

GCE

Portuguese

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

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Good language
	Poorly expressed
	Inaccurate language
	Question Mark
	Benefit of the Doubt
	First Answer Accepted
	Repetition
	Copied or Lifted from the text
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- *You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.*
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing

Task 1:

Question	Answer	Marks	Guidance
a	B	1	Multi-choice either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. or This task is scanned in by the page. Marks are awarded individually. No annotations are necessary. SCORIS zoning note: each question and answer must be clearly visible.
b	C	1	
c	C	1	
d	A	1	
e	B	1	
f	A	1	
g	B	1	
h	B	1	
i	C	1	
j	A	1	
k	A	1	
l	B	1	
	Total	12	

Task 2

SCORIS note: markers must tick each correct answer

Question	Answer	Marks	Guidance
a	faz	1	Gap-fill either The elements are scanned in individually. Enter 1,0 or NR as appropriate. Ignore misspellings. Or The elements are scanned by the page.
b	laboratório	1	
c	ataques	1	
d	acesso	1	
e	canto	1	
f	mas	1	
g	proteger	1	
h	computadores	1	
i	cibernautas	1	
j	defenderem	1	
k	vítimas	1	
l	fora	1	
m	preparados	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.
- **Mark "IR" if** they answer in another language

Question		Answer	Marks	Guidance
a		To avoid coming back in debt	1	Reject "leave the family in ruins" The idea of "debt " must be conveyed
b		6-18 months before	1	Full details required. 6-18 Reject -without "before"
c		The financial situation (1) of the family (1)	2	Reject "your financial situation"
d		Search online and go to a travel agent.	2	Accept "look on the internet"
e		Cheap and Pre-paid packages.	2	Accept "economic packs/packages" Reject "special offers"
f		Travel insurance	1	Reject: "security" Do not accept answers without "travel" in them Reject "holiday insurance"
g	(i)	Foreign currency of the country.	1	Full details required.
	(ii)	A minimum of two credit cards.	1	Full details required.

Question		Answer	Marks	Guidance
h		Any three of the following, in any order: Unforeseen OR surprise expenses/things Last-minute tours / excursions Presents Souvenirs	3	i (i) and (ii) Answers must be clearly and fully expressed. Reject: answers such as “unforeseen” or “surprise” on their own. Reject: “last minute walks/strolls”. Accept “last minute trips/ journeys Reject “rides” ” Reject “extra activities”
i		Get the money first.	1	Accept: “Get paid first”. “Antes” must be clearly conveyed in the answer. Accept “before (you go)”, Reject “before the person who ordered it”.
		Total	15	

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**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 QoL.
- **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: Communication points

Question	Answer	Marks	Guidance	
1	Os meus irmãos e eu decidimos passar as férias em África.	1	Accept: “na África”. The first person plural form of the verb must be used, where applicable.	Reject only once if a different form is used persistently. Fewer marks are given for Quality of Language.
2	Há pacotes especiais de férias para Angola?	1	Punctuation is important. Fewer marks are given for Quality of Language if question marks, etc are not used correctly. Accept “oferta especial”	
3	Preferimos viajar na primavera.	1		
4	Os preços incluem tudo?	1	Accept “gastos”	
5	Precisamos (de) saber se podemos usar os nossos cartões de crédito lá.	1		
6	Teríamos que (de) obter dinheiro angolano antes de viajarmos?	1	Accept: “antes que viajássemos”	
7	Por favor diga-nos se precisamos de seguro de viagem.	1	Accept the Imperfect or “Pode-nos dizer” or a different form of making a polite request.	Reject if “Please” and/or “insurance” is not conveyed. Reject only once : familiar forms of the verb and of the possessive, under Communication.
8	e se podemos obtê-lo da sua companhia.	1		Reject only once : familiar forms of the verb and of the possessive, under Communication.
9	Onde é que o senhor sugere que compremos lembranças?	1		
10	Agradecíamos qualquer outra informação importante.	1	Accept: “Agradecemos” or “Agradeceríamos”. “Ficariamos gratos”.	
	Total	10		

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

QoL: 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
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (<i>and/or A2</i>) 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.
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.
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.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

Ticks needed for marking purposes.

Task 5

Question	Answer	Marks	Guidance
a	selou	1	<p>Matching beginnings and ends of sentences Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.</p> <p>Or 1 mark for each correct answer</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	fundada	1	
c	aportado	1	
d	apenas	1	
e	divulgar	1	
f	dizer	1	
g	país	1	
h	esquecemos	1	
i	verdade	1	
j	agora	1	
	Total	10	

Task 6

Question	Answer	Marks	Guidance
a	volta	1	<p>Gap-fill The elements are scanned by the page. No annotation is necessary. Ticks needed for marking purposes.</p>
b	coroadada	1	
c	embaixadora	1	
d	projetos	1	
e	debates	1	
f	roupas	1	
g	tom	1	
h	conferir	1	

Question	Answer	Marks	Guidance
i	munido	1	
j	fome	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 QoL.
- 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.

Where questions require two or more details, these may be given in any order.

