CAMBRIDGE
International Education

Cambridge International A Level

PORTUGUESE **9718/02**

Paper 2 Reading and Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 70

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.

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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.

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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
✓	Credit for good language or content point
✗	Incorrect
^	Omission
BOD	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
NBOD	If the examiner considers the answer to be more incorrect than correct, then '**no** benefit of the doubt' is given.
IR	Irrelevant
?	Meaning unclear or illegible
SEEN	Used to show that blank pages have been seen
Highlighter	Highlight

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Annotation	**Meaning**
On-page comment	Wrong question number given by candidate
Off-page comment	Used to make a holistic comment about the script
/	Word limit, do not credit content beyond this point (Question 5)

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1 General Marking Notes	
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	**<u>Content marks</u>** • 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. **<u>Quality of Language Mark</u>** • 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.: **T** 5 – 2 = 3 OR min 1 • Then enter the Quality of Language mark in the mark input box for Question **3L** / Question **4L**. • 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.

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1 General Marking Notes	
Question 5	If the answer exceeds 160 words, insert the slash <u>after</u> the 160th word to show the end of the response to be marked. **<u>Summary</u>** • 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)**. **<u>Personal response</u>** • 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. **<u>Quality of Language</u>** • Enter the mark for Quality of Language in the mark input box for Question **5L**.

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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.

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Detailed mark scheme

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)	fundamental	**1**	
1(b)	combater	**1**	
1(c)	denunciado	**1**	
1(d)	entre eles	**1**	
1(e)	em contraposição com	**1**	***Both*** *prepositions required*

Question	Answer	Marks	Guidance
Question 2 The following are examples of the way in which the answers could be expressed. Answers should fit not the original text, retain the same meaning and contain all the elements of the phrase to be re-worked.			
2(a)	Diversos bairros implementaram o policiamento comunitário.	**1**	
2(b)	Fazemo-lo ao envolvermos / envolver a comunidade.	**1**	
2(c)	A Teresa afirma que têm uma presença contínua no local / ali.	**1**	*Plural verb form essential.*
2(d)	Talvez a resposta seja mudar o estilo de policiamento. / Talvez o estilo de policiamento tenha de mudar.	**1**	*No need for a question mark.*
2(e)	A redução dos comportamentos antissociais é um / o objetivo do policiamento comunitário. / A redução de comportamentos antissociais é visada pelo policiamento comunitário.	**1**	

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Question	Answer	Marks	Guidance
Question 3 **Note:** Lifting = more than 4 consecutive words taken from the text and will usually invalidate answer unless further original explanation is offered.			
3(a)	Que preconceitos têm algumas pessoas que as fazem sentir-se vulneráveis? Mencione **dois** detalhes.	**2**	
	Há muitos criminosos / O número de criminosos é elevado.	1	
	Os polícias não podem ajudar / Os polícias estão muito ocupados.	1	
3(b)	De acordo com o texto, como é que se espera que as pessoas reajam a um estilo policial mais visível? Mencione **dois** detalhes.	**2**	
	Os cidadãos sentem-se mais seguros.	1	
	Os criminosos são desencorajados.	1	
3(c)	De acordo com o superintendente Mendes, que mudanças se notam numa comunidade quando colabora com a polícia? Mencione **dois** detalhes. *Accept any **two** of the answers below.*	**2**	
	Participa na sua própria segurança.	1	
	As suas relações com a polícia são reforçadas.	1	
	Há menos problemas antissociais.	1	

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Question	Answer	Marks	Guidance
3(d)	Quais as razões para Cabo Verde decidir adotar a ideia de policiamento comunitário português? Mencione **três** detalhes.	**3**	
	(A ideia) tinha tido um impacto positivo em Lisboa.	1	
	(Cabo Verde / Praia) ia ter o apoio da polícia lisboeta.	1	
	(Cabo Verde / Praia) ia aproveitar as experiências da polícia lisboeta.	1	
3(e)	Segundo a Teresa, quais são as suas principais responsabilidades como agente comunitária? (Mencione **quatro** detalhes.) *Accept any **four** of the answers below.*	**4**	
	Estar lá / no bairro o tempo todo / continuamente.	1	
	Identificar os problemas do bairro.	1	
	Tratar dos problemas (como os cães sem trela / viaturas abandonadas).	1	
	Envolver a comunidade.	1	
	Ser uma ligação entre a comunidade e a Câmara Municipal.	1	
3(f)	Explique o que o Francisco quer dizer com 'É a união que faz a força'.	**2**	*In their answers, candidates need to convey a sense of <u>together</u> people are <u>stronger</u>.*
	Refere-se à cooperação / às novas relações entre a polícia e o público	1	
	e que é trabalhando juntos que as mudanças ocorrem / que temos mais poder.	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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Question	Answer	Marks	Guidance

Question 3
Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** 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.

Answers scoring 0 for Content 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:

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

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).

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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)	Como é que a teoria americana, mencionada no texto, pretende mudar a forma como a polícia trabalha? Mencione **três** detalhes.	**3**	
	Ao utilizar / adotar uma abordagem científica / Faz com que a polícia use métodos científicos.	1	
	Ao colaborar / Encoraja a polícia a colaborar com peritos / académicos.	1	
	As políticas e decisões basear-se-iam em evidências / provas / dados.	1	
4(b)	O que há de diferente no "Policiamento em Pontos Quentes"? Mencione **três** detalhes.	**3**	
	É altamente visível. (Ostensivo)	1	
	Inclui patrulhamentos intensos.	1	
	Realiza-se onde há muitos crimes / Posiciona agentes em zonas específicas.	1	
4(c)	Como é que os criminosos se aproveitam dos pontos quentes? Mencione **dois** detalhes. *Accept any **two** of the following:*	**2**	
	Há muitas pessoas.	1	
	Podem esconder-se (com facilidade) / É pouco provável que sejam vistos.	1	
	Podem fugir sem dificuldade.	1	

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Question	Answer	Marks	Guidance
4(d)	De acordo com o texto, quais foram os efeitos positivos nos países onde o PPQ foi inicialmente introduzido? Mencione **três** detalhes.	**3**	
	A criminalidade / o crime diminuiu / reduziu-se. / Houve menos vítimas.	1	
	O crime não se deslocou para outro lado.	1	
	A população sentiu-se mais feliz / segura.	1	
4(e)	Segundo a pesquisadora, o que revelam os resultados da iniciativa em Curitiba? Mencione **quatro** detalhes. *Accept any **four** of the following:*	**4**	
	O PPQ funciona bem.	1	
	A comunidade gosta do PPQ.	1	
	A polícia tem uma opinião positiva do PPQ.	1	
	Mostra que o trabalho em conjunto é importante.	1	
	(O projeto) pode ajudar a polícia (no Brasil) a tornar-se mais profissional / a basear-se mais em resultados / evidências.	1	

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Question	Answer	Marks	Guidance

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).
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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Question	Answer	Marks	Guidance

Question 4
Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** 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.

Answers scoring 0 for Content 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:

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

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).

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Question	Answer	Marks	Guidance
Question 5 **Length of 5(a) + 5(b) (Summary and Personal Response)** • 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. Insert the slash after the 160th word to show the end of the response to be marked. **Content marks – Summary** 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 copying from the text should be taken into account when awarding the language mark. The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):			
5(a)	Baseando-se **nos dois textos**, compare e contraste as diferentes formas de policiamento discutidas, examinando o seu impacto nos policiais e nas comunidades. **Text 1** **a** O policiamento ostensivo contrasta com o policiamento secreto. **b** O policiamento ostensivo usa uniformes e distintivos para ser mais visível. O policiamento comunitário: **c** é uma versão do policiamento ostensivo. **d** trabalha com parceiros locais, ao contrário de outros tipos de policiamento. **e** visa envolver a comunidade na sua segurança mais do que no passado. **f** pretende melhorar as relações entre a comunidade e a polícia. **g** contrasta com o policiamento tradicional que é considerado mais autoritário. **ga** desencorajar infrações à lei	**10**	

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Question	Answer	Marks	Guidance
5(a)	**Text 2** **h** Novos modelos de policiamento usam métodos científicos para melhorar a segurança pública. **i** O Policiamento em Pontos Quentes (PPQ) é uma versão que usa dados e estatísticas. **j** O PPQ contrasta com o policiamento tradicional porque é proativo em vez de intervir quando solicitado. **ja** peritos/académicos para encontrar soluções de policiamento **jb** patrulhamento em zonas específicas com taxa de criminalidade alta/mais elevada **Both texts** **k** Tanto o policiamento comunitário como o PPQ estão centrados na segurança pública. **l** Estes dois estilos têm origem em abordagens policiais mais antigas. **m** Os dois estilos foram concebidos para um policiamento em zonas específicas. **n** Os dois estilos colaboram com parceiros - é uma característica fundamental de cada estilo. **o** O policiamento comunitário trabalha com a comunidade local, enquanto o PPQ trabalha com peritos. **p** O policiamento comunitário e o PPQ têm sido bem-sucedidos. **q** O policiamento comunitário e o PPQ poderiam melhorar a segurança pública no futuro. **r** Parece que os cidadãos gostam das duas formas de policiamento. **s** Os policiais parecem gostar destas novas formas de trabalho. **t** ambos os estilos de policiamento levaram à redução do crime nas zonas implementadas.		

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Question	Answer	Marks	Guidance
Content marks – Response to the Text 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)	Como é que se poderia melhorar a segurança pública na zona ou na região onde você mora? **5 Very good** Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. **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. **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. **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. **0-1 Poor** Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.	**5**	

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Question	Answer	Marks	Guidance

Question 5
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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