

Mark Scheme for June 2010

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Section A: Listening and Writing

Task 1

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	Can cause infections (1) and lead to death (1)	[2]	Accept: you can get infected and (even) die; It can be fatal / life threatening
	(b)	(Because it is a liquid) it spreads around the body (1)	[1]	(and is not surrounded by a membrane) – words in brackets not necessary to gain mark; Reject: it spreads on the body
	(c)	A lack of information(1) and its low price (1)	[2]	Accept variations such as: There is not enough information out there It is cheap / it doesn't cost much / it is reasonably priced Accept: you can get a curvy body / it is readily available in supermarkets
	(d)	Go and see a doctor / specialist (1)	[1]	
Total			[6]	

Tarefa 2 (22 marks for comprehension and 10 for quality of language)

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a) (i)	Two from: Não têm interesse pela política (1) Não querem saber quem os representa (1) não querem votar (1)	[2]	
	(ii)	Os políticos não são sérios (1) e não têm interesse nos jovens (1)	[2]	Reject: não querem saber de nós Accept: não querem saber dos jovens
	(b)	Não lutam (1) pelas convicções (1) nem pelos direitos (1)	[3]	
	(c)	Deixar que alguém decida por eles (1)	[1]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(d)	One from: A vida nocturna (1), as drogas (1)	[1]	
(e)	Os jovens não participam (1) na construção da sociedade (1)	[2]	
(f)	Não se compreendem bem (1)	[1]	Accept: Há um grande desacordo / uma falta de compreensão
(g)	O cidadão perde a sua independência (1), tem de aceitar todas as ideias do partido (1), e criticar as opiniões dos outros (1)	[3]	Accept: tem de abandonar as suas ideias / perde a sua autonomia; Tem de bater palmas ao seu partido
(h)	Teria de ser um dos chefes (1)	[1]	Accept: tem de estar no topo / tem de ser um dos dirigentes Reject: tem de vender a alma ao diabo
(i)	Either: Dois anos (1) or: Desde os 18 anos (1)	[1]	
(j)	É uma actividade cheia de decadência (1) hipocrisia (1) e mentira (1)	[3]	
(k)	Acha que não têm governado bem (1) e não têm animado o povo / os jovens(1)	[2]	
	QWC	[10]	
	Total	[32]	

Tarefa 3

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	mostrar	[1]	
	(b)	crecente	[1]	
	(c)	ligada	[1]	
	(d)	televisadas	[1]	An error has been recognised in the question paper – accept: televisada
	(e)	estudo	[1]	
	(f)	reuniu	[1]	
	(g)	expandida	[1]	
	(h)	popular	[1]	
	(i)	aumentou	[1]	
	(j)	canal	[1]	
	(k)	descoberto	[1]	
	(l)	fenômeno	[1]	
	(m)	percentagem	[1]	
	(n)	aumento	[1]	
	(o)	significativo	[1]	
		Total	[15]	

Tarefa 4

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	...um crescimento (1) cem por cento (1) no nível da instrução (1)	[3]	Accept for one mark use of the verb dobrar
	(b)	...criticamente (1) as tradições (1)	[2]	
	(c)	...não representam (1) a mulher (típica) brasileira (1)	[2]	
		Total	[7]	

Note: Across the task as a whole, any more than five words lifted from the text will not gain credit.

Note: Inaccuracies in grammar will be considered as part of the C2 Quality of Language (Accuracy) grid.

Tarefa 5

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	últimas	[1]	
	(b)	creceu	[1]	
	(c)	separações	[1]	
		Total	[3]	

Note: accept only the exact response in the Mark Scheme.