Question		Answer	Marks	Guidance	
				Accept	Reject
a		A sua paixão pelo Muay Thai.	1	É um grande centro do Muay Thai, Accept “ a arte marcial de Muay Thai”	
b		Desde que era muito novo.	1	Accept “desde muito cedo” Accept “ criança”	
c	(i)	A família deu-lhe dinheiro.	1	Accept basic details for Content mark ie <i>família</i> /dinheiro da <i>família</i>	
	(ii)	Os amigos também lhe deram dinheiro.	1	Accept basic details for Content mark ie <i>amigos</i>	
	(iii)	Ganhou dinheiro em lutas naquele país.	1	Accept basic details for Content mark ie <i>lutas</i>	
d	(i)	Conheceu melhor a Tailândia.	1		
	(ii)	Melhorou a sua técnica do Muay Thai.	1		
e		Any 3 of the following, in any order: que é: - como manter-se em forma - uma maneira de perder peso. - um modo de viver. - um passatempo cruel.	3	“exercício físico” “Um jeito de viver” “forma de emagrecer”	“treinos”
f	(i)	Teve mais lutas.	1	“brigas”	

Question		Answer	Marks	Guidance	
	(ii)	Apreendeu a viver de modo profissional.	1	Accept “desafios”	“uma profissão” – insufficient answer,
g	(i)	Queriam aprender a bater nos outros.	1	Accept: “para se defender dos outros” “aprender a brigar”	“aprender a lutar” – insufficient answer.
	(ii)	Viram o que o Muay Thai é na verdade.	1	Conhecer a arte do Muay Thai	
h		Pode fazer com que haja menos violência.	1		
i	(i)	Para que um maior número de pessoas fique a conhecer o Muay Thai.	1	“para combater a salvageria”	
	(ii)	E para que saibam que lutar não é ser violento.	1		
j		Pessoas que lutam em qualquer lugar OR por qualquer motivo.	1	As que usam o Muay Thai para brigar./ As pessoas que aprendem artes marciais para brigar/lutar	
k	(i)	Os adultos que têm responsabilidades e a própria juventude.	1	Accept basic details for Content ie <i>adultos e a juventude./crianças</i>	
	(ii)	Há mais falta de paz do que de conflitos.	1		
		Total	20		

- Assessing **Quality of Language**
 - a. 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.
 - b. Apply Grid C.2 and enter the mark.
 - c. 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
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

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 QoL.

Task 8a 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

Question	Indicative content	Marks	Guidance	
		[10]	Content	Levels of Response
	<p>1. É verdade que sabendo línguas estrangeiras sabemos a nossa.</p> <p>2. A sociedade quer que sejamos abertos a outros.</p> <p>3. As pessoas devem ter largos horizontes.</p> <p>4. Os jovens devem ser incentivados.</p> <p>5. Devemos ajudar os outros a conhecer a nossa cultura e o nosso passado.</p> <p>6. O mundo está cada vez mais pequeno e por isso é importante que tenhamos muitos conhecimentos.</p> <p>7. É necessário saber outras línguas para compreendermos uns aos outros,</p> <p>8. sabermos o que nos diferencia</p> <p>9. para convivermos</p> <p>10. e construirmos um futuro.</p> <p>11. O conhecimento de outras línguas faz-nos mais tolerantes e compreensivos</p>		<p>Reject any content which is not based on the text.</p> <p>Mark irrelevant content with the appropriate annotation (IR).</p> <p>Mark the repetition of ideas (and for Quality of Language vocabulary) with the appropriate annotation.</p> <p>Mark unclear ideas and vocabulary with a “?”.</p> <p>Mark only the first 100 words and not more than an extra 15.</p> <p>Limit number of words to be marked with two XX.</p> <p>Answers under 90 words long cannot gain full marks.</p>	<p>Grid I COMPREHENSION OF TEXT</p> <p>9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text</p> <p>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.</p> <p>5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.</p> <p>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.</p> <p>0-2. No relevant information or supplies one or two relevant</p>

Question	Indicative content	Marks	Guidance	
		[10]	Content	Levels of Response
	12. e também permite a existência de várias culturas. 13. Realizar os sonhos. 14. Aprendemos o dia a dia dos outros.			points from the original passage.

Task 8(b) Response Grid J [20 marks]

Note: Each tick represents an idea or the development of an idea

Question	Answer	Marks	Guidance	
		[20]	<p style="text-align: center;">Content</p>	
	No Indicative Content – personal response		<p>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. <i>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.</i></p> <ul style="list-style-type: none"> • 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. <p>Mark only a maximum of 220 words.</p> <p>Mark the limit number of words with two XX.</p>	<p style="text-align: center;">Levels of Response</p> <p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p>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.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p>

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
			<p>Answers under 180 words long cannot gain full marks.</p> <p>Mark irrelevant content with the appropriate annotation.</p> <p>Mark the repetition of ideas (and for Quality of Language vocabulary) with the appropriate annotation (R).</p> <p>Mark unclear ideas and vocabulary with a “?”.</p>	<p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

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

Question	Answer	Marks	Guidance
Task 8a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	[20]	<p>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.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 8a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
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 .
7-8	Language generally accurate. Shows a sound grasp of AS (<i>and/or A2</i>) 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).
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.
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 . (<i>Vocabulary and structures may be quite strongly influenced by the candidate's first language</i>).	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.
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.

