Cambridge IGCSE™

PORTUGUESE	**0540/04**
Paper 4 Writing	**May/June 2020**
MARK SCHEME	
Maximum Mark: 50	

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Published

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Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **29** printed pages.

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 Principles

1.1 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.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 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.

1.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

Question	Answer	Marks
1	Faça uma lista **em português** de **8** coisas que você vê quando está numa escola ou num colégio. *Make a list in Portuguese of 8 things that are found in a school or college.* Read all the items the candidate has listed and award marks as follows: • Look through and select the most correct items up to a maximum of 5 • Award 1 mark for each correct item up to a maximum of 5 • Do **not** reward *ginásio* as it was the example. • Stop ticking once 5 items have been rewarded • Answers should be marked for communication. • Award marks for answers wherever they have been written on the page • If there is more than one correct answer per line, award a mark for each acceptable item, e.g. *professor no quadro branco* = 2 ticks • If noun is in a phrase, award one tick for correct noun and ignore verb. E.g. *O professor está escrevendo* = 1 tick. *O professor está escribiendo* = 1 tick • Ignore any verbs, definite / indefinite articles / possessive adjectives etc. • Where nouns are usually plural, accept the singular and vice versa. • Reject misspelt words which create/suggest a word with a different meaning. • The pictures provided on the question paper are only suggestions. • The following are suggestions from Minimum Core Vocabulary List. Accept anything which candidate might possibly see in a school or college.	**5**

Question	Answer	Marks
1	<table><tr><th>Accept</th><th>Tolerate (BOD)</th><th>Reject</th></tr><tr><td>adolescentes</td><td>adolesentes</td><td></td></tr><tr><td>agenda</td><td></td><td></td></tr><tr><td>alfabeto</td><td></td><td></td></tr><tr><td>aluno(s)</td><td></td><td></td></tr><tr><td>auxiliar(es)</td><td></td><td></td></tr><tr><td>banheiro</td><td></td><td></td></tr><tr><td>biblioteca</td><td></td><td></td></tr><tr><td>bolsa</td><td></td><td></td></tr><tr><td>borracha</td><td>boracha</td><td></td></tr><tr><td>cadeira</td><td></td><td></td></tr><tr><td>caderno</td><td></td><td></td></tr><tr><td>caderneta</td><td></td><td></td></tr><tr><td>caneta</td><td></td><td></td></tr><tr><td>cantina</td><td></td><td></td></tr><tr><td>carta</td><td></td><td></td></tr><tr><td>carteira</td><td></td><td></td></tr></table>	

Question	Answer			Marks
1	**Accept**	**Tolerate (BOD)**	**Reject**	
	casa de banho			
	cola			
	compasso			
	crianças	criancas		
	dicionário	dicionario		
	empregado/a de limpeza			
	entrada			
	estojo			
	estudantes			
	farda			
	faxineiro(a)			
	jovem / jovens			
	lápis			
	livro			
	mapa			
	marcador			

Question	Answer	Marks
1	<table><thead><tr><th>Accept</th><th>Tolerate (BOD)</th><th>Reject</th></tr></thead><tbody><tr><td>marca-texto</td><td></td><td></td></tr><tr><td>meninos (as)</td><td></td><td></td></tr><tr><td>mestre (a)</td><td></td><td></td></tr><tr><td>mochila</td><td></td><td></td></tr><tr><td>papel</td><td></td><td></td></tr><tr><td>pátio (do recreio)</td><td></td><td></td></tr><tr><td>porteiro(a)</td><td></td><td></td></tr><tr><td>professor(es)</td><td></td><td></td></tr><tr><td>quadro</td><td>cuadro</td><td></td></tr><tr><td>régua</td><td></td><td>regla</td></tr><tr><td>romance</td><td></td><td></td></tr></tbody></table> **Total for Question 1: 5 marks**	

Question	Answer	Marks
Question 2		
	Candidates answer 1 compulsory question. Marks out of 15 awarded as follows:	
	Communication marks **out of 10**. See below for general guidance and session-specific instructions regarding expected content.	
	Language marks **out of 5**. See general guidance below.	

