



Cambridge IGCSE™

FIRST LANGUAGE PORTUGUESE

Paper 1 Reading and Directed Writing

MARK SCHEME

Maximum Mark: 50

0504/01

May/June 2026

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **16** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct: credit for content point or good language
	Incorrect
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)
	Irrelevant

Annotation	Meaning
REP	Repetition
SEEN	Used to show that blank pages have been seen and any creditworthy material has been awarded.
XV	Inappropriate use of vocabulary from another language
A1	Directed writing prompt 1 from Text B
A2	Directed writing prompt 2 from Text B
A3	Directed writing prompt 3 from Text B
R1	Directed writing prompt 1 from Text C
R2	Directed writing prompt 2 from Text C
R3	Directed writing prompt 3 from Text C
DET	Relevant detail
DEV	Development of point or idea
Highlighter	Highlight
Off page comment	Used to make a holistic comment about the script

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

R2 demonstrate understanding of implicit meaning and attitude. [16 marks]

R4 demonstrate understanding of how writers achieve effects and influence readers. [9 marks]

Question	Answer	Marks	Guidance
1(a)	De acordo com o texto, como é normalmente o inverno na Zambujeira e como está a ser naquele dia? • O inverno na Zambujeira do Mar é normalmente calmo e tranquilo. [1] • Naquele dia o tempo está o oposto/ muito mudado (vento, mar tumultoso, chuva, frio). [1]	2	
1(b)	Dê dois motivos para a irritação da Susana ao chegar à cozinha. Any two of the following: • A mãe quase chamou a polícia. [1] • A Susana não se considera mais uma criança (tem trinta e cinco anos e há dez que mora sozinha). [1] • A Susana acha que sabe o que faz. [1] • A Susana não acha que a mãe precisa de cuidar dela. [1]	2	Do not accept any reference to the weather as part of the reason.

Question	Answer	Marks	Guidance
1(c)	Como é que a Susana demonstra o carinho que tem pela mãe? Dê dois exemplos. Any two of the following: - Dá-lhe um beijo no rosto/ sorriu. [1] - Diz-lhe com doçura para descansar/ para se sentar numa das cadeiras da cozinha. [1] - A Susana serve um chá à mãe. [1]	2	
1(d)	Quais são os mimos de que a Susana sente falta? Porquê? - A Susana tem saudades de ter alguém que lhe faça chá/ prepare o jantar/ sente falta da forma como a mãe cuidava dela. [1] - Porque já não mora com a mãe há algum tempo (porque andou pelo estrangeiro)/ vive sozinha/ sente saudades das suas origens. [1]	2	
1(e)	De que forma é que a Susana se revela diferente da mãe? Dê três exemplos. Any three of the following: - Não é sentimental/ tem falta de emoção. [1] - A Susana defende a emancipação feminina e a igualdade entre os sexos (ao contrário da mãe). [1] - É uma jovem muito avançada para aquela época/ aventureira. [1] - Não é tão feliz como a mãe. [1]	3	

Question	Answer	Marks	Guidance
1(f)	Como é que o ‘fenómeno esquisito’ que a Susana presencia a deixa? Dê dois exemplos. - Preocupada/ surpresa (com a menina que viu junto à falésia). [1] - Curiosa/ intrigada (por querer saber quem ela era/ saber por que razão estava na falésia). [1]	2	Do not accept: assustada/ perturbada
1(g)	Indique três motivos pelos quais a visão da Susana deixa a mãe perturbada. Any three of the following: - Não quer acreditar que a família da menina/ o pesadelo está de volta. [1] - A menina relembra-a dos problemas/ confusões entre as famílias no passado. [1] - Clara questiona-se sobre a razão/ o motivo do regresso da família da menina. [1] - Tem receio/ medo do regresso da família. [1]	3	

Question	Answer	Marks	Guidance
2(a)	Explique o que o autor quer dizer com ‘A dois palmos do nariz viam-se as paredes da capela a reluzir. Da porta de casa já não se descortinava nada.’ (Linhas 4–5) • Não se consegue ver nada com o mau tempo. [1] • Os relâmpagos iluminam a capela. [1]	2	Accept: Os relâmpagos (a luz) sugerem proximidade da capela
2(b)	O que insinua o autor com a forma da Susana tratar a mãe por ‘senhora Dona Clara Dentes’ ? (Linha 12) • A Susana mostra-se... Any of the following: • respeitosa. [1] • formal. [1] • séria. [1] • irónica. [1] • zangada/ irritada. [1]	1	
2(c)	Por que razão a ‘Susana arqueou a sobrancelha’? (Linha 28) • A Susana acha que a mãe se dedica demasiado aos filhos. [1] • A Susana discorda da atitude da mãe/ acha exagerada a preocupação da mãe em ter tudo pronto para a chegada do Paulo (café com leite bem quente porque ele detestava chá e bolachas doces/ preparar o jantar). [1]	2	

Question	Answer	Marks	Guidance
2(d)	Explique o que a Susana quer dizer com ‘os olhos estavam ... vazios’? (Linhas 53–54) • Não tinham expressão/ emoção/ vida. [1] • A menina parece não saber o que faz/ estar perdida/ desorientada/ sonâmbula. [1]	2	
2(e)	Explique o significado da frase ‘O seu olhar perdeu-se na noite através da janela’. (Linhas 70-71) • A Clara ficou a olhar para o nada/ para o vazio ou escuridão da noite. [1] • Ela está preocupada/ perde-se nos seus pensamentos/ pensa no que aconteceu/ contemplativa (reflexiva). [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.

Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.

(* is to be shown after those which appear in more than one list)

Notes on task

Candidates should select **ideas** from the texts and **develop** (annotate DEV) them relevantly, supporting what they write with **details** (annotate DET) from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Annotate A1 for ideas related to the first bullet point (from text B)

Annotate A2 for ideas related to the second bullet point (from text B)

Annotate A3 for ideas related to the third bullet point (from text B)

Annotate R1 for ideas related to the first bullet point (from text C)

Annotate R2 for ideas related to the second bullet point (from text C)

Annotate R3 for ideas related to the third bullet point (from text C)

Question	Answer	Marks	Guidance
3	Imagine que a sua família se mudou para uma zona rural e o diretor da sua nova escola pediu-lhe que escrevesse um artigo, para o jornal da escola, sobre esta mudança. No seu artigo deverá explicar: • as razões que levaram à mudança • as vantagens de se viver numa zona rural • as desvantagens de se viver numa zona rural Comece o artigo com: ‘A minha mudança para o mundo rural...’ Este artigo não deve ser de opinião, mas deverá usar as suas próprias palavras, sempre que possível. Baseie-se apenas nas informações dos Textos B e C. Escreva entre 250–350 palavras, em português. Para esta questão 25 pontos são atribuídos da seguinte forma: • 15 pontos para o conteúdo • 10 pontos para a linguagem Use Table A, Reading to give 15 marks for Reading. Use Table B, Writing to give 10 marks for Writing. Indicative Content 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.	25	

Question	Answer	Marks	Guidance
3	Anote A1/R1 (Texto B/ Texto C) para referências relacionadas com as razões que levaram à mudança Anote A2/R2 (Texto B/ Texto C) para referências relacionadas com as vantagens de se viver numa zona rural Anote A3/R3 (Texto B/ Texto C) para referências relacionadas com as desvantagens de se viver numa zona rural A1/R1 Peso das razões para a mudança • cansaço (A1), (det. problemas da vida na cidade) [dev. stress, ruído e poluição] • qualidade de vida (A1), (det. reflexão sobre o tipo de vida) [dev. a vida no interior de Portugal pode trazer benefícios] • sonho (R1), (det. hipótese de fazer algo diferente) [dev. colocar um sonho em prática] • flexibilidade no trabalho (R1), (det. trabalhar online) [dev. não estar preso a um trabalho presencial/ trabalhar para empresas em outro país] A2/R2 Vantagens • natureza (A2), (det. ter um refúgio) [dev. estar rodeado de paisagens tranquilas e espaços abertos] • qualidade do ar e da água (A2) (det. produção de próprios alimentos), [dev. melhor qualidade de vida] • redução de stress (A2), (det. mais tranquilidade/relaxamento) [dev. melhoria da saúde mental] • custo de vida mais baixo (A2), (det. possibilidade de construir casa) [dev. viver como os seus antepassados]		

Question	Answer	Marks	Guidance
3	trabalho remoto (R2), (det. poder trabalhar de qualquer lado desde que tenha internet) [dev. ter mais opções de trabalho] criar um negócio (R2), (det. financeiramente mais viável) [dev. fazer o que se gosta] A3/R3 Desvantagens educação e saúde (A3), (det. falta de escolas e hospitais perto) [dev. é importante ter redes de cuidados e de assistência próximos] rede de transporte (A3), (det. limitação de transportes) [dev. locais remotos podem levar ao isolamento] falta de acesso à cultura e entretenimento (A3), (det. menos locais em zonas rurais) [dev. pouca diversidade] escassez de trabalho bem pago (A3), (det. trabalho para jovens em início de carreira) [dev. só para quem pode trabalhar à distância] qualidade do Wi-Fi (R3), (det. má conexão/ ligação à internet) [dev. pode ser um desafio das zonas remotas] trabalho remoto (R3), (det. nem sempre poder ficar no mesmo sítio (café) por muitas horas) [dev. passar muitas horas sentado/a ao computador/ é preciso acesso a uma tomada] exigência de ser organizado/a (R3), (det. ter uma rotina de trabalho) [dev. ter de se adaptar a um fuso horário]		

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	- 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	- 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	- 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	- 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	- 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	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	- 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	- 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	- 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	- 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	- 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	No creditable content.