APPENDIX 2

Transcripts of Listening Texts

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Task 1

NOTES: MB = Male, Brazilian: FP = Female, Portuguese.

MB – O CAFÉ NO REINO UNIDO

- MB** Quem passeia pelas ruas de uma grande cidade do Reino Unido dificilmente deixa de notar dois tipos de abundância: a de pessoas carregando copos de café e a de letreiros e informando a disponibilidade da bebida a cada esquina. Na terra do chá das cinco, hábito estabelecido pela rainha portuguesa D. Catarina de Bragança, o café tem sistematicamente invadido territórios, a ponto de recentemente a rede Starbucks ter anunciado o lançamento de uma versão especial de seu *latte*, depois de registrar um aumento de 60% no número de pedidos de doses extras de *espresso* nos últimos dois anos em suas lojas no Reino Unido.
- FP** A rigor, porém, os britânicos ainda têm o chá como soberano das xícaras! De acordo com as estatísticas oficiais, bebem 165 milhões de xícaras de chá por dia, um número duas vezes maior que o de café (70 milhões)!
- MB** Em termos culturais, a influência do cinema e da TV também teve sua participação. O mesmo se pode dizer de garotos-propaganda acidentais: quando contou ter concebido o primeiro "Harry Potter" usando uma cafeteria de Edimburgo como escritório, a escritora J.K. Rowling inspirou uma série de imitadores!
- FP** Diferentemente dos tempos em que o preço mais alto do café levou britânicos menos abastados a optar pelo chá, o café já deixou de ser privilégio das elites, se bem que os apreciadores de uma experiência podem rumar para locais como as lojas de departamentos Selfridges, vendendo marcas caras, incluindo variedades do Brasil.
- MB** No fundo, a proliferação de cafeterias é um retorno à tradição: no século 17, as casas de café em Londres eram um centro de debates e fofocas tão poderoso que o rei Charles II promulgou um decreto proibindo a venda da bebida!

Task 2

NOTES: *FB = Female, Brazilian: MP = Male, Portuguese.*

FB - CIBERSEGURANÇA EM PORTUGAL

- FB** Portugal tem um Centro Nacional de Cibersegurança que pretende aplicar medidas para combater o cibercrime. Me fale sobre o Centro.
- MP** É o Centro de Segurança Informática e Cibercrime do Instituto Politécnico de Beja. Desenvolveu um laboratório de hacking virtual pensado para instituições e empresas.
- Este Laboratório está acessível a partir de qualquer parte do mundo remotamente. Depois de aceder à plataforma, o utilizador poderá assistir a vídeos que explicam a estrutura da aplicação e criar um cenário real num ambiente virtual.
- FB** O Laboratório vai treinar hackers?
- MP** Não! O objetivo é a formação de especialistas em segurança ofensiva eles atacam os sistemas informáticos à procura de falhas para que depois possam atempadamente ser corrigidas, no sentido de evitarem o sucesso de um ataque informático real. Com esta ferramenta não se pretende formar hackers nem crackers!
- FB** Me explique por que o Laboratório é importante.
- MP** O cibercrime é uma ameaça global.
- Um estudo recente elaborado pela Microsoft em 27 países revelou que 78% dos cibernautas portugueses não sabia como proteger os seus computadores de ataques informáticos. O estudo concluiu também que os sistemas de segurança online utilizados pelos portugueses eram básicos, aumentando a probabilidade de serem alvo de uma ataque informático. Em 2012 foi aprovada a implementação do centro nacional de cibersegurança que já teve impacto na preparação do nosso país para ataques externos.

Task 3

NOTES: *E = English speaker; MP = Male, Portuguese; FB = Female, Brazilian; FP = Female, Portuguese; MB = Male, Brazilian.*

E - PLANNING YOUR HOLIDAYS

- MB** As férias escolares estão se aproximando e muitas famílias começam a planejar uma temporada de diversão para aproveitar o período. Qualquer descuido no planejamento pode levar a família ao endividamento!
- FP** É necessário sempre saber o que fará nas próximas férias com uma antecedência de pelo menos de 6 a 18 meses. É preciso saber em que situação financeira a família se encontra.
- MB** Uma vez definidas as preferências de lugares, hora de pesquisar na internet e depois 'gastar sola de sapato', buscando junto às operadoras de viagens os melhores pacotes e ofertas. Procure pacotes econômicos com pagamento antecipado. Também se assegure de ter um seguro de viagem!
- FP** Caso vá viajar para fora do país, é fundamental que se adquira a moeda estrangeira daquele país. E leve no mínimo dois cartões de crédito.
- MB** Qualquer que seja a viagem, do total do valor gasto, você deverá levar uma reserva. Lembro que imprevistos e surpresas como passeios de última hora, presentes, lembranças, sempre acontecem! Caso tenha encomendas para trazer, procure sempre receber o dinheiro antes de quem encomendou!

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