Question	Answer	Marks
2	**A vida na minha cidade** • Descreva o centro da sua cidade. • Você conhece muitas pessoas na sua cidade? Porquê / Porque não? • Conte o que você mais gosta na sua cidade. • Explique se vai continuar a morar nessa cidade no futuro. **Escreva 80–90 palavras em português.** **Communication**: award a mark out of 10**,** according to the session-specific instructions below and following the guidance on the right: **1st Task** Reward with one tick1 each piece of information about the centre . Accept any information, e.g., what there is (isn't) to do, how busy/quiet/big/dangerous / architecture / lifestyle / people / business / leisure, etc. Reward with up to 2 more tick1s for 2 or more additional pieces of information. See note (iv) about rewarding info in lists. **2nd Task** Reward with one or more tick2s any information about whether the candidate knows many people in the town. Reward with up to 2 more tick2s for 2 or more additional pieces of information regarding why the candidate knows / / doesn't know many people. **3rd Task** Reward with one or more tick3s any information about what the candidate likes most in the town. Reward with up to 2 more tick3s for 2 or more additional pieces of information regarding why the candidate likes what is mentioned most. Accept negative comments with justification. **4th Task** Reward with one tick4 a statement explaining if the candidate plans to continue living in this town in the future. Reward with one tick4 a statement saying that the candidate does not have plans for future. Reward any form of expressing intentions in future, eg. *vou morar, morarei, pretendo morar, penso em morar, quero morar, espero morar, talvez eu more com…, etc*. and reward any use of conditionals, e.g. *gostaria, eu moraria, gostava de morar*. Reward with another tick4 a 2nd sentence with 2nd verb in the future about plans. Reward with more tick4s any further information / justification / reasons about why the candidate has these plans - this information may be implied / implicit and in present/past or future tense / time frame.	15

Question	Answer	Marks
2	**Language** **Award a mark out of 5**, according to the generic grade descriptors in the table below. For guidance see *Note on using mark schemes with Grade descriptors* (last page of mark scheme). Be aware of low expectations for top marks (5/5) as compared to expectations for Question 3. Mark positively by recognising what is achieved. <table><tr><td>5</td><td>Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td></tr><tr><td>4</td><td>Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td></tr><tr><td>3</td><td>Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td></tr><tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr><tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr><tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr></table> **Total for Communication: 10 marks** **Total for Language: 5 marks** **Total for Question 2: 15 marks**	

Question	Answer	Marks
	Question 3	
	Candidates answer 1 question from a choice of 3. Marks awarded as follows:	
	Communication marks **out of 10**. See general guidance and question-specific comments below.	
	Language marks **out of 8 for Verbs**. See general guidance and conversion table below. marks **out of 12 for Other Linguistic Features**. See general guidance below.	
	Communication: general guidance for awarding marks	
	Place up to 2 'numbered' ticks as close as possible to each relevant communication point. Add up the ticks to give a mark out of 10.	
	Candidates may develop different aspects of their answer by choosing to expand on what they say for different tasks (bullet points). Question specific guidance below clarifies what is minimum expectation for marks. For possible misinterpretations of instructions, contact PE, especially when stronger candidates have responded outside what is expected according to guidance below.	
	Mark positively. Do not award communication marks to content that is not relevant to tasks, but do not penalise this irrelevance. For content that is completely unrelated to topic and may be a memorised answer, consult Principal Examiner.	
	Candidates cannot earn more than the maximum of 10 marks for Communication.	
	All tasks (bullet points) must be attempted. Full marks cannot be awarded if any task (bullet point) has not been attempted. Candidates cannot develop some tasks and leave out others and achieve full marks.	

