

GCE

Portuguese

Unit **F888**: Listening, Reading and Writing 2

Advanced GCE

Mark Scheme for June 2014

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2014

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

Abbreviations Meaning

- / 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

Section A: Listening and Writing**Task 1:****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.

Question	Answer	Marks	Guidance
a	He has become a globetrotter	1	Accept any reasonable alternative
b	To climb (safely) (1); to pilot boats (1)	2	
c	Because the media will report the violence (1) at the expense of the issue (1)	2	
d	(Another) economic crisis	1	Must include reference to 'crisis'.
	Total	6	

Task 2

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.

Question	Answer	Marks	Guidance
a	Está a estudar (1) favelas em grandes cidades (1)	2	Note: throughout paper, old and new spellings are acceptable. Accept: Está a fazer um estudo sobre (1) Must mention <i>grandes cidades</i> for one mark
b	Seria considerada bastante boa (1) na cidade natal dele / em Mumbai (1)	2	
c	Têm um novo elevador (1) que oferece melhor acesso (1), e têm uma vista panorâmica do Rio (1)	3	
d	São rudimentares (1) com esgotos abertos (1) e lixo amontoado (1) nos terrenos baldios (1)	4	
e	(Pode-se cheirar) a comida (1) e (pode-se ouvir) as televisões barulhentas (1)	2	
f	Os muitos tênis (1) que pendem (pelos cordões) (1) da fiação elétrica (1)	3	Mention trainers hanging from wires.
g	Ou: numa favela indiana há um espírito mais aberto / livre / informal ou: numa favela brasileira há um espírito menos aberto / livre / informal (1)	1	Mention 'Brazilian' or 'Indian' with favela.

Question	Answer	Marks	Guidance
h	(Só) no Rio de Janeiro (1) numas poucas favelas (1)	2	Mention to small number of favelas.
i	Não ficam muitos traficantes nas favelas (1)	1	
j	Porque muitos dependiam do tráfico (1)	1	
k	O custo de alugar uma casa (1)	1	
	Total	22	

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. 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 and 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.

Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

Task 3

Question	Answer	Marks	Guidance
a	C	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	J	1	
c	A	1	
d	E	1	
e	I	1	
f	H	1	
g	D	1	
h	F	1	
	Total	8	

Task 4:

Question	Answer	Marks	Guidance
a	Episódio	1	The marks are awarded individually. No annotations are necessary. Accept for e) just <i>abandonar</i>
b	exemplificar	1	
c	Empresa	1	
d	Comerciar	1	
e	abandonar as suas atividades	1	
f	justificações	1	
g	cumprir um mês de trabalho	1	
	Total	7	

Task 5

Question	Answer	Marks	Guidance
a	lançou-se / lançaram	1	Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
b	Que	1	
c	resultados	1	
d	começo	1	
e	redução	1	
f	registando-se	1	Accept: <i>e registaram / havendo/e houve or similar</i>
g	Anos	1	j) Accept <i>lutar contra</i>
h	implementar	1	
i	medidas	1	
j	erradicar	1	
	Total	10	

Task 6**Task-specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarise 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.

Question		Answer	Marks	Guidance
a		A estação das chuvas (1) cobrir o país com muita água parada (1) proporcionando lugares ideais para os mosquitos (1)	3	Use a tick (✓) to indicate where you have awarded the marks.
b		Destruir / matar (1) somente as larvas (1) do mosquito (1)	3	
c	i	Pulverizar as casas (1)	1	
	ii	Na ilha do Príncipe não há casos (1) mas em São Tomé a doença está a espalhar-se (1) porque há gente que resiste a pulverização (1)	3	
		Total	10	

Task 7: Transfer of Meaning

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.

	TL	English	Guidance
1	Roderick Nehone é um dos escritores angolanos mais premiados.	Roderick Nehone is one of the Angolan writers who has won many / most prizes / awards.	Reject: most prized
2	Apareceu publicamente, de início, como poeta,	He first came to public attention as a poet,	
3	mas é sobretudo na qualidade de ficcionista que o seu nome é referenciado.	but it is especially as a writer of fiction that his name is mentioned.	Reject: fictionist
4	Como escritor, Nehone tem o objetivo confesso de retratar a sua época,	As a writer, Nehone's avowed aim is to portray his time	Reject: confessed aim
5	e os problemas da sociedade que o rodeia, nas mais diversas perspetivas.	and the problems of the society in which he lives, from as many perspectives as possible.	
	Total	10 marks	

Task 8

Question	Answer	Marks	Guidance
a	energia / força / vigor	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	apresentando-se	1	Accept <i>aparecendo</i> . Must be a gerund.
c	causadas	1	Accept <i>provocadas, promovidas, originadas</i>
d	incentivos / agentes	1	Any reasonable rendition.
e	a bem ou a mal	1	
f	sem dúvida	1	
	Total	6	

Task 9

Task-specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- 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**.
 - d. Marks are awarded on a point by point basis, according to the mark scheme.
 - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - f. 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.

