

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0540 PORTUGUESE (FOREIGN LANGUAGE)

0540/04

Paper 4 (Writing), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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1 General Marking Notes

2 General Marking Principles

2.1 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.

2.2 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:

- (i) there is an indication from the candidate that other material should be considered
- (ii) the candidate has continued their answer outside the space provided
- (iii) there is no answer in the space provided

2.3 Annotation used in the Mark Scheme and/or Marking:

- (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 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.

2.4 No response and '0' marks

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 (eg '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.

2.5 **Optional questions:** you must mark all questions attempted by the candidate. Where a question has not been attempted then a 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, scoris will automatically only aggregate the candidate's best result.

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3 Detailed Mark Scheme

SECTION 1

Question 1

Candidates are required to list 8 items in Portuguese. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**
- **Stop ticking once 5 items have been rewarded**
- **On Question 1, award marks for items wherever the candidate has written them**
- **If the candidate offers more than one word per line, award a mark for each acceptable item**

NB the pictures provided on the question paper are only suggestions. Accept any item which the candidate might take camping.

Generic mark scheme for Question 1

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
 - (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
 - (b) Look-alike test: does what the candidate has written look like the correct answer?
 - (c) Ignore any article.

Session-specific instructions for Question 1: Coisas que precisa de levar para acampar com os seus amigos.

- The following are examples. Accept anything the candidate could take camping

| ACCEPT: NB: be aware of BP alternative vocabulary/spellings | |
|--|---|
| óculos de sol / óculos escuros | fato de banho / maiô / calções, calção de banho |
| chapéu de sol | chinelos de praia / havaianas / sandálias |
| toalha / toalha de praia | água para beber |
| livros / revistas / jornais | bola |
| saco-cama / saco de dormir | ipad |
| fósforos | bicicleta |
| lanterna | tenda de praia |
| pratos / talheres | toldo / barraca / tapavento |
| churrasco | pasta de dentes |

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| | |
|----------------------------|---------------------------|
| mala térmica / frigorífica | colchão insuflável |
| fruta | protetor / loção solar |
| sandes / sanduíches | viola / violão / guitarra |
| comida | mala |

| REFUSE | |
|----------------------|------------------|
| platos | jabón |
| mochila | tende |
| bicicleta | |

[Total for Question 1: 5 marks]

Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 2.1
- **Language:** award a mark out of 5, according to the instructions in 2.2

2.1: award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 2)

- (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
 - If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION, be tolerant of verbs / tenses / spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).
ACCEPT: missing accent on é (e instead of é) E.g. Ele e baixo.
ACCEPT: Verbs wrongly conjugated E.g. Meu amigo moro em Londres.
- (v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks
- Ela tem cabelo preto, olhos bonitos e uma boca pequena = 1 mark (1 verb = a list of 3)
 - Ela tem cabelo preto (1), é de estatura mediana (1), e ela é bonita (1) = 3 marks (3 verbs).

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(vi) Only reward each piece of information once, e.g. “ela é fantástica” cannot score both as a description and reason for liking, (“ela é fantástica” and “a música dela é fantástica” can both be rewarded).

(vii) Do not penalise factual errors.

[Total marks for Communication: 10]

Session-specific instructions for Communication marks (Question 2): Escreva sobre o seu melhor amigo / a sua melhor amiga.

| Tick | Accept |
|------|--|
| 1 | <p>Diga o nome, idade e onde mora o seu melhor amigo / a sua melhor amiga. REWARD: any type of house, how big/small it is, number of rooms, name of place, location, proximity to other towns, type of area (country/mountain region/by the sea/etc.) – a general or detailed description.</p> <p>Ex: Chama-se Raquel (1), tem 17 anos (1) e vive em Maputo(1) Chama Felipe (1), é meu vizinho (1) e tem minha idade (1)</p> |
| 2 | <p>Descreva-o/a fisicamente. REWARD: any description of the best friend’s physical appearance Ex. Ela é alta (2) e tem cabelo comprido (2). Ela tem olhos verdes(2).</p> <p>ACCEPT: Ela está bonita.</p> |
| 3 | <p>Diga que tipo de trabalho ele / ela vai fazer no futuro e porquê. REWARD: any description of the type of job the best friend intends to do and why</p> <p>ACCEPT: any attempt at verb or expressions that indicates future</p> |
| 4 | <p>Explique por que razão ele é o seu melhor amigo/ ela é a sua melhor amiga. REWARD: any description of character or something the best friend has done that shows his/her character</p> |

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2.2: award a mark out of 5 for Language

Generic mark scheme for Language (Question 2):

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Language (Question 2)

| | |
|----------|--|
| 5 | 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. |
| 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. |
| 3 | 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. |
| 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. |
| 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. |
| 0 | One or two disjointed words or short phrases may be recognisable. |

[Total marks for Language: 5]

[Total for Question 2: 15 marks]

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SECTION 2

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

- **Communication:** award a mark out of 10, according to the instructions in 3.1
- **Language:** award a mark out of 8 for Verbs, according to the instructions in 3.2 award a mark out of 12 for Other linguistic features, according to the instructions in 3.3

3.1 – award a mark out of 10 for Communication**Generic mark scheme for Communication (Question 3):**

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point.

| | |
|----------------|--|
| 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of Prepositions, etc.) are tolerated. |
| 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. |
| 0 ticks | Nothing of worth communicated. |

- (iii) Add up the ticks to give a mark out of 10 for Communication.

