

Portuguese

Advanced Subsidiary GCE

Unit **F887**: Listening, Reading and Writing 1

Mark Scheme for June 2011

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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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Where applicable, accept new and/or old Portuguese spellings.

Section A: Listening and Writing

Tarefa 1: Compreensão auditiva - Um adolescente moçambicano			
Q	Expected Answers	Marks	Additional Comments
(a)	B	[1]	Multiple-choice This task is scanned in by the page. The marks are awarded individually. No annotations are necessary.
(b)	A	[1]	
(c)	A	[1]	
(d)	C	[1]	
(e)	B	[1]	
(f)	A	[1]	
(g)	C	[1]	
(h)	C	[1]	
(i)	A	[1]	
(j)	B	[1]	
(k)	B	[1]	
(l)	C	[1]	
Total		[12]	

Tarefa 2: Compreensão auditiva - Fim de semana em Portugal			
Q	Expected Answers	Marks	Additional Comments
(a)	dias	[1]	<i>Gap-fill</i> The elements are scanned by the page. No annotation is necessary.
(b)	desculpa	[1]	
(c)	claridade	[1]	
(d)	intensa	[1]	
(e)	caminhar	[1]	
(f)	emocionantes	[1]	
(g)	agradam	[1]	
(h)	nadadores	[1]	
(i)	ondas	[1]	
(j)	cidade	[1]	
(k)	nacionalidades	[1]	
(l)	marítimos	[1]	
(m)	noite	[1]	
	Total	[13]	

Task 3

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Portuguese get no marks.

Task 3: Listening – International Work Camps for young people			
Q	Expected Answers	Marks	Additional Comments
(a)	(i) Exchange programme	1	Must refer to a programme Reject “camping programme”, “exchange” on its own Accept “interchange programme” Both details must be present in the answer. Accept “different nationalities”
	(ii) for young people from different countries	1	
(b)	(i) to recognise different forms of behaving	1	Accept: different behaviours Reject “attitudes” Accept “different cultures”
	(ii) to understand the mixture of cultures in the world	1	
(c)	(i) July to September OR July – September	1	The answer must make it clear that August is included. Reject, for example: “July September” or “July and September” Accept: 15 days.
	(ii) 14 days OR a fortnight OR 2 weeks	1	
	(iii) between 4 and 6 hours	1	
(d)	18 to 30	1	The answer must be clearly expressed.
(e)	(i) Fill in the/a Registration Form	1	The answer must refer to – Registration Form. Reject the whole answer if no reference is made to ‘registration form’. Reject: ‘personal information’ and ‘send it by post/mail’ on their own Reject “details” on its own. Must include the word “personal”
	(ii) with their personal details OR information OR data	1	
	(iii) send it by post	1	
(f)	lodging, food and insurance	1	The three items must be present in the answer. Reject “safety”. Must be “insurance”

Q	Expected Answers	Marks	Additional Comments
(g)	transport (1) to and from the Work Camp (1)	2	The answer must include full details. Accept "return transport" Accept "travel"
(h)	email OR telephone	1	
	Total	[15]	

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Written Communication (QWC)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QWC.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

Annotations:

- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

Task 4: Writing		[10 marks for Communication, Grid H.1 +10 marks for Quality of Language, Grid C.2]	
	Expected Answers	Marks	Additional Comments
	<p>Model response:</p> <p>Recebi a sua informação sobre os Campos e quero enviar o meu Boletim de Inscrição/Formulário.</p> <p>Posso enviá-lo / o enviar por e-mail/correio eletrónico?</p> <p>Temos que viver no Campo?</p> <p>Há transporte público regular?</p> <p>Prefiro trabalhar em julho.</p> <p>Pagam-nos pelo trabalho que fazemos?</p> <p>Por favor, pode-me dizer que tipo de trabalho é?</p> <p>Podemos escolher o que fazer?</p> <p>Obrigado pela sua resposta.</p>		<p>Accept new and/or old spellings.</p> <p>Accept: “vossa informação”/“acampamentos” Reject: “Work Camps” (in English)/“alojamentos” Reject: “aplicação” and “forma” under Communication Reject “tua” under Communication and accept under Quality of Language</p> <p>The question mark must be present. Accept: “email”.</p> <p>Accept “transporte coletivo”.</p> <p>Accept: “somos pagos”.</p> <p>Reject: Familiar form of the verb “poder” under Communication. “Escolher” or similar must be mentioned.</p> <p>Accept “vossa”. Reject “obrigado” on its own. Reject “obrigado por tudo.”</p>
	Communication, Grid H.1	10	
	Quality of Language, Grid C.2	10	
	Total	20	
	Total for Section A	60	