Task 9

Question	Comprehension points	Marks	Guidance
a	Têm de escrever mais (1) sobre os dias de hoje / o tempo atual (1)	2	
b	Sabem descrever a época colonial (1) com exatidão (1) porque têm conhecimentos vivos (daquela altura) (1)	3	
c	Ajudará os angolanos a compreender-se mais (1) e a construir um futuro melhor (1)	2	
d	Que leiam mais (1)	1	Accept : <i>Que comprem livros</i>
e	O dinheiro ganho (1) supriria as necessidades (1)	2	
	Total	10	

Task 10

Question	Answer	Marks [6]	Guidance
a	..dúvidas... ...ao... ...depois...	3	Accept: <i>reservas</i>
b	...imprescindível... ...deixem... ...explorar...	3	Subjunctive required
	Total	6	

- Assessing **Quality of Written Communication** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (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. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

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 11-18

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

GRID N		RELEVANCE AND POINTS OF VIEW 10 marks AO2		GRID O		STRUCTURE AND ANALYSIS 15 marks AO2	
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.				
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.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.				
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.	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.				
7–8	Relevant information that 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.	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.				
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	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.				

Grid N guidance	Grid O guidance
3–4 – No specific example from TL = cap 4	6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9
5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative	
7–8 – Imaginative and/or original response to task – applies mainly to imaginative	

Task 12-16 – 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.

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	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	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 .

Transcripts of Listening Texts

Task 1

MANUEL PINTO, PORTUGAL'S LEADING ACTIVIST FOR GREENPEACE

Interviewer: female Brazilian, Manuel Pinto: male Portuguese

Entrevistadora Manuel Pinto, gestor de operações da Greenpeace, é o único dirigente português da organização. Nascido no Porto há 45 anos, o ativismo ambiental o converteu em um trota-mundos. Há duas décadas que Manuel defende o meio-ambiente porque, em palavras dele, "só temos um planeta".

Bom dia, Manuel.

Entrevistadora Como é que um ativista da Greenpeace se prepara física e psicologicamente?

Manuel Pinto Aqueles que estão nos navios têm treinos e aprendem a escalar de uma maneira segura, a pilotar barcos, e temos várias formações desse tipo. Mas a nossa filosofia é identificarmos gente que sabe que é importante não se ser violento. Não podemos usar a violência. O tema em que estamos a trabalhar vai perder importância para os média; vai falar-se só da violência.

Entrevistadora Em uma altura em que se vive uma crise econômica mundial, as questões do meio-ambiente acabam por ter menos eco na mídia. Isso preocupa você?

Manuel Pinto O dinheiro, o bolso, as coisas do dia-a-dia são importantes. Mas não se pode esquecer que só temos um planeta. Os problemas globais do clima são enormes. Se não tivermos cuidado vamos ter outra crise econômica por causa da crise climática.

Tarefa 2

ESCRITOR INDIANO VISITA UMA FAVELA BRASILEIRA

Interviewer: female Portuguese, Suketu Mehta: male Brazilian

Entrevistadora Nascido na cidade indiana de Mumbai, o escritor indiano Suketu Mehta tem passado uma semana percorrendo várias favelas no Rio de Janeiro como parte de um estudo sobre favelas em grandes metrópoles.

Hoje, está a visitar o Morro do Cantagalo, comunidade incrustada entre Copacabana e Ipanema.

Senhor Mehta, o que pensa desta favela?

Suketu Mehta À primeira vista, acho que esta seria uma favela bastante boa em Mumbai. Qualquer morador de uma favela de lá ficaria feliz se sua avó pudesse se mudar para um lugar como este.

Gosto do novo elevador que dá melhor acesso à favela, e os moradores aqui têm uma visão privilegiada do Rio de Janeiro.

Entrevistadora Há semelhanças com as favelas do seu próprio país?

Suketu Mehta Vejo aqui no Cