] • Por que havia pouco dinheiro (para comprar comida) [1] • A comida e bebidas eram ‘esticadas’ (bolo feito com metade da receita normal; gasosa diluída) [1]	3
2(c)	O que significa “gasosa ‘batizada’”? (Linha 23) • Bebida diluída/misturada com água [1]	1
2(d)	Qual a intenção do autor ao usar as expressões “azuis suados e vermelhos tristes”? (Linha 32) Any two of the following: • Mostrar que a festa estava a terminar [1] • Salientar que se tinham divertido muito (as cores estavam a desaparecer) [1] • Descrever como as crianças estavam e se sentiam depois da passeata [1]	2
2(e)	Explique o propósito da “olhada” da tia Maria às filhas do senhor Tuarles. (Linha 33) Any two of the following: • Intimidar (fazer com que elas tivessem vergonha de comer) [1] • Assegurar que havia comida para os seus (familiares)/ e que elas não comessem o que a tia tinha preparado para quem era da casa [1] • Para que elas não se sentissem bem-vindas [1]	2

Section B

Candidates will be assessed on their ability to:

AO1 Reading [15 marks]

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

R5 select and use information for specific purposes.

AO2 Writing [10 marks]

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

Candidates should draw their content from Texts B and C. The list below is indicative and is not exhaustive. Other relevant points from the texts may be included.

The mark for Reading is awarded based on Table A.

The mark for Writing is awarded based on Table B.

Indicative content

Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.

(* is to be shown after those which appear in more than one list)

Notes on task

Candidates should select **ideas** from the texts and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Annotate A1 for ideas related to the first bullet point (from text B)

Annotate A2 for ideas related to the second bullet point (from text B)

Annotate A3 for ideas related to the third bullet point (from text B)

Annotate R1 for ideas related to the first bullet point (from text C)

Annotate R2 for ideas related to the second bullet point (from text C)

Annotate R2 for ideas related to the third bullet point (from text C)

Question	Answer	Marks
3	Imagine que vai fazer um <u>discurso para motivar adolescentes a seguirem uma vocação</u>. No seu discurso <u>deverá mencionar</u>: • importância do estudo/formação • carreira com/sem estudos Comece o discurso com: <u>Será que podemos ter sucesso na vida profissional sem estudos?</u> Este discurso não deve ser um discurso de opinião, mas deverá usar as suas próprias palavras, sempre que possível. Baseie-se apenas nas informações dos Textos B e C. Escreva entre 250–350 palavras, em português. Para esta questão 25 pontos são atribuídos da seguinte forma: • 15 pontos para o conteúdo • 10 pontos para a linguagem Use Table A, Reading to give 15 marks for Reading. Use Table B, Writing to give 10 marks for Writing. Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted. Marks are not based on the number of points given but how ideas are selected and developed from the texts. Anote A1/R1 para referências relacionadas com a importância do estudo/formação (A1=Texto B/R1=Texto C) Anote A2/ R2 para referências relacionadas com carreira com/sem estudos (A2=Texto B/ R2=Texto C)	25

Question	Answer	Marks
3	A1/R1: A importância do estudo/formação • O aprendizado constante é a base para crescer (A1), (det. constante/acontece todos os dias) [dev. É importante estar aberto à aprendizagem para atingir objectivos.] • Importância de inserir a aprendizagem num contexto (A1), (det. Escola, disciplinas (ciências e línguas).) [dev. Necessidade de compreender ajuda na aquisição do conhecimento.] • Papel do estudo no desenvolvimento profissional (A1), (det. Soluções para problemas; melhorar rendimento da empresa, opinião respeitada.) [dev. Capacidade de melhor desempenhar funções; valorização da pessoa.] • Importância da teoria e prática (A1), (det. União entre teoria e prática) [dev. Importante adquirir experiências fora da sala de aula e noutras atividades.] • Importância de estar atualizado (A1), (det. Pesquisar novos softwares, ferramentas, etc.) [dev. Ajudam a estar melhor preparado para processos seletivos.] • Aptidão para exercer uma profissão (R1), (det. Ninguém nasce ensinado) [dev. Aprendemos com os estudos e experiências vividas.] • Aprender é fundamental para evoluir (R1), (det. Ler, ver, viajar, aprender é crucial.) [dev. Experiências formam/moldam os nossos pensamentos.]	