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

QWC: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (-) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

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 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.

Section B: Reading and Writing

Tarefa 5: Leitura – Estudante ganha prémio			
Q	Expected Answers	Marks	Additional Comments
(a)	concurso	[1]	<p><i>1 mark for each correct answer</i></p> <p>This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10.</p>
(b)	delegação	[1]	
(c)	impressões	[1]	
(d)	organizado	[1]	
(e)	parceria	[1]	
(f)	toda	[1]	
(g)	bem-sucedido	[1]	
(h)	envolvimento	[1]	
(i)	motivação	[1]	
(j)	recolher	[1]	
	Total	[10]	

Tarefa 6: Leitura – A família hoje					
Q	Expected Answers			Marks	Additional Comments
	Jorge	Eduardo	Carla		
(a)	✓			1	Only 10 answers to be marked. -1 for each additional tick.
(b)		✓	✓	1; 1	
(c)				0	
(d)		✓	✓	1; 1	
(e)	✓			1	
(f)		✓	✓	1; 1	
(g)		✓		1	
(h)			✓	1	
Total				[10]	

Task 7

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QWC.
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but **highlight** and exclude from Quality of Language assessment.

Tarefa 7: Leitura – Crianças e jovens sedentários		20 marks for Content 10 marks for Quality of Language (Accuracy), Grid C.2 Total = 30 marks	
Q	Expected Answers	Marks	Additional Comments
(a)	Porque é uma grande doença deste século.	1	Accept “moléstia” Accept “epidemia” in the answer. Accept “muitos casos” in the answer.
(b)	Se os mais novos passam a vida sentados.	1	Accept an appropriate question. Accept lifting for Communication but not for Quality of Language.
(c)	Passar muitas horas todos os dias à frente da TV ou do computador está associado à gordura dos jovens.	1 1 1	Accept ‘horas e horas’ or similar Accept: “com jogos na tv ou no computador”. Accept: “faz os jovens ficarem gordos”.
(d)	Comem coisas que têm açúcar, sal ou gordura.	1	The three details must be present in the answer.
(e)	Os nossos genes Os hábitos de comer mal	1 1	Reject “os alimentos que comemos hoje em dia”. Accept “propensão genética “ and “erros alimentares”
(f)	(i) que comida faz aumentar peso OR engordar (ii) o que tem menos calorias	1 1	Reject “para perder peso temos que consumir menos calorias”
(g)	Coisas doces e gordurosas.	1	The two details must be present in the answer. Reject “sabores básicos”
(h)	Comer vegetais e fruta.	1	The two details and the verb must be present in the answer.
(i)	Fazer com que comam alimentos de que não gostam.	1	Accept “fazer com que comam o que não gostam”.
(j)	(i) comer o que faz bem à saúde (ii) comer ao sentirem fome	1 1	Accept “comer saudavelmente”.
(k)	Sobre as coisas boas que se deve comer.	1	Reject: “Como comer bem”. Accept “fazer refeições saudáveis “/ “comer de maneira saudável”.
(l)	O de comer vegetais .	1	
(m)	Os pais devem encorajá-los a comer fruta (diariamente).	1	
(n)	Porque nos habituamos a beber leite doce na infância.	1	Accept “porque nos habituamos a gostar de açúcar/(coisas) doces na infância”.

