



## Cambridge International AS Level

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**PORTUGUESE LANGUAGE**

**8684/02**

Paper 2 Reading and Writing

**May/June 2021**

**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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **18** 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**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
<b>Question 1</b>			
1(a)	ideia	<b>1</b>	
1(b)	queriam	<b>1</b>	
1(c)	em pé de igualdade	<b>1</b>	
1(d)	gozação	<b>1</b>	
1(e)	associados	<b>1</b>	

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Question	Answer	Marks	Guidance
<b>Question 2</b>			
2(a)	Não havia perspectiva nenhuma para meninas que queriam ser jogadoras de futebol.	1	
2(b)	A profissão de alguém é influenciada pelo (seu) gênero?	1	Accept: ... por seu ... <b>Reject:</b> 'e' used instead of 'é' (because this is not a 'minor spelling error')
2(c)	Dentre as profissões mais desvalorizadas estão as ditas femininas. / Dentre as profissões, as ditas femininas são as mais desvalorizadas.	1	
2(d)	É pena que as mulheres ainda não estejam em pé de igualdade em cursos de áreas tecnológicas.	1	Accept: É pena ... estarem ... <b>Reject:</b> ...estão...
2(e)	Esse é o motivo pelo qual muitas mulheres se afastam dessas áreas.	1	Accept: ... o motivo por que / porque ... Accept: ... o motivo que faz com que ... <b>Reject:</b> ... o motivo para que ...

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Question	Answer	Marks	Guidance
<b>Question 3</b>			
3(a)	Dê <b>dois</b> exemplos do passado que mostram a dificuldade de se seguir uma profissão não convencional para um determinado gênero.	<b>2</b>	
	Meninas não podiam jogar futebol profissionalmente	1	Accept: 'ser jogadoras de futebol' and 'chefes de cozinha' for communication
	e meninos não podiam sonhar em ser cozinheiros.	1	
3(b)	O que mudou muito pouco com relação à escolha da profissão para homens e mulheres? (Mencione <b>dois</b> detalhes.)	<b>2</b>	
	Mulheres ainda estão em desvantagem nas áreas tecnológicas.	1	
	Homens ainda sofrem gozação/preconceito quando escolhem uma profissão predominantemente feminina.	1	Accept: ... se estudam moda, por exemplo
3(c)	Que ideia mencionada no texto é equivocada e por quê?	<b>2</b>	
	Que existem diferenças físicas e psicológicas entre homens e mulheres / Que as diferenças físicas e psicológicas influenciam a escolha da profissão	1	
	porque todas as pessoas são muito diferentes de várias formas.	1	Accept: porque há habilidades que não estão ligadas ao gênero.

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Question	Answer	Marks	Guidance
3(d)	De acordo com Ana, o que determina a propensão de alguém para uma carreira? (Mencione <b>dois</b> detalhes.)  Accept any 2 of the points below.	<b>2</b>	
	As aptidões/habilidades com que nascem	1	<b>Reject:</b> ‘aptidões / habilidades’ ALONE, without any further qualification
	As aptidões/habilidades que adquirem	1	
	O treinamento/a capacitação profissional	1	Accept ‘profissionalização’ for communication
	O amor pelo que fazem/gostar do que fazem		
3(e)	Conforme o recrutador Jaime, de que forma o preconceito afeta as mulheres no mercado de trabalho? (Mencione <b>quatro</b> detalhes.)	<b>4</b>	
	As profissões femininas são muito desvalorizadas.	1	
	Muitos empregadores não querem mulheres em profissões predominantemente/ditas masculinas.	1	
	As mulheres ganham menos do que merecem.	1	
	Muitas mulheres se afastam/desistem das áreas consideradas masculinas.	1	

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Question	Answer	Marks	Guidance
3(f)	Quais são os benefícios de visões diferentes para uma empresa de acordo com o texto? (Mencione <b>três</b> detalhes.)	<b>3</b>	
	Produzem uma gama de opiniões/opiniões variadas.	1	
	Possibilitam a criação de novos projetos.	1	Accept: a inovação
	Geram diversidade.	1	

**Quality of Language – Accuracy**

[5]

**5 Very good**

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

**4 Good**

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.

**3 Sound**

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.

**2 Below average**

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

**0–1 Poor**

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.



Question	Answer	Marks	Guidance												
<b>Additional marking guidance for Quality of Language</b>															
The five marks available for Quality of Language are awarded <b>globally</b> 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.															
<b>Answers scoring 0 for Content</b> 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:															
<table border="1"> <thead> <tr> <th data-bbox="459 619 1120 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 619 1778 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 719 1120 786">2–3</td> <td data-bbox="1120 719 1778 786">1</td> </tr> <tr> <td data-bbox="459 786 1120 853">4–5</td> <td data-bbox="1120 786 1778 853">2</td> </tr> <tr> <td data-bbox="459 853 1120 920">6–7</td> <td data-bbox="1120 853 1778 920">3</td> </tr> <tr> <td data-bbox="459 920 1120 987">8–14</td> <td data-bbox="1120 920 1778 987">4</td> </tr> <tr> <td data-bbox="459 987 1120 1050">15</td> <td data-bbox="1120 987 1778 1050">5</td> </tr> </tbody> </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
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<b>Note:</b> 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).															