Question	Answer		Marks
		Examples of candidate's response	
2 ticks	Message clearly communicated. Minor errors (spelling mistakes, adjective endings, use of prepositions etc.) are tolerated.	Eu esta**b**a morando / Eu come**n**cei a estudar – tolerate slips (B.o.d)	
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete, e.g.: • when appropriate time frame is clear, but main verb is in wrong tense, or • when minimal information is conveyed and there is no attempt to develop response.	No próximo ano vou aprender francês. Eu **fiz** um curso. Vou estudar… No futuro vou aprender alemão. (*Worth only 1 tick if there are no more details following about learning German.*)	
0 ticks	Nothing of worth communicated.		

Question	Answer	Marks
3(a)	**Viajar e Aprender** **Um amigo / uma amiga está pensando em fazer um curso de língua estrangeira em outro país. Você já fez esse curso naquele país. Ele / ela pede a sua opinião.** Escreva um email para o amigo / a amiga.	30

Tick	Accept	Mark
✓1	Task1 – Indique as vantagens de aprender essa língua estrangeira. OPIN	2
✓2	Task2 – Conte se você ficou numa casa de família ou alojamento para estudantes e porquê. PAST	2
✓3	Task3 – Descreva como você viajou para aquele país. PAST	2
✓4	Task4 – Sugira quando é a melhor época do ano para visitar aquele país (por causa do clima **ou** de algum festival **ou** de alguma celebração). OPIN	2
✓5	Task5 – Explique o que você vai estudar no futuro. FUT	2

Question	Answer	Marks
3(b)	**A família e o trabalho** Em muitos países, o papel do homem e da mulher no trabalho e na família mudou bastante. Escreva um artigo sobre esse assunto.	**30**

Tick	Accept	Mark
✓1	Task1 – Imagine como era o mundo do trabalho quando os seus avós eram jovens. PAST	2
✓2	Task2 – Conte como os homens e as mulheres dividiram as tarefas domésticas na época dos seus avós. PAST	2
✓3	Task3 – Dê a sua opinião sobre o papel do homem e da mulher no passado. OPIN	2
✓4	Task4 – Explique se você acredita que a situação é melhor hoje em dia. **OPIN**	2
✓5	Task 5 – Diga como será a situação no futuro. **FUT**	2

Question	Answer	Marks
3(c)	**A Responsabilidade.** "Todos me escolheram para ser chefe e me pediram para eu tomar uma decisão…" Continue a história.	**30**

Tick	Accept	Mark
✓1	Task1 – Explique porque você foi escolhido/a para ser chefe. PAST	2
✓2	Task2 – Descreva a sua reação quando isso aconteceu. OPIN	2
✓3	Task3 – Conte o que você fez como chefe. PAST	2
✓4	Task4 – Mencione o que os outros fizeram. PAST	2
✓5	Task5 – Diga se você se orgulhou do que fez como chefe. Porquê / Porque não? OPIN	2

Question	Answer	Marks

Verbs: general guidance for awarding marks

(i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).
(ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

Number of ticks	Mark
18+	8
16, 17	7
14, 15	6
12, 13	5
10, 11	4
8, 9	3
6, 7	2
4, 5	1
0, 1, 2, 3	0

Question	Answer	Marks
	How to award ticks for accurate use of Verbs (Question 3):	

(a) do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other Linguistic Features. Ex. do NOT reward 'Como vai?', 'Escrevo para', 'Estou escrevendo'

(b) do not tick verbs that are 'lifted' from rubric; specific examples to be agreed on pre- and during standardisation. Give ticks to verbs from the instructions that are used in totally different context.

(c) Subject (noun or pronoun) + any finite verb
- both subject and verb must be correct for the verb to score a tick
- verb must be in the appropriate tense (according to task) to score a tick
- accents on verbs must be correct in order for a tick to be awarded. NB:
  * be aware of BP spelling of –ar verbs in Preterite (-amos, not -ámos)
  * tolerate missing accents except where used to distinguish between two words of different meaning or function