Tarefa 6

Question	Expected Answer	Mark	Rationale/Additional Guidance
(a)	A disseminar (1) ideias novas (1) em países que se estão a desenvolver (1)	[3]	
(b)	Levam um conteúdo (1) sobre questões sociais (1) que influencie a gente (1)	[3]	Accept mention of a specific social issue (eg AIDS or minority rights) instead of 'questões sociais'; Accept: contêm informações / a gente aprende sobre
(c)	Os pais são mais susceptíveis (1) de dar aos filhos (1) nomes de personagens das novelas (1)	[3]	
(d)	muito forte / omnipresente (1)	[1]	Accept: penetram na mente das pessoas (or similar)
	Total	[10]	

Note: Across the task as a whole, any more than five words lifted from the text will not gain credit.

Tarefa 7: Transfer of meaning

Award **two** marks per translated section according to the first grid below.
The translations given in the second grid are intended only as a guide.

Mark Grid H.2 : Transfer of Meaning (10 marks)**Mark Transfer of Meaning****2**

Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.

1

Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.

0

Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English

Notes to Grid H.2

Exceptional responses and marks to award

1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning.
2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.

	Portuguese	English	Reject
1	Todas as manhãs dezenas de moradores de Maputo	Every morning dozens of people/residents living in Maputo	
2	caminham pelo acostamento das estradas com enormes sacos às costas:	walk along the side / hard shoulder of the roads with huge/enormous bags on their backs:	
3	vão para o primeiro centro de reciclagem de plástico de Moçambique.	they are heading for the first centre for recycling plastic in Mozambique.	
4	O centro visa contribuir para o desenvolvimento da reciclagem de resíduos sólidos urbanos	The centre aims to contribute to developing the recycling of solid urban waste	Sentences which do not imply an intention to contribute; residue
5	assim como fazer o público consciente desta questão ambiental.	Sentences which do not imply an intention to contribute; as well as raising public awareness of this environmental issue.	

Tarefa 8

Tarefa 1		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	...chegarem... ...situa... ...pessoal... ...trouxeram... ...verifique...	[5]	Accept chegar; Accept present tense (trazem/levam)
	(b)	...peso... ...recebem...	[2]	
	(c)	...vem/viaja... ...representa... ...ganhar... ...alguns... ...remédio...	[5]	Accept caminha; Accept é for representa; Accept sustentar for ganhar; Accept muitos for alguns; Accept meio for remédio
Total			[12]	

Note: Inaccuracies in grammar will be considered as part of the C2 Quality of Language (Accuracy) grid.

Tarefa 9

The following points should be included:

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	Para pôr em marcha (1) um processo para animar a gente (1).	[2]	Accept animar a gente a reciclar; Accept Dar trabalho aos associados (or similar) for one mark, but do not credit the same point in (b)
	(b)	Melhorar o meio ambiente (1) e criar empregos para as pessoas (1).	[2]	
	(c)	Mudar os nossos preconceitos (1), e começar a ver as suas possibilidades (1).	[2]	Accept for second point: deixar de ver o lixo como inútil (or suitable alternative)
	(d)	A reutilização (1) de materiais (1) que de outra maneira seriam considerados inúteis (1).	[3]	
	(e)	Não serão tão usados (1)	[1]	
Total			[10]	

Note: Across the task as a whole, any more than five words lifted from the text will not gain credit.

Transcripts for F888 A2 Portuguese June 2010**Task 1: LIQUID SILICONE AND THE PERFECT BODY****Entrevistadora: Female, European Portuguese****Jorge: Male, Brazilian****Entrevistadora:** Senhor Doutor Jorge, por que é que tanta gente usa o silicone?**Jorge:** A idéia é tentadora: conseguir um corpo cheio de curvas com aplicações de um silicone líquido encontrado em qualquer supermercado, a preços bem acessíveis.**Entrevistadora:** Mas...quais são os perigos?**Jorge:** São muitos... A aplicação de silicone industrial no corpo pode causar infecções e sim, pode levar à morte. Além disso, a remoção do produto é muito complicada. Como o silicone é líquido e não é envolvido por uma membrana resistente, ele se espalha pelo corpo.**Entrevistadora:** Então, como explica a popularidade do silicone?**Jorge:** Acredito que a falta de informação e o baixo preço do silicone industrial são fatores que podem levar as pessoas a realizarem aplicações no corpo. No corpo, sempre vai causar problemas.**Entrevistadora:** Que conselhos poderia oferecer a uma pessoa que utilizasse o silicone?**Jorge:** A orientação para quem aplicou silicone industrial no próprio corpo é uma só: procure um médico. Somente um especialista vai conseguir avaliar a gravidade de cada caso.

