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**PORTUGUESE**

**9718/02**

Paper 2 Reading and Writing

**May/June 2018**

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **19** 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.

**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 the Principal Examiner 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.

**Detailed Mark Scheme**

Question	Answer	Marks	Not Allowed Responses
<b>Question 1</b>  Responses which do not fit directly into the 'footprint' left by the original word are <b>not</b> allowed – i.e. no additions, no deletions. Accept minor spelling errors in transcription.			
1(a)	perturbador	<b>1</b>	
1(b)	variedade	<b>1</b>	
1(c)	adequada	<b>1</b>	
1(d)	descabido	<b>1</b>	
1(e)	tolerantes	<b>1</b>	

Question	Answer	Marks	Not Allowed Responses
<p><b>Question 2</b></p> <p>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.</p>			
2(a)	Muita gente acha difícil separar-se do telemóvel porque o seu uso é tão generalizado. / Muita gente acha que é difícil separar-se do telemóvel porque o seu uso é tão generalizado.	1	
2(b)	Apenas quando o utilizador está/estiver/esteja acompanhado (é que) as coisas mudam.	1	
2(c)	Recuso-me a atendê-lo / atender quando toca.	1	
2(d)	A saúde pode ser danificada / prejudicada pelo uso exagerado do telemóvel. / A saúde pode sofrer danos pelo uso exagerado do telemóvel.	1	
2(e)	Recomenda-se que (a pessoa) se mantenha consciente do tempo que passamos a usá-lo. / Recomenda-se que se mantenham conscientes do tempo que passamos a usá-lo.	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 3</b>  Note: Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	<b>Quais são os efeitos do telemóvel na vida de muitas pessoas?</b>	<b>2</b>	
	ANY TWO FROM THESE BELOW		
	Não podem ficar sem o telemóvel/separar-se dele por muito tempo. [1]		
	Acham que têm que ter o telemóvel sempre ligado. [1]		
	Causa vício; dores de cabeça [1]		
3(b)	<b>Qual é a opinião de Manuel de Sousa sobre a utilização do telemóvel ao jantar com amigos</b>	<b>2</b>	
	Não gosta de utilizar o telemóvel. / Não se deve ligar ao telemóvel / guarda-o no bolso / não o atende/desligar [1]		
	(Porque)acha que uso do telemóvel em situações sociais é prejudicial para a comunicação. [1]		
3(c)	<b>Explique a diferença em termos de atitude entre gerações no que diz respeito ao uso do telemóvel.</b>	<b>2</b>	
	A geração mais velha é menos tolerante com o uso do telemóvel em situações sociais. Note: Answers must contain both elements for the mark: menos tolerante and situações sociais [1]		
	A geração mais velha prefere o contacto pessoal. [1]		

Question	Answer	Marks	Not Allowed Responses
3(d)	<b>Em que contextos sociais pode a utilização do telemóvel ser considerada admissível?</b>	<b>3</b>	
	(ANY THREE)		
	Quando contribui para a comunicação / conversa entre as pessoas presentes. [1]		
	Quando se procura mais informações sobre um lugar. [1]		
	Quando um grupo está a fazer planos para marcar um encontro. [1]		
	Na rua/transportes públicos (sozinho) [1]		
3(e)	<b>De que forma pode o uso do telemóvel prejudicar a postura?</b>	<b>3</b>	
	A ação de dobrar / pender / inclinar / deixar cair a cabeça [1]		
	põe os nervos sob pressão / aperta os nervos (que apoiam a cabeça) [1]		
	e causa cansaço e tensão / uma sensação de dureza/rigidez. [1]		



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Question	Answer	Marks	Not Allowed Responses
<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<p><b>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>		
<b>4</b>	<p><b>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>		
<b>3</b>	<p><b>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>		
<b>2</b>	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
<b>0–1</b>	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		

Question	Answer	Marks	Not Allowed Responses												
<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="492 619 1120 702">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1120 619 1742 702">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 702 1120 758">2–3</td> <td data-bbox="1120 702 1742 758">1</td> </tr> <tr> <td data-bbox="492 758 1120 813">4–5</td> <td data-bbox="1120 758 1742 813">2</td> </tr> <tr> <td data-bbox="492 813 1120 869">6–7</td> <td data-bbox="1120 813 1742 869">3</td> </tr> <tr> <td data-bbox="492 869 1120 925">8–14</td> <td data-bbox="1120 869 1742 925">4</td> </tr> <tr> <td data-bbox="492 925 1120 957">15</td> <td data-bbox="1120 925 1742 957">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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Question	Answer	Marks	Not Allowed Responses
<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)	<b>Que fato inquietante revelou a pesquisa feita sobre o uso do celular entre os estudantes?</b>	1	
	O celular cria nos jovens uma dependência emocional. [1]		
4(b)	<b>Quais são os efeitos do uso frequente do celular à noite?</b>	2	
	Os jovens têm dificuldade em adormecer. [1]		
	Estão cansados / menos atentos durante o dia / na escola. [1]		
4(c)	<b>Que medida tomaram alguns estados brasileiros? Porquê?</b>	2	
	Aboliram o uso de celulares nas escolas [1]		
	porque os estudantes não se concentravam nas aulas / usavam os celulares durante as aulas. [1]		
4(d)	<b>Qual é a opinião de alguns educadores sobre o uso do celular na sala de aula?</b>	3	
	Pensam que o celular é útil para a educação e deve ser usado / como fator de motivação / criatividade. [1]		
	As escolas devem reconhecer que o celular faz parte da vida do estudante. [1]		
	Que não se deve separar a vida fora da escola da vida na escola. [1]		