Tick	No tick	Note
Eu tenho (✓) um amigo		
Trabalho (✓)		if verb correct and no subject necessary = tick
O João chama (✓)	O João chamo	verb form must be correctly spelt
Os professores são (✓) simpáticos	Os profesores são simpáticos	subject must be correct
Ela saiu (✓)	Ela saiu amanhã	tense must be correct when time references or context make it clear what tense is required.
Ele è meu amigo (✓)	Ele e meu amigo	Accept mis-used grave accent instead of acute

Question	Answer	Marks
	With direct and indirect object pronouns	

Tick	No tick	Note
A Sara deu-lhe (✓)		
Ele comprou-o (✓)		

With reflexive verbs

Tick	No tick	Note
Eu visto-me (✓) / Eu me visto (BP)	Eu visto-se (no tick)	insist on correct reflexive pronoun
Eu lavo as mãos (✓)	Eu lavo-me as mãos (no tick)	*lavar* should not be used reflexively in this statement

Question	Answer	Marks
	Continuous tenses / Use of gerund	

Tick	No tick	Note
Estou escrevendo (✓)*or* Estou a escrever (✓) Estava chovendo (✓) *or* Estava a chover (✓)		continuous forms with *estar* + gerund or *estar + a +inf* are awarded only 1 tick. The auxiliary verb does NOT get its own tick.
Estou escrever (✓)		Despite the missing 'a', tick is awarded
	Eu estavam escrevendo or Estavan escrevendo or Estaba escrevendo or Estava escribiendo or Estava a escribir	Mistake either with auxiliary or with main verb means NO tick. All elements must be correct to get one tick
O homem vendo (√) o carro ...		use of gerund other than in continuous form of verb using estar = 1 tick just for gerund

Passive and participle with *estar*

Tick	No tick	Note
A janela estava (✓) aberta (✓)	A janela está (✓) aberto (no tick)	past participle must be correct
O prédio foi (✓) construído (✓)		
A sua roupa serai (no tick) lavada (✓) e passada (✓).		Two ticks for each correct participle, but no tick for wrong auxiliary verb

Question	Answer	Marks
Compound tenses		

Tick	No tick	Note
Eu tenho feito (✓)	Eu tem feito (no tick)	auxiliary must be correct
Eu tinha chegado (✓)	Eu tinham chegado (no tick)	auxiliary must be correct
Ela tem feito (✓)	Ela tem fazido	past participle must be correct

Single auxiliary with multiple past participles

Tick	No tick	Note
Nós tínhamos comido e bebido (✓) (✓)		Nós tínhamos comido = tick 1; Nós tínhamos bebido = tick 2

Defective verbs such as *apetecer*, *doer*, *faltar*, etc

Tick	No tick	Note
Apetece-me (✓) dormir (✓)		Apetece-me = tick 1; dormir = tick 2
Doem-lhe (✓) os pés		
Faltavam-me (✓) cinco reais		

Question	Answer	Marks
Impersonal *se*		

Tick	No tick	Note
Diz-se (✓) / Se diz (BP)		
Vendem-se (✓)/Se vendem (BP)		

Verbs with negatives

Tick	No tick	Note
Não comem (✓)		the negative is considered for reward in 'Other linguistic features'
Não podia (✓)		
Ninguém veio (✓)	Ninguém vieram	subject / verb agreement must be correct

Correct verb within meaningless statement

Tick	No tick	Note
O dia estava bonito (✓)	O dia estava cansado (no tick)	do not reward a correct verb in a meaningless statement

Sequence of tenses

Tick	No tick	Note
Fui (✓) ao teatro e adorei (✓) a peça	Fui ao teatro e adoraria (no tick) a peça	if sequence is incorrect, **both** verbs cannot be rewarded

Question	Answer	Marks

Imperative

Tick	No tick	Note
Vem! (✓)		
Ouça! (✓)		

Interrogative

Tick	No tick	Note
Vens? (✓) / Vens. (✓)		question mark not required for mark to be awarded
Vens (?) (✓) buscar (?) (✓)		
Como estás (?) (✓) **(d)**		