**PUBLISHED****Section 2**

Question	Answer	Marks	Guidance
<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)	Na opinião de Afonso, o que é fora do normal na escolha da sua profissão? (Mencione <b>dois</b> detalhes.)	<b>2</b>	
	Foi escolhida por sua esposa.	1	
	Não é trabalho para homem / masculino.	1	Accept: É trabalho para mulher
4(b)	Como é que a reação das colegas do Afonso mudou com o tempo? (Mencione <b>três</b> detalhes.)  Accept any 3 of the points below.	<b>3</b>	
	No início as colegas estranhavam	1	
	e gozavam dele.	1	
	Com o tempo, passaram a considerar normal	1	
	e o ajudavam.	1	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
4(c)	Quais as <b>duas</b> ações inconscientes do Afonso que mais tarde explicam a sua escolha de manicure como profissão?	<b>2</b>	
	Passava creme nas mãos.	1	
	Nas profissões anteriores sempre usou/usava luva.	1	This part of the answer <b>MUST</b> refer to using gloves <u>for work</u>
4(d)	Nem tudo foi fácil para Martim desde que começou a trabalhar no jardim de infância. Justifique esta afirmação. (Mencione <b>três</b> detalhes.)  Accept any 3 of the points below.	<b>3</b>	
	Suas escolhas pedagógicas eram questionadas/Tinha que justificar suas escolhas pedagógicas.	1	
	As colegas achavam que ele era favorecido porque era homem.	1	
	Não tinha o instinto maternal de suas colegas de trabalho.	1	Accept: Lutava contra o instinto maternal ...
	Tinha sempre que provar que era capaz.	1	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
4(e)	Explique a expressão “as mulheres também estão a ganhar terreno aos homens” e dê <b>um</b> exemplo do texto.	<b>2</b>	
	As mulheres estão a progredir em áreas onde só homens costumavam trabalhar / Há mais mulheres a trabalhar em áreas que antigamente eram só para homens.	1	Accept any answer that expresses the idea that (more and more) women are now working/being successful in areas that used to be male domain. Accept answers that may not refer to the imperfect tense, ie, there is no requirement to write that these jobs ‘used to’ be male-dominated.
	Um exemplo é a comandante Clara Ferreira que pilota aviões.	1	Accept also: construção civil / aeronáutica
4(f)	Dê <b>três</b> exemplos de como a carreira da comandante Clara Ferreira está sempre a ser questionada.	<b>3</b>	
	Todos querem saber se ela realmente sabe pilotar.	1	
	Questionam como ela chegou à posição (de comandante)	1	Accept: ... a esse ponto ...
	e se alguém facilitou sua carreira / se alguém a favoreceu	1	

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<b>Quality of Language – Accuracy</b>			[5]
<p><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).</p>			
<p><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.</p>			
<p><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.</p>			
<p><b>2 Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>			
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Question	Answer	Marks	Guidance
<p><b>Question 5(a)</b></p> <p><b>Content marks – Summary</b></p> <p>The summary could include the following points to a maximum of 10:</p>			
5(a)	<p>Baseando-se nos dois textos, como a escolha de uma profissão considerada de um outro gênero afeta as pessoas que as escolhem?</p> <p><b>Text 1</b></p> <p><b>a</b> No passado as pessoas não tinham a oportunidade de escolher uma profissão considerada do gênero oposto.</p> <p><b>b</b> Em algumas partes do mundo as mulheres enfrentam desigualdade nas áreas tecnológicas.</p> <p><b>c</b> As profissões ditas femininas são menos valorizadas.</p> <p><b>d</b> Muitas profissões ditas masculinas evitam contratar mulheres.</p> <p><b>e</b> Mulheres ganham menos que homens em profissões ditas masculinas.</p> <p><b>f</b> Isso faz com que mulheres se afastem destas áreas.</p> <p><b>Text 2</b></p> <p><b>g</b> As mulheres acham estranho quando homens trabalham em profissões tradicionalmente associadas a mulheres.</p> <p><b>h</b> A ideia de que há profissão certa para cada gênero (de homem ou de mulher) afeta o indivíduo.</p> <p><b>i</b> São poucos os homens que exercem profissões ditas femininas.</p>	<b>10</b>	

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Question	Answer	Marks	Guidance
5(a)	<p><b>j</b> Mulheres acham que homens são favorecidos.</p> <p><b>k</b> Mulheres tornam-se centro das atenções quando atuam em áreas tipicamente masculinas.</p> <p><b>l</b> Pessoas têm de comprovar a sua competência / as suas habilidades.</p> <p><b>m</b> Os colegas pensam que alguém o / a ajudou.</p> <p><b>Both texts</b></p> <p><b>n</b> É difícil exercer uma profissão considerada do sexo oposto / de outro gênero.</p> <p><b>o</b> Ambos tratam do preconceito enfrentado.</p> <p><b>p</b> São questionados sobre a sua escolha.</p> <p><b>q</b> Homens sofrem brincadeiras/gozação.</p> <p><b>r</b> A percepção está mudando.</p> <p><b>s</b> Hoje em dia há mais pessoas que se atrevem a trabalhar nestas profissões.</p>		



Question	Answer	Marks	Guidance					
<p><b>Question 5(b)</b></p> <p><b>Content marks – Response to the Text</b></p> <p>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>Se você fosse escolher uma profissão tipicamente associada a um outro gênero, qual seria e por quê?</p> <table border="1" data-bbox="344 552 1137 1385"> <tr> <td data-bbox="344 552 1137 719"> <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="344 719 1137 887"> <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="344 887 1137 1054"> <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 1054 1137 1222"> <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 1222 1137 1385"> <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>	<b>5</b>	
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