



Cambridge IGCSE™

FIRST LANGUAGE PORTUGUESE

0504/01

Paper 1 Reading and Directed Writing

For examination from 2025

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** pages. Any blank pages are indicated.

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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

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 } [16 marks]
R2 demonstrate understanding of implicit meaning and attitude. }
R4 demonstrate understanding of how writers achieve effects and influence readers. [9 marks]

Question	Answer	Marks
1(a)	Quem é que decide não vir a casa da Zilda e por quê? <ul style="list-style-type: none"> O marido da nora de Olaria não veio (1) Porque não queria ver os irmãos/família (1) 	2
1(b)	Por que motivo é que a roupa escolhida era importante para alguns dos convidados? <ul style="list-style-type: none"> A visita significava ao mesmo tempo um passeio a Copacabana (1) Any one of the following (1): <ul style="list-style-type: none"> Usavam a melhor roupa para mostrar que não precisavam dos outros membros da família Ar de superioridade Mostrar independência 	2
1(c)	Por que é que todos vão a casa da Zilda? Dê <u>três</u> razões. <ul style="list-style-type: none"> Vão todos à festa de aniversário da mãe (1) A mãe mora em casa da Zilda (1) Zilda tem espaço e tempo para alojar a aniversariante (1) 	3
1(d)	Por que razão é que os meninos foram brincar no vizinho? <ul style="list-style-type: none"> Porque a Zilda não queria que os meninos desarrumassem a mesa (1) 	1
1(e)	Como descreveria o tipo de relação que existe entre a nora de Olaria e a nora de Ipanema? Justifique. <ul style="list-style-type: none"> Conflituosa/não se suportavam (1) Ofensas passadas estavam ainda bastante presentes (1) 	2
1(f)	Como é que a aniversariante reagiu à sua festa? Justifique. <ul style="list-style-type: none"> Não teve reação/Fica calada/indiferente/Parecia vazia; oca (1) Ninguém podia saber se ela estava alegre porque não se mexia/não se manifestava (1) 	2
1(g)	Como é que a família trata a aniversariante à mesa? <ul style="list-style-type: none"> Congratula/admira a aniversariante por ter chegado aos 89 anos (1) Como se fosse uma criança/Com tom condescendente/paternalista (1) 	2
1(h)	Por que razão é que a Zilda não fica contente com as prendas? <ul style="list-style-type: none"> Porque não pode aproveitar nada para si ou para os seus filhos ou mesmo para a aniversariante/as prendas não têm valor (1) Nenhum dos presentes lhe dá a possibilidade de poupar dinheiro (1) 	2

Question	Answer	Marks
2(a)	<p>Que expressão é que o autor usa para focar a necessidade da nora de Olaria aparecer na festa?</p> <ul style="list-style-type: none"> • Para que os laços não fossem cortados (1) 	1
2(b)	<p>Explique o significado de “cumprimentar com cara fechada” e o que é que isto nos diz sobre os sentimentos da nora de Olaria. (Linhas 10–11)</p> <ul style="list-style-type: none"> • Dizer bom dia/boa tarde sem sorrir/de mau humor/séria (1) • Não está contente por estar na festa OU Não se dava bem com os familiares (1) 	2
2(c)	<p>Zilda deixa a aniversariante “sentada à cabeceira da longa mesa vazia” desde as duas horas da tarde. Com esta atitude, que tipo de mulher é que o autor quer mostrar que Zilda é? (Linha 33)</p> <p>Any three of the following:</p> <ul style="list-style-type: none"> • Uma mulher ocupada/atarefada (1) • Pouco afetuosa/desapegada (1) • Indiferente (1) 	3
2(d)	<p>Por que é que quase todos riram do comentário do Manoel “É um brotinho”? (Linha 54)</p> <ul style="list-style-type: none"> • Aos 89 anos já se é velha para ser chamada de brotinho (pessoa jovem e atraente)/Ele ironizou a idade da mãe (1) 	1
2(e)	<p>O que é que o último parágrafo nos revela sobre a atitude dos convidados em relação à aniversariante?</p> <p>Any two of the following:</p> <ul style="list-style-type: none"> • Perdem a paciência por falta de reação da aniversariante (1) • Perdem interesse/Indiferença (1) • Desistem de interagir com a aniversariante (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.

Question	Answer	Marks
3	<p>Imagine que vai escrever um artigo para o jornal da escola sobre ‘A importância da imagem’.</p> <p>No seu artigo <u>deverá explicar</u>:</p> <ul style="list-style-type: none"> • a importância da imagem e o impacto que esta terá na autoestima • como pode melhorar a forma como somos vistos pelos outros e como tirar proveito dessa situação. <p>Comece o artigo com: <u>Será que a nossa imagem é assim tão importante nos dias de hoje?</u></p> <p>Este artigo não deve ser um artigo de opinião, mas deverá usar as suas próprias palavras, sempre que possível. Baseie-se apenas nas informações dos Textos B e C.</p> <p>Escreva entre 250–350 palavras, em português.</p> <p>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.</p> <p>Texto B</p> <ol style="list-style-type: none"> 1 Forma como são tratados no local de trabalho pode ter a ver com a imagem 2 Forma de vestir pode estar associada à dedicação ao trabalho 3 Ajuda de fora: consultoria de imagem 4 Ajuda familiar 5 Mudanças físicas: roupa, maquilhagem, tratamento de pele 6 Trabalhar a autoestima, confiança 7 Empresas deveriam investir na imagem dos seus colaboradores 8 A ideia de “Não basta ser, também temos de parecer” <p>Texto C</p> <ol style="list-style-type: none"> 9 Concursos de beleza podem ajudar um país 10 Impacto que uma <i>Miss Universo</i> pode ter 11 Importância que um sorriso pode ter 12 Importância da beleza interior 13 Cuidados pessoais: dormir bem, usar protetor solar e beber água 14 Beleza associada ao valor da cultura 15 Concursos de beleza associados a melhorias pessoais: aperfeiçoar a oratória, postura e confiança 16 Concursos de beleza associados a melhorias profissionais 17 Concursos para <i>misses e misters</i> 18 Concursos de beleza podem abrir portas para diferentes áreas: no mundo artístico, na política e em cargos executivos 	25

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • No creditable content.

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