



Cambridge International A Level

PORTUGUESE

9718/02

Paper 2 Reading and Writing

May/June 2023

MARK SCHEME

Maximum Mark: 70

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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.

1 General Marking Notes	
1.1 Annotations in RM Assessor	
Question 1	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Question 2	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Questions 3 and 4	<p><u>Content marks</u></p> <ul style="list-style-type: none"> • Annotate each correct point with a tick OR a tick + BOD. • Use a cross or NBOD as necessary. • Use the highlighting tool to highlight any words which are lifted. • The number of ticks for each item ((a), (b), (c) etc.) will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box. <p><u>Quality of Language Mark</u></p> <ul style="list-style-type: none"> • Click on 3L or 4L as appropriate in the mark input box. If any items have scored zero or NR for content, insert an on-page comment (text box) after the last item in the question and type in the details of the Quality of Language mark, e.g.: 5 – 2 = 3 OR min 1 • Then enter the Quality of Language mark in the mark input box for <p>Question 3L / Question 4L.</p> <ul style="list-style-type: none"> • If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script.

1 General Marking Notes**Question 5**

If the answer exceeds 160 words, insert the vertical wavy line after the 60th word to show the end of the response to be marked.

**Summary**

- Annotate each correct point with a **tick** OR **tick + BOD** up to a maximum of 10 ticks.
- Use **NBOD** as necessary.
- The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar.
- Enter the mark (or NR as appropriate) in the mark input box for Question **5(a)**.

Personal response

- Enter the mark for Personal response in the mark input box for Question **5(b)**.
- NB if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, **not** NR.

Quality of Language

- Enter the mark for Quality of Language in the mark input box for Question **5L**.

2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary, and award marks accordingly.

2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

2.3 Annotation used in marking:

- (a) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
(b) NBOD = No Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is **not** given to the candidate and the mark is **not** awarded.
(c) caret = to indicate where something which is key to the response is missing.

2.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Question	Answer	Marks	Guidance
Question 1 Responses which do not fit directly into the 'footprint' left by the original word are not allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription.			
1(a)	equivale	1	
1(b)	de acordo com	1	
1(c)	original	1	
1(d)	esforços	1	
1(e)	áreas	1	

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Question	Answer	Marks	Guidance
Question 2 The following are examples of the way in which the answers could be expressed. Answers should fit into the original text, retain the same meaning and contain all the elements of the phrase to be re-worked.			
2(a)	A regeneração de um trilhão de árvores mundialmente é a ambiciosa meta do programa.	1	Accept 'meta ambiciosa'; carregada pelo programa; que o programa carrega
2(b)	Nós ainda temos muito a/que fazer.	1	Accept: para/por fazer
2(c)	A quantidade de árvores resgatadas/que é resgatada é muito inferior à (quantidade) consumida pelo desmatamento.	1	Accept: é muito menor; é muito superior “Muito” needs to be present; “é” needs the accent Reject: é muito menos
2(d)	Estima-se que cerca de 1,6 milhões de espécies de animais vivam nessa área.	1	It is expected from the students to use the construction “Estima-se que” with the subjunctive Reject: Present “vivem”
2(e)	Apenas superando o desmatamento é que a mata costeira brasileira manterá (a) sua conservação.	1	Students are expected to use the future: Manterá; vai manter; irá manter; conseguirá manter... Reject: the use of the verb “poder” in the future – poderá manter

Question	Answer	Marks	Guidance
Question 3			
NB. Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	Por que o autor escolheu a expressão ‘a luz no fim do túnel’ como título deste texto? Justifique.	2	
	O autor acredita que possa haver solução para o problema [1] do desmatamento/regeneração/destruição de florestas/mudanças climáticas [1].	2	One point to be given for the definition of the expression and one point for explaining how it relates to the text.
3(b)	Nos parágrafos 1 e 2, por que a mata costeira brasileira é tão significativa? Justifique mencionando <u>três</u> detalhes.	3	
	Accept any 3 of the 4 answers below.		
	Potencialmente pode capturar/armazenar/absorver (20%) do CO ₂ emitido/produzido (por ano no Brasil).	1	Accept: 20% das emissões de CO ₂ Reject: (Lift LM) – armazenar 20% das emissões de CO ₂
	É um dos exemplos positivos de esforços para a regeneração do bioma brasileiro.	1	
	É um bioma muito rico / uma área de grande biodiversidade / está entre as mais ameaçadas do planeta.	1	
	Aproximadamente 1,6 milhões de tipos diferentes de animais vivem nela.	1	Consider 1,6 milhões as 1 word when checking for lifts
3(c)	Qual a diferença entre a mata costeira brasileira de hoje e a de outrora? Por quê?	2	
	Hoje resta apenas 12% da floresta	1	Accept any answer that indicates that it was much bigger than it is today.
	porque foi devastada/destruída (ao longo do tempo)	1	

