NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2024

PORTUGUESE SECOND ADDITIONAL LANGUAGE: 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.

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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 abaixo:

Marking rubric

Communication skills					
Marks: 15–13	**12–10**	**9–8**	**7–6**	**5–1**	**0**
Communicates and justifies range of ideas and points of view clearly. Text is coherent, creative and imaginative. Writing is accurate and feelings and opinions described concisely.	Communicates clearly; justifies range of ideas and points of view, Text mostly coherent and interesting. Displays some creativity and imagination.	Justifies ideas and points of view most times. Coherent text but not much originality.	Communicates opinion and points of view but with some errors. Text coherent most of the times. Despite errors, writing conveys a clear message.	Some personal opinions, but mostly copied from text. Very little coherence. Meaning compromised and text difficult to follow.	Incomprehensible. No meaning conveyed.
Language Competence					
Excellent range of vocabulary and use of idiom. Excellent knowledge and application of grammar and language structures. Appropriate register. Confident with the language.	Very good range of vocabulary and use of idiom. Good knowledge of grammar and language structures. Appropriate register. Errors negligeable.	Fairly good range of vocabulary and use of idiom. Good control of language structures and grammar despite some errors. Mostly appropriate register.	Basic range of vocabulary and idiom. Sufficient control of grammar and language structures. Mostly short sentences and unconnected. Register not too appropriate at times.	Very limited range of vocabulary and idiom. Very limited knowledge of grammar and language structures. Sentences hardly coherent. Little or no awareness of register.	Insufficient accurate language to convey meaning. Writing reveals no basic knowledge of grammar and language structures.

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SECÇÃO B REDIGIR UM TEXTO INFORMATIVO

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

Critérios	**Pontuação**
Estrutura correta; saudação e despedida adequadas ao destinatário. Nível de língua, tom e estilo corretamente utilizados. Expressa-se claramente. Mensagem correta a nível gramatical e linguístico. Obedece ao que é pedido, texto inclui próprias palavras, manifesta certa criatividade.	10–9
Verificam-se todos os aspetos acima mas texto contém alguns erros gramaticais e linguísticos.	8–6
Obedece ao que é pedido a nível do conteúdo da mensagem. Erros gramaticais e linguísticos frequentes. Nível de língua, saudação e despedida não muito adequados ao destinatário. Estrutura com algumas falhas.	5–4
A comunicação é comprometida devido à abundância de erros gramaticais e linguísticos. Praticamente incompreensível. Tom, estilo e nível de língua não adequados ao destinatário da mensagem. Estrutura incorreta.	3–0

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SECÇÃO C LINGUAGEM EM CONTEXTO / LANGUAGE IN CONTEXT

PERGUNTA 3 REFORMULAÇÃO

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PERGUNTA 4 REDIGIR UM TEXTO A PARTIR DE APONTAMENTOS BÁSICOS

O*s textos redigidos em resposta a estas perguntas serão avaliados de acordo com os critérios especificados na seguinte grelha de correção:*

Criteria	Marks: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. Paragraphs with clear links most of the time.	Some awareness of format. Introduction and conclusion not very clear. Paragraphs do not have very coherent links.	Shows no awareness or very limited awareness of format required. No introduction and conclusion visible. 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. 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	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. Demonstrates knowledge of idiomatic language.	Reasonable vocabulary. Some originality of word choice. Many spelling errors. Acceptable punctuation. Limited knowledge of idiomatic language.	Very poor vocabulary and no original word choice. Serious spelling errors. Punctuation almost non-existent. Reveals no knowledge of idiomatic language.
Language competence, use of logical connectors (conjunctions, pronouns, adverbs and prepositions) sentence type and structure	Excellent knowledge and application of grammar and language structures. Wide variety of sentence types used confidently. Logical connectors contribute to cohesion of text.	Demonstrates control of language structures and grammar. Uses a variety of sentence types confidently. Logical connectors used, but not too varied.	Grammar and language structures with some errors. Limited variety of sentence structures and types. Some logical connectors used repeatedly.	Very limited or no control of grammar and language. Mostly simple sentences. Absence of logical connectors.

Total: 100 marks

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