Q	Expected Answers	Marks	Additional Comments
(o)	Todos.	1	Reject only one detail. Accept two or more details. E.g., "pais e o governo"
	Comprehension Point by Point	[20]	
	Quality of Language (Accuracy), Grid C.2	[10]	
	Total	[30]	

- Assessing **Quality of Written Communication**

- You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

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.

Task 8

Task specific guidance

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QWC.

Screen 1 Comprehension. Grid I [10 marks]

a. Annotations:

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
 - If an element of the point has been omitted, use the caret sign (^).
 - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
- The annotations will give a global impression to help you apply Grid I accurately and consistently.

b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

Tarefa 8: Leitura e Escrita – Turismo e Meio Ambiente		Comprehension of text, Grid I = 10 marks Response to Text, Grid J = 20 marks Quality of Language (Accuracy), Grid C.2 = 10 marks Quality of Language (Range), Grid F.2 = 10 marks Total = 50 marks	
Q	Expected Answers	Marks	Additional Comments
8a	<p>Tourism and the environment are closely linked to each other</p> <ul style="list-style-type: none"> - loses its natural character through human action. - changes to facilitate tourism. <p>Nature is essential for tourism. People need contact with nature</p> <ul style="list-style-type: none"> - to recover their energy and for relaxation. <p>With the growth of tourism</p> <ul style="list-style-type: none"> - infrastructures were created - without taking into consideration the effects of this on the local environment. <p>The negative impacts of tourism projects</p> <ul style="list-style-type: none"> - result in the environment in which they are set being ruined. <p>Tourist activity has been damaging the coasts There are large tourist enterprises along the coast</p> <ul style="list-style-type: none"> - which occupy and make use of the coast in a disorderly way - causing irreversible damage (to the environment). <p>Points that are 'lifted' (included in more than 5 consecutive words) from the text will only be credited to allow a candidate to score a maximum of 3.</p>		<p>Comprehension of text, Grid I</p> <p>A maximum of 300 words for questions (a) and (b) will be marked.</p>

Q	Expected Answers	Marks	Additional Comments
8b	Might include: How infrastructures can be made to take the environment into consideration – one or two examples may be given. How tourist projects should be made responsible for respecting the local environment. How to protect the environment in popular coastal regions. Whether the environment is there for the use of Man, regardless of the negative consequences. Whether it is true that the environment is being damaged by tourists alone.		
	Quality of Language (Accuracy), Grid C.2	10	
	Quality of Language (Range), Grid F.2	10	
	Total	50	
	Total for Section B	100	
	Total for Paper	160	

GRID I	COMPREHENSION OF TEXT 10 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.
3-4	Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
7-8	Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

Screen 8(b) Response Grid J [20 marks]**Annotations:**

- Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.

Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.

GRID J	RESPONSE TO TEXT 20 marks AO2
0-3	Very short. May not go beyond points of view already expressed in the original text.
4-7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.
8-11	Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.
12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination
16-20	Responds with well developed points of view which show insight, originality and imagination.

Screen 3

8(a) + 8(b) – Language (QWC) – Grids C.2 and F.2: [20 marks]

- a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.
- b. Ignore language lifted from the text when assessing language (See **Screen 1** above). Lifted language is not credited for QWC – only content points and/or personal response.

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.
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 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.

GRID F.2	QUALITY OF LANGUAGE – RANGE 10 marks AO3
0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	Use of 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	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	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	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Task 1

(Speakers: **M** – Brazilian; **F** – Portuguese)

F – Tarefa 1**F – UM ADOLESCENTE MOÇAMBICANO**

M – Alcides Soares, um adolescente moçambicano de 16 anos, fez história ao se tornar o mais novo participante das doze edições já realizadas do Manhattan Short Film Festival a conseguir ficar com o prêmio de melhor documentário.