Question	Answer	Marks	Guidance
3(d)	Quais as <u>duas</u> formas de se recuperar uma floresta mencionadas no texto? Indique duas vantagens de uma sobre a outra.	4	2 compulsory answers expected for the first part of the question. Accept 2 of the 3 optional advantages below for the second part of the question
	Regeneração (regenerar)	1	Compulsory
	e replantio (replantar / plantar novas)	1	Compulsory
	Regenerar é melhor para a biodiversidade / diversidade biológica,	1	Optional
	custa menos e	1	Optional
	armazena/absorve mais carbono/dióxido de carbono/CO ₂	1	Optional
3(e)	Por que não podemos considerar os efeitos positivos da recuperação da mata costeira brasileira como definitivos? (Mencione <u>dois</u> detalhes.)	2	
	O desmatamento/desflorestamento/corte de árvores continua.	1	A ideia de <u>continuidade</u> tem de estar presente, a utilização do verbo no presente (dependendo da frase) pode ser o suficiente
	É necessário recuperar 30% da área original/que existia antes da devastação (três vezes o tamanho da área que tem hoje).	1	
3(f)	De que forma os resultados deste programa poderão ser úteis no futuro? (Mencione <u>dois</u> detalhes.)	2	
	As ferramentas/recursos/instrumentos/descobertas importantes informarão as diversas partes interessadas.	1	
	Mostram diversas maneiras de aumentar a área das florestas.	1	

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Question	Answer	Marks	Guidance
Question 3	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.		

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<p>Question 3 Additional marking guidance for Quality of Language</p> <p>The five marks available for Quality of Language are awarded globally for the whole performance on each set of answers.</p> <p>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.</p> <p>Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.</p> <p>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:</p> <table border="1" data-bbox="495 655 1742 1118"> <thead> <tr> <th data-bbox="495 655 1120 791">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 655 1742 791">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 791 1120 855">2–3</td> <td data-bbox="1120 791 1742 855">1</td> </tr> <tr> <td data-bbox="495 855 1120 919">4–5</td> <td data-bbox="1120 855 1742 919">2</td> </tr> <tr> <td data-bbox="495 919 1120 983">6–7</td> <td data-bbox="1120 919 1742 983">3</td> </tr> <tr> <td data-bbox="495 983 1120 1046">8–14</td> <td data-bbox="1120 983 1742 1046">4</td> </tr> <tr> <td data-bbox="495 1046 1120 1118">15</td> <td data-bbox="1120 1046 1742 1118">5</td> </tr> </tbody> </table> <p>Note: 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).</p>				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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Question	Answer	Marks	Guidance
Question 4			
Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
4(a)	O que foi anunciado em Maputo e que problema isso vem solucionar?	2	
	Serão replantados 5 mil hectares de mangais / Replanteio de 5 mil hectares de mangais (em Moçambique) / 5 mil hectares de mangais serão repovoados / replantados.	1	
	Vem solucionar o problema do corte / abate / despovoamento / desmatamento / desflorestamento / destruição dos mangais (em Moçambique). Para repor a mesma área devastada / abatida / destruída. Para repor os mangais cortados / que foram/vêm sendo cortados.	1	
4(b)	Quais as consequências da destruição dos mangais? Mencione <u>quatro</u> detalhes.	4	
	Falta/destruição de abrigos (1) leva ao desaparecimento dos animais (1)	2	
	Animais/Espécies animais/espécies marinhas podem desaparecer	1	
	Desestabilização da costa/torna a costa mais frágil/fraca	1	
	Erosão	1	
	Aumento das cheias / causam mais cheias	1	Reject 'cheias' or 'enchentes' on its own. Reject 'enchentes de cheias' on its own. Accept 'aumenta a erosão e as cheias' (2 marks)