Question	Answer	Marks
3	A2/R2: Carreira com/sem estudos • Contactar com outros profissionais (A2), (det. Participar em congressos, workshops e eventos) [dev. Criar a sua rede de conhecimentos e trocar experiências com pessoas da área.] • Importância dos contactos no início de carreira (A2), (det. Ajuda da família e amigos) [dev. O primeiro emprego vem dos contactos da família e amigos.] • Valorização/sucesso profissional. (R2), (det. Gosto pela área, há muito mais a considerar) [dev. É preciso gosto, sacrifício, empenho e sede de aprender e evoluir.] • Trabalho árduo tem retorno (R2), (det. Exigência física e psicológica.) [dev. Todo o esforço que o nosso desenvolvimento exige, traz mais tarde benefícios.] • Impacto do ambiente de trabalho (R2), (det. Condições de trabalho, dias nem sempre correm bem, não nos cruzamos com as melhores pessoas). [dev. Condições de trabalho e pessoas difíceis afastam do objetivo.] • Podemos melhorar o que fazemos através vivências e memórias (R2), (det. Mediante vivências, memórias que vamos criando, formação) [dev. Experiências e memórias contribuem para o crescimento profissional.] • As bases para desenvolver o conhecimento (R2), (det. Conhecer bases, cortes, caldos e confeções básicas) [dev. Para progredir e desenvolver o conhecimento é necessário conhecer as bases de forma a crescer e a arriscar novos métodos.] • Procurar o seu lugar na área (R2), (det. Trabalhar por conta de outrem, opções viáveis) [dev. Poder fazer o que gosta, noutra perspectiva, aliando os interesses e o gosto pela área.]	

Marking criteria for Question 3**Table A, Reading**

Use the following table to give a mark out of 15 for Reading.

Level	Mark	Descriptor
5	13–15	- The candidate develops, evaluates and analyses the chosen content in a way that clearly fulfils all elements of the task. (R3) - The candidate selects a wide range of facts, ideas and opinions from both texts. (R5)
4	10–12	- There is some development, analysis and evaluation and a clear focus on all elements of the task. (R3) - The candidate selects relevant facts, ideas and opinions from both texts. (R5)
3	7–9	- Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions. (R3) - The candidate identifies enough relevant facts, ideas and opinions from both texts to fulfil the task. (R5)
2	4–6	- The response shows very limited development of ideas. Significant aspects of the task may not have been approached. (R3) - The candidate identifies some relevant points from one or both texts but they are not always relevant. (R5)
1	1–3	- The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. (R3) - The candidate identifies very few relevant points from either text. (R5)
0	0	No creditable content.

Table B, Writing

Use the following table to give a mark out of 10 for Writing.

Level	Mark	Descriptor
5	9–10	• The response is highly effective and convincing. (W1) • Well organised and carefully structured for the benefit of the reader. (W2) • Vocabulary consistently well chosen and precise. (W3) • Consistently appropriate register for audience and purpose. (W4) • Spelling, punctuation and grammar almost always accurate. (W5)
4	7–8	• The response is effective and convincing. (W1) • Secure overall structure with some helpful organisation of ideas and information. (W2) • Vocabulary is mostly well chosen, with some precision. (W3) • Mostly appropriate register for audience and purpose. (W4) • Spelling, punctuation and grammar generally accurate. (W5)
3	5–6	• The response can be understood, although it is not always convincing. (W1) • Ideas are generally well sequenced. (W2) • Vocabulary may be plain but is adequate. (W3) • Some awareness of an appropriate register for audience and purpose. (W4) • Frequent errors of spelling, punctuation and grammar, which are minor and do not prevent communication. (W5)
2	3–4	• The response is sometimes unclear and/or generally unconvincing. (W1) • Sequence of ideas is sometimes confusing. (W2) • Vocabulary simple, not always appropriate. (W3) • Little awareness of appropriate register. (W4) • Frequent errors of spelling, punctuation and grammar hinder communication. (W5)
1	1–2	• The response is difficult to understand and lacks coherence. (W1) • Little or no evidence of attempt to sequence ideas. (W2) • Vocabulary limited and/or inappropriate. (W3) • No awareness of appropriate register. (W4) • Persistent errors of spelling, punctuation and grammar prevent communication. (W5)
0	0	• No creditable content.