F – O documentário, intitulado "Moçambique", com o qual Alcides conquistou o prêmio, retrata a situação das crianças órfãs em Moçambique e é um autorretrato da sua vida na capital moçambicana, Maputo. Na essência, o documentário dirigido por ele mesmo conta a sua luta para encontrar uma nova família depois que ficou órfão.

M – Para realizar este documentário, Alcides, que não tinha até há bem pouco tempo experiência alguma em cinema, contou com o apoio do produtor Neal Baker, que o conheceu durante as aulas de fotografia que o produtor dava a crianças africanas órfãs.

F – Para além do apoio do produtor, o adolescente teve a ajuda do diretor de cinema da estação televisiva norte-americana NBC, Chris Zalla, que lhe ofereceu uma câmara de filmar e ensinou-o a usá-la.

M – Numa pequena entrevista aos organizadores do festival, Alcides disse que a coisa mais importante que aprendeu ao trabalhar no filme foi que todos devem lutar para alcançar os seus objetivos na vida. A estrela moçambicana disse ainda que "o público pode esperar por mais um trabalho seu e que num futuro breve espera fazer um filme sobre os meninos da rua, mas antes quer terminar os estudos".

Task 2

(Speakers: **M** – Portuguese; **F** – Brazilian)

M – Tarefa 2**M – FIM DE SEMANA EM PORTUGAL**

F – Vamos falar das vantagens de umas miniférias em Portugal.

M – Um fim de semana ao sol é o pretexto para vir desfrutar a luz deste astro que teima em brilhar ainda mais em Portugal.

Aceite este convite. Tem muitas coisas para fazer, desde o simples passear pela praia até aos desportos que puxam pela adrenalina. Existem praias para todos os gostos e mar suficiente para os amantes das ondas se misturarem com quem apenas gosta de boiar graciosamente ao sabor da maré.

F – Mas tem muito, muito mais! Eu vou descrever como é.

Ao redor da linda capital, Lisboa, fica Cascais, com um ambiente mais cosmopolita e cujas águas convidam à prática de vela, mergulho e windsurf.

Para além disso, Lisboa possui uma animada vida noturna para completar os seus dias ao sol.

M – Dia e noite, Lisboa é um encanto! Venha ver!

TRANSCRIPTS

Task 3

(Speakers: **F**emale – Portuguese; **M**ale – Brazilian)

F – Tarefa 3**F – INTERNATIONAL WORK CAMPS FOR YOUNG PEOPLE**

M – Os Campos de Trabalho Internacionais para Jovens fazem parte de um programa de intercâmbio de jovens de diferentes países, para o reconhecimento dos diferentes comportamentos e a compreensão da mistura das culturas no mundo. (*short pause*) Qual é a duração dos projetos?

F – Os projetos decorrem nos meses de verão de cada ano, entre julho e setembro, inclusive, e têm uma duração máxima de 15 dias. (*short pause*)

O programa diário dos projetos tem uma duração mínima de quatro horas e máxima de seis horas.

M – Quem pode se inscrever?

F – O Programa dirige-se a jovens residentes de qualquer nacionalidade, no grupo etário dos 18 aos 30 anos.

M – O que é necessário para inscrever-se?

F – É preciso preencher os dados pessoais no Boletim de Inscrição e depois enviá-lo por correio.

M – E que apoios existem?

F – O jovem participante tem direito, no período de duração do projeto, ao seguinte: (*very short pauses between items*) Alojamento; Alimentação e Seguro de acidentes pessoais.

M – E as despesas com transportes?

F – As viagens de deslocação efetuadas pelos jovens para o local onde se realizará o campo de trabalho, bem como as de regresso destes últimos ao local de origem, são suportadas pelos jovens. (*short pause*)

Estamos disponíveis para qualquer contacto que queiram efetuar através do correio eletrónico ou então por telefone, de segunda a sexta-feira, das 9 às 24 horas.

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