(approx. 1 min 20)

Tarefa 2: TRÊS ESTUDANTES FALAM DE POLÍTICA**Introduction / title: Male, Brazilian****Francisca: Female, European Portuguese****Nuno: Male, European Portuguese****Patrícia: Female, Brazilian**

Francisca: Sou a Francisca, e quero dizer que a maioria dos jovens não se interessam pela política. Não querem saber quem os representa.

Muitos nem sequer têm interesse em votar em qualquer tipo de eleição. Alguns argumentam que os políticos não são sérios, não querem saber de nós, porque simplesmente não têm interesse.

Sobretudo, a falta de participação dos estudantes resulta em se deixarem entregar e não lutarem por aquilo em que acreditam, nem sequer pelos seus direitos. E porquê? Porque preferem deixar que alguém decida por eles. Preferem as noitadas ou as drogas.

Há uma falta de participação da juventude na construção da nossa sociedade. E não há só jovens ignorantes. Existe também um grande desacordo entre as gerações mais velhas e os mais jovens.

E você, Nuno, qual é a sua opinião?

Nuno: Hoje temos um sistema que impede o cidadão comum de ter uma participação activa sem ter necessariamente de estar inscrito num partido político.

Mas ao estar inscrito num partido, o cidadão deixa de ter um pensamento próprio e tem de se moldar por completo à ideologia do partido. Portanto, para ganhar participação política abandona as suas ideias, tem de bater palmas ao seu partido e criticar todas as opiniões de cores diferentes, independentemente do seu valor. Para poder fazer as suas opiniões tem de estar no topo da pirâmide, e para isso tem de vender a alma ao diabo para lá chegar.

E você, Patrícia, o que acha?

Patrícia: Eu sou jovem, tenho 20 anos e desde os 18 que participo ativamente na vida política. Contudo, é normal que os jovens e a sociedade em geral se desliguem de algo que é hoje o setor mais podre, mais decadente e mais fonte de hipocrisia e falsidade. Eu não tenho orgulho nos políticos que ultimamente não têm conseguido orientar o país nem entusiasmar a gente. Não culpem os jovens pelo desinteresse, culpem o poder que não cativa os jovens. Isso é o que está sucedendo.

(approx. 2 min 50)

Assessment Criteria

Units F882 *Dutch*/F884 *Gujarati*/F886 *Persian*/F888 *Portuguese*/F890 *Turkish Listening, Reading and Writing 2* – Section A: Listening and Writing

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Units F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 – Section B: Reading and Writing (Transfer of Meaning task)

This grid is to be used in conjunction with the indicative content given in the mark scheme.

Award **two** marks per translated section according to the grid below.

This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 MARKS AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2

Exceptional responses and marks to award

1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning.
2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.

Units F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 - Section B: Reading and Writing (continued)

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Units F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 – Section C: Writing (Essay)

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
0-2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3-4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5-6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7-8	Relevant information which responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9-10	Consistently relevant information which supports points of view and opinions. Shows genuine insight in responding to the task.

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0-2	Random organisation of the response. Limited attempt to develop an argument, analyse and evaluate, and draw conclusions.
3-5	Shows some ability to structure and organise the response. Limited ability to develop an argument, analyse and evaluate, and draw conclusions.
6-9	Structured and organised response. Points of view are mostly linked in a logical sequence. Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10-12	Coherently structured and organised response. Points of view are linked in a logical sequence. Able to develop an argument, analyse and evaluate, and draw conclusions.
13-15	The response displays genuine control and clarity. A very well developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Units F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 – Section C: Writing (Essay)

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3-4	A restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

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