[Total marks for Communication: 10]

- **Generic guidance on awarding ticks for Communication**

Example 1: Explique a um amigo como se sentiu quando fez os mesmos exames no ano passado.

| Candidate's response | Ticks for Communication | Reason for mark |
|---|-------------------------|---|
| <i>Eu ser bem.</i> | 0 | Nothing of worth communicated |
| <i>Eu gostar de exames.</i> | 1 | Some meaning conveyed |
| <i>Eu estaba estudando</i> | 2 | Message clearly communicated despite spelling mistake |
| <i>Eu comencei a estudar</i> | 2 | Message clearly communicated despite spelling mistake |
| <i>Eu senti-me nervoso, por isso fui dar um passeio a pé todos os dias.</i> | 2 | Message clearly communicated |

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Example 2: Descreva o seu local preferido de férias e explique porque gosta tanto daquele

| Candidate's response | Ticks for Communication | Reason for mark |
|--|-------------------------|--|
| <i>Eu gostar do local preferido de férias</i> | 0 | Nothing of worth communicated |
| <i>Gosto muito daquele local.</i> | 1 | Some meaning is conveyed but the message is incomplete |
| <i>Gosto muito daquele local por ser perto do mar.</i> | 2 | Message clearly communicated |

Session-specific instructions for Communication marks (Question 3):

| | |
|---|--|
| Place up to 2 'numbered' ticks as close as possible to each relevant communication point: | |
| 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. |
| 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. Ex. When appropriate time frame is clear, but main verb is in wrong tense, eg. Quando acabar as próximas provas eu fiz uma festa. Vamos convidar... |
| 0 ticks | Nothing of worth communicated. |

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• **Question 3(a): Email about an important exam**

| Tick | Accept | Mark |
|------|---|------|
| 1 | Explanation of how you felt when you took the same exam last year Insist on past tenses. Accept any reasonable feelings or emotions – positive or negative. | 2 |
| 2 | Description of how you prepared yourself for the exam Insist on past tenses. Allow any sensible ways of preparing for an exam, including any sports or de-stressing activities – scope for imaginative work. | 2 |
| 3 | Extra suggestions for how your friend's school can help Allow any sensible suggestions – scope for imaginative work. Extension of task. | 2 |
| 4 | How you will both celebrate when your friend's exam is finished Insist on Future / Conditional and use of Present (for Future). Allow any reasonable suggestions. | 2 |
| 5 | Fifth communication ticks to be awarded flexibly for extra detail , given in a statement /clause containing a finite verb, relating to any of the bullet points. (Apply the guidance for each task when awarding marks for 5) | 2 |

• **Question 3(b): School newspaper article about the best place to go on holiday**

| Tick | Accept | Mark |
|------|---|------|
| 1 | Description of your favourite holiday place | 2 |
| 2 | Explanation and information about why you like it so much Accept any reasonable positive justifications for why this place is the best. | 2 |
| 3 | What you did last time you were there Insist on past tenses. Accept any reasonable attempts at describing activities that took place there. | 2 |
| 4 | Explain what the accommodation was like when you stayed there Insist on past tenses. Positive or negative opinion of the accommodation. | 2 |
| 5 | How you will spend your next holidays Accept any verb or expression that indicates future. Allow any sensible ideas for a holiday. | 2 |

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- **Question 3(c): On a night out you lost your mobile phone and house keys (continue the story)**

| Tick | Accept | Mark |
|------|--|------|
| 1 | What happened that night Insist on past tenses. Allow any explanations for a night out. Award positive or negative description of what could sensibly have happened on a night out and prior to going out. | 2 |
| 2 | What happened that night Insist on past tenses. Continuation of narrative - description of action / what took place when you were out / how you lost your wallet / keys | 2 |
| 3 | What you did when you lost your mobile phone and house keys Insist on past tenses. Extension of task – description of action / what took place reactions, with opinions / reasons / justifications | 2 |
| 4 | How the candidate's family reacted the following day Reactions, with opinions / reasons / justifications | 2 |
| 5 | Fifth communication ticks to be awarded flexibly for extra detail , given in a statement / clause containing a finite verb, relating to any of the bullet points. (Apply the guidance for each task when awarding marks for 5) | 2 |

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3.2 – award a mark out of 8 for Accurate use of verbs

Generic mark scheme for Accurate use of verbs (Question 3):

- (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.