Question	Answer	Marks
Infinitive/infinitives with prepositions		

Tick	No tick	Note
Eu prefiro (✓) sair (✓)	Eu prefero (no tick) sair (✓)	incorrect verb form but correct infinitive so infinitive rewarded
Vou (✓) estudar (✓)	Nós vão estudar (✓) Nós vão celebrar (✓)	incorrect verb form but correct infinitive so infinitive rewarded
Vou (✓) a estudar (✓)		Ticks awarded for 'vou' and for infinitive despite mistakenly added 'a'. (This would be taken into consideration for O.L.F.)
Tu vais (✓) comprares (no tick)		incorrect spelling of infinitive
Pode (✓) ser (✓) bom	Os problemas que pode (no tick) acontecer (✓)	One tick for correct form of 'poder' and tick for correct infinitive.
Sem esperar (✓)	Sem espero	infinitive required after preposition
São (✓) para ajudar (✓)		
Comecei (✓) a gritar (✓) Comecei (✓) gritar (✓)		lack of preposition to be taken into consideration for O.L.F.
Aprender (✓) é (✓)bom		Use of infinitive as subject of sentence.

Question	Answer	Marks
Participle (past or present)		

Tick	No tick	Note
O homem sentado (✓)		
Acabado o programa (✓)	Acabado a programa (no tick)	spelling of subject must be correct
Fui (✓) correndo (✓)		*fui* = tick 1 *correndo* = tick 2
Sendo (✓) estudante		

Reward only the first occurrence of a verb, e.g.
- Eu quero (✓) nadar. Eu também quero (*no tick*) descansar.
- Eu quero (✓) nadar. Eu não quero *(no tick)* descansar.

However,
- Eu quero (✓) nadar e o meu irmão quer (✓) descansar – 2 different persons of the verb
- O meu irmão quer nadar (✓) e a minha irmã quer (*no tick*) descansar – both the same person of the verb

Question	Answer	Marks
Other linguistic features: general guidance for awarding marks Award a mark out of 12 for Other Linguistic Features, according to the grade descriptors in the table below. See below the table for further information regarding what should be considered when assessing the candidate's control of structures. For further guidance see *Note on using mark schemes with Grade descriptors* (last page of mark scheme).		

11–12	- Uses a wide range of structures effectively; produces longer, fluent sentences with ease. - Highly accurate at this level, though not necessarily faultless. - Makes effective use of a wide range of vocabulary fully appropriate to the task.
9–10	- Attempts a range of structures with a good degree of success. - More complex language usually error-free^^. - Uses a variety of relevant vocabulary at this level.
7–8	- In control of simple structures. Varied success with more complex structures. - Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. - Has sufficient vocabulary to add some interest to the writing.
5–6	- Attempts more than basic structures. - On balance, the work is more accurate than inaccurate. - Straightforward vocabulary relevant to the task.
3–4	- Reliant on basic structures. - Some examples of correct language. Meaning usually conveyed. - Basic vocabulary.
1–2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	One or two disjointed words or short phrases may be recognisable.

Question	Answer	Marks
	Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • Appropriate use of letter etiquette, including greetings and endings. (It is essential to recognise this under O.L.F. as verbs used in etiquette, openings and ending are not rewarded.) • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Linking words and conjunctions other than *e (e.g. por isso, enquanto, embora)* • Subordinate and relative clauses, including use of *porque, que, quando, onde,* and *se* • Time expressions and time clauses with *quando* and *se* (= if) • All object pronouns, and including word order with interrogatives or when followed by a negative of words such as: *todos, também, enquanto, já, ninguém, etc.* • Negatives • Prepositions and adverbs • Use of *por* and *para* • Indirect or reported speech • Indefinite pronouns and interrogative pronouns • Idiomatic (verbal) expressions. **Total for Communication: 10 marks** **Total for Verbs: 8 marks** **Total for Other linguistic features: 12 marks** **Total for Question 3: 30 marks**	

Appendix I

Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:
• If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
• If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader / Principal Examiner

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight and do not consider for Language an introduction to a question consisting of an unwanted self portrait or letter etiquette where a letter is not required.)