Question	Answer	Marks	Not Allowed Responses
4(e)	<b>Como pode o professor motivar os seus alunos na utilização de tecnologia durante as aulas?</b>	<b>4</b>	
	Deve fazer uso do celular criativamente nas suas aulas. [1]		
	Pode sugerir atividades educativas para os alunos usando o celular. (Por exemplo) podem procurar o valor (no mercado) do petróleo. [1]		
	Podem criar uma discussão interessante [1]		
	aprender a fazer pesquisa. [1]		
4(f)	<b>Em que aspetos é que a pesquisa usando o celular varia de outros tipos de pesquisa?</b>	<b>2</b>	
	Porque encontrar informações / dados na internet não requer muito trabalho [1]		
	e aprende-se a selecionar / (filtrar a informação) as informações para as analisar / avaliar. [1]		
4(g)	<b>Que lição aprendem os estudantes nas aulas sobre o uso do celular fora da escola?</b>	<b>1</b>	
	Aprendem quando se pode usar o celular e quando não se deve usá-lo (em situações sociais). [1]		

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Question	Answer	Marks	Not Allowed Responses												
<p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"> <li>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li> <li>If the piece is clearly too long, calculate the length more precisely.</li> </ul> <p>Insert the vertical wavy line <u>after</u> the 160th word to show the end of the response to be marked. </p> <p><b>Content marks – Summary</b></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>															
<p>5(a)</p>	<p>Baseando-se <b>nos dois textos</b>, escreva um resumo das vantagens e desvantagens que resultam do uso do celular/telemóvel para a saúde do indivíduo e para a interação social. Escreva entre <b>90 e 110</b> palavras</p> <table border="1" data-bbox="342 861 1361 1385"> <thead> <tr> <th colspan="2" data-bbox="342 861 891 912">VANTAGENS</th> <th colspan="2" data-bbox="891 861 1361 912">DESAVANTAGENS</th> </tr> <tr> <th data-bbox="342 912 663 963">Brasil</th> <th data-bbox="663 912 891 963">Portugal</th> <th data-bbox="891 912 1131 963">Brasil</th> <th data-bbox="1131 912 1361 963">Portugal</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 963 663 1385">                     Pode ser um fator de motivação/inspiração na escola.                 </td> <td data-bbox="663 963 891 1385">                     (A ideia de) a utilização do telemóvel: usado (Visto como normal) na rua e no transporte público / é comum usar o telemóvel e ver os outros fazer o mesmo.                 </td> <td data-bbox="891 963 1131 1385">                     O celular pode gerar ‘dependência emocional’.                 </td> <td data-bbox="1131 963 1361 1385">                     Muitos acham difícil separarem-se do telemóvel ou desligá-lo.                 </td> </tr> </tbody> </table>	VANTAGENS		DESAVANTAGENS		Brasil	Portugal	Brasil	Portugal	Pode ser um fator de motivação/inspiração na escola.	(A ideia de) a utilização do telemóvel: usado (Visto como normal) na rua e no transporte público / é comum usar o telemóvel e ver os outros fazer o mesmo.	O celular pode gerar ‘dependência emocional’.	Muitos acham difícil separarem-se do telemóvel ou desligá-lo.	<p><b>10</b></p>	
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Question	Answer				Marks	Not Allowed Responses
5(a)	<b>VANTAGENS</b>		<b>DESAVANTAGENS</b>			
	<b>Brasil</b>	<b>Portugal</b>	<b>Brasil</b>	<b>Portugal</b>		
	Aprendem a pesquisar.	O telemóvel contribui para a conversa / facilita a comunicação.	É causa de distração nas escolas / nas salas de aula.	O telemóvel é considerado perturbador em certos contextos sociais / é mal visto em certas circunstâncias.		
	Aprendem a manipular e interpretar informação.		O uso à noite entre os adolescentes está diretamente relacionado com o aumento do nível de cansaço/afeta o quão sonolento e alerta a pessoa estará no dia seguinte/ torna mais difícil cair no sono.	Em grupo é visto como prejudicial para a conversa.		
Começam a questionar e analisar.			O seu exagero pode causar prejuízos para a saúde.			



Question	Answer				Marks	Not Allowed Responses
5(a)	<b>VANTAGENS</b>		<b>DESAVANTAGENS</b>			
	<b>Brasil</b>	<b>Portugal</b>	<b>Brasil</b>	<b>Portugal</b>		
	(A ideia de) aprender como se comportar no uso do celular dentro e fora de escola/quando devem guardar o celular, na escola e fora da escola.			O uso do telemóvel: comprime os nervos que elevam a cabeça/causa dores de cabeça/ causa cansaço e rigidez.		
				O uso do telemóvel deixa os olhos ressecados/ pode causar inflamações e infecções.		

Question	Answer	Marks	Not Allowed Responses					
<b>Content marks – Response to the Text</b>								
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.								
5(b)	<p>Na sua opinião, ofereça algumas razões porque algumas pessoas escolhem não usar celulares/telemóveis. Escreva entre <b>30 e 50</b> palavras.</p> <table border="1" data-bbox="342 502 1361 1206"> <tr> <td data-bbox="342 502 1361 635"> <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="342 635 1361 802"> <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="342 802 1361 935"> <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="342 935 1361 1069"> <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="342 1069 1361 1206"> <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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