Conversion table for Accurate use of verbs (Question 3)

| 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 |

[Total marks for Accurate use of verbs: 8]

- How to award ticks for Accurate use of verbs (Question 3):
- (a) 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 they are used to distinguish between two words of different meaning or function

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

| Tick | No tick | Note |
|-----------------------------------|-------------------------------|---|
| Eu tenho (✓) um amigo | | |
| Trabalho (✓) | | if verb is correct and no subject is necessary = tick |
| O João chama (✓) | O João chamo | subject must agree with verb |
| Os professores são (✓) simpáticos | Os profesoeres são simpáticos | subject must be spelled correctly |
| Ela saiu (✓) | Ela saiu amanhã | tense must be correct |
| Ele è meu amigo (✓) | Ele e meu amigo | accept mis-used grave accent instead of acute |

With direct and indirect object pronouns

| Tick | No tick | Note: accept BP position/ variation of pronouns |
|--------------------|---------|---|
| 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) | <i>lavar</i> should not be used reflexively in this statement |

Use of gerund

| Tick | No tick | Note |
|-------------------------------------|---------|--|
| Estou escrevendo (✓) | | continuous forms of <i>estar</i> and gerund are awarded 1 tick |
| O homem vendo (✓) o carro parou (✓) | | use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks |
| Ficamos a dançar (✓) | | |

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Passive and participle with *estar*

| Tick | No tick | Note |
|---------------------------------|-------------------------------|---------------------------------|
| A janela estava (✓) aberta (✓) | A janela (✓) aberto (no tick) | past participle must be correct |
| O prédio foi (✓) construído (✓) | | |

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: ignore BP position of pronouns |
|-----------------------------|---------|---|
| Apetece-me (✓) dormir (✓) | | Apetece-me = tick 1; dormir = tick 2 |
| Doem-lhe (✓) os pés | | |
| Faltavam-me (✓) cinco reais | | |

Impersonal *se*

| Tick | No tick | Note: accept BP position of 'se' |
|--------------------------------|---------|----------------------------------|
| Diz-se (✓) / Se diz (BP) | | |
| Vendem-se (✓) / Se vendem (BP) | | |

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Verbs with negatives

| Tick | No tick | Note |
|------------------|----------------|---|
| Não comem (✓) | | the negative is considered to 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, neither verb can be rewarded |

(b) Imperative

| Tick | No tick | Note |
|-----------|---------|------|
| Vem! (✓) | | |
| Ouçã! (✓) | | |

(c) Interrogative

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

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(d) 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 |
| Tu vais (✓) comprares (no tick) | | incorrect spelling of infinitive |
| | Nós vão celebrar (✓) | incorrect verb form but correct infinitive so infinitive rewarded |
| Vou (✓) estudar (✓) | Nós vão estudar (✓) | incorrect verb form but correct infinitive so infinitive rewarded |
| Sem esperar (✓) | Sem espero | infinitive required after preposition |
| São (✓) para ajudar (✓) | | |
| Comecei (✓) a gritar (✓) | | |
| Comecei (✓) gritar (✓) | | lack of preposition to be noted under 'Other linguistic features' |
| Aprender (✓) é (✓) bom | | Use of infinitive as subject of sentence. |

(e) Participle (past or present)

| Tick | No tick | Note |
|------------------------|------------------------------|---|
| O homem sentado (✓) | | |
| Acabado o programa (✓) | Acabado a programa (no tick) | Article-noun agreement must be correct/ subject must be correct |
| Fui (✓) correndo (✓) | | <i>fui</i> = tick 1 <i>correndo</i> = tick 2 |
| Sendo (✓) estudante | | |

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(f) 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

3.3 – award a mark out of 12 for Other linguistic features

Generic mark scheme for Other linguistic features (Question 3):

- (i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Other linguistic features (Question 3)

| | |
|-------|--|
| 11–12 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. |
| 3–4 | <ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. |
| 1–2 | <ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. |
| 0 | <ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. |

- (ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

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- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- 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
- Linking words and conjunctions other than *e* (e.g. *por isso, enquanto, embora*)
- Prepositions and adverbs
- Use of *por* and *para*
- Subordinate clauses, including use of *porque* and *que*
- Indirect or reported speech
- Relative clauses, including use of relative pronouns
- Time expressions and time clauses with *quando* and *se* (= if)
- Appropriate use of letter etiquette, including greetings and mild expletives
- Indefinite pronouns
- Interrogative pronouns
- Idiomatic (verbal) expressions.

[Total mark for Other linguistic features: 12]

[Total for Question 3: 30 marks]

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Appendix

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.

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.)