Question	Answer	Marks	Guidance
4(c)	Por que os mangais são abatidos? Cite <u>três</u> razões mencionadas no texto.	3	
	Para a exploração da madeira / indústria da madeira	1	
	Exploração mineira / mineração / extração de minérios	1	
	Crescimento das cidades /crescimento urbano	1	
4(d)	“É muito difícil habitar neste bairro”. Justifique esta afirmação de Ofélia mencionando <u>quatro</u> detalhes.	4	
	Água escorre pelas paredes / Problema de humidade (umidade) / A casa é húmida/úmida	1	
	Causa problemas de saúde / doenças respiratórias / o filho está doente/bronquite por causa disso / devido ao mofo	1	If candidates answer ‘mofo’ and ‘problemas de saúde’ separately, award 2 marks.
	Quando chove há enchentes / cheias / quando chove o rio sobe muito / O rio enche e chega até o quintal.	1	
	As cheias trazem lixo.	1	
4(e)	O que está a conscienciar a população <u>e</u> qual o resultado disso?	2	
	O trabalho (diário) de replantar os mangais / Ver mangais serem plantados (diariamente).	1	
	Isso faz com que as comunidades entendam que precisam (de) proteger os mangais.	1	

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Question 4	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).		
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Question	Answer	Marks	Guidance
<p>Question 5</p> <p>Length of 5(a) + 5(b) (Summary and Personal Response)</p> <ul style="list-style-type: none"> Examiners make a rough estimate of the length by a quick calculation of the number of words on a line. If the piece is clearly too long, calculate the length more precisely. <p>Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked. </p> <p>Content marks – Summary</p> <p>Indicate with a tick in the body of the text the point being rewarded. Do not penalise ‘lifting’ for content marks in this exercise, but excessive reliance on the text will reduce the language mark.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			

Question	Answer	Marks	Guidance
5(a)	<p>Baseando-se nos dois textos, resuma as consequências das ações humanas na natureza no Brasil e em Moçambique e o que está sendo feito para remediá-las.</p> <p>Text 1</p> <ul style="list-style-type: none"> • O desmatamento/a devastação causa mudanças climáticas. • Hoje resta apenas 12% da mata costeira brasileira. • Criaram um programa de recuperação de milhões de hectares da mata costeira brasileira. • A intenção do programa é 1) regenerar o bioma brasileiro e 2) proteger os animais que lá vivem. • É uma das regiões mais ameaçadas do planeta. • As práticas industriais são mais responsáveis. • Há projetos de restauração florestal. • Informam projetos futuros. <p>Text 2</p> <ul style="list-style-type: none"> • Devastaram os mangais em Moçambique. • Agora estão repovoando 5 mil hectares. • Os mangais estão ameaçados. • A costa está mais frágil. • Animais estão desaparecendo. • Casas construídas em áreas de mangais sofrem com a (h)umidade. • A (h)umidade causa problemas de saúde. • O trabalho de plantio ajuda a criar consciência do problema. • Estão começando a proteger os mangais existentes. • Estão a replantar (replantando) onde foram destruídos. 	10	

Question	Answer	Marks	Guidance					
<p>Content marks – Response to the Text</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. Further, more detailed guidance for particular questions will be given to examiners.</p>								
5(b)	<p>De que forma é que cada um de nós pode ajudar a preservar a natureza que nos rodeia?</p> <table border="1" data-bbox="340 485 1124 1353"> <tr> <td data-bbox="340 485 1124 651"> <p>5 Very good 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="340 651 1124 852"> <p>4 Good 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="340 852 1124 1018"> <p>3 Sound 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="340 1018 1124 1184"> <p>2 Below average 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="340 1184 1124 1353"> <p>0–1 Poor 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>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p>	<p>4 Good 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>3 Sound 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>2 Below average Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.</p>	<p>0–1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p>	5	
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