



INTERNATIONAL SECONDARY CERTIFICATE EXAMINATION
NOVEMBER 2022

PORTUGUESE LANGUAGE IN PRACTICE: PAPER II

MARKING GUIDELINES

Time: 2 hours

100 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

SECÇÃO A REDIGIR UM TEXTO NARRATIVO/ DESCRITIVO EXPRIMINDO OPINIÕES, IDEIAS E SENTIMENTOS

PERGUNTA 1

A resposta a esta pergunta será avaliada de acordo com os critérios especificados na grelha de avaliação.

Communication Skills (Total marks: 15)					
15–12	11–10	9–8	7–6	5–1	0
Communicates and justifies range of ideas and points of view clearly.	Communicates clearly; justifies range of ideas and points of view.	Justifies ideas and points of views most times.	Communicates opinion and points of view but with some errors.	Some personal opinions, but most copied from text.	Incomprehensible.
Text is coherent, creative and imaginative.	Text mostly coherent and interesting.	Coherent text but not much originality.	Text coherent most of the times. Despite errors, writing conveys a clear message.	Very little coherence.	No meaning conveyed.
Writing is accurate and feelings and opinions described concisely.	Displays some creativity and imagination.			Meaning compromised and text difficult to follow.	
Language Competence (Total marks: 15)					
15–12	11–10	9–8	7–6	5–1	0
Excellent range of vocabulary and use of idiom.	Very good use of vocabulary and use of idiom.	Fairly good range of vocabulary and use of idiom.	Basic range of vocabulary and idiom.	Very limited range of vocabulary and idiom.	Insufficient accurate language to convey meaning.
Excellent knowledge and application of grammar and language structures.	Good knowledge of grammar and language structures.	Good control of language structures and grammar despite some errors.	Sufficient control of grammar and language structures.	Very limited knowledge of grammar and language structures.	Writing reveals no basic knowledge of grammar and language structures.
Appropriate register.	Appropriate register.	Mostly appropriate register.	Mostly short sentences and unconnected.	Sentences hardly coherent.	
Confident with the language.	Errors negligible.		Register not to appropriate at times.	Little or no awareness of register.	

SECÇÃO B REDIGIR UM TEXTO INFORMATIVO

PERGUNTA 2

As respostas a estas perguntas serão avaliadas de acordo com os critérios especificados na grelha de avaliação abaixo:

Marking Criteria	
Criteria	Marking
• Correct Format	[1]
• Greetings and Close	[1]
• Content (includes right information) and originality (uses own words, interesting text)	[2]
• Tone/ Style/ Register (appropriate to target audience and purpose of text)	[2]
• Language and grammar	[2]
	Total: 10

SECÇÃO C LINGUAGEM EM CONTEXTO**PERGUNTA 3 REFORMULAÇÃO****PERGUNTA 4 REDIGIR UM TEXTO A PARTIR DE APONTAMENTOS BÁSICOS**

Os textos escritos em resposta a estas perguntas serão avaliados de acordo com os critérios especificados na grelha da correcção.

Criteria	12–10	9–7	6–4	3–0
Format and length: Introduction and conclusion, logical progression of paragraphing and coherence.	Applies required format exactly. Introduction and conclusion according to task. Paragraphs with clear links at all times.	Aware of format required. Text contains introduction and conclusion. Paragraph with clear links most of the time.	Some awareness of format. Introduction and conclusion not very clear. Paragraphs does not have very coherent links.	Shows no awareness or very limited awareness of correct format required. Ideas and argument are poor. Hardly ever uses paragraphs.
Ability to access, select, organise and integrate relevant information from source text.	Able to select relevant information from source text and to organise and integrate it into own text effectively. Clearly fulfils all requirements of task.	Able to locate, select, organise and integrate relevant information from source text into own text. Fulfils requirements of task.	Able to locate, select, organise and integrate only some relevant information into own text. Fulfils most of the requirements of task.	Limited ability to locate, select, organise and integrate relevant information into own text. Complete disregard for information given. Inadequate fulfilment of task requirements.
	8–7	6–5	4–3	2–1
Writing for a specific purpose, audience and context.	Applies appropriate register and style. Text adapted to purpose, context and target audience. Tone fit for purpose of text.	Shows awareness of style and register. Text adapted to target audience, purpose and context. Tone mostly appropriate to purpose of text.	Aware of style and register. Sufficient attention given to purpose of text, context and audience. At times, struggles to apply appropriate tone.	Limited awareness or very poor awareness of style and register. Limited or hardly any attention given to purpose, context and audience.
	4	3	2	1
Vocabulary, spelling, idiomatic language and punctuation.	Very rich vocabulary and original word choice. Excellent spelling. Punctuation used effectively. Demonstrates knowledge of, and applies idiomatic language correctly.	Very good use of vocabulary and good word choice. Spelling mostly accurate. Good use of punctuation. Demonstrate knowledge of idiomatic language.	Reasonable vocabulary. Some originality of word choice. Many spelling errors. Acceptable punctuation despite a few lapses. Limited knowledge of idiomatic language.	Very poor vocabulary and no original word choice. Serious spelling errors impede meaning. Punctuation almost non-existent. Reveals no knowledge of idiomatic language.
Language competence, use of logical connectors (conjunctions, pronouns, adverbs and prepositions) sentence types and structures	Excellent language and application of grammar and language structures. Wide variety of sentences types used confidently. Logical connectors contribute to cohesion of text.	Demonstrates control of language structures and grammar. Uses a variety of sentences types confidently. Logical connectors used not too varied.	Grammar and language structures with some errors. Limited variety of sentences structures and types. Some logical connectors used repeatedly.	Very limited or no control of grammar and language. Struggles to apply sentence structures and types. Mostly simple sentences. Absence of logical connectors.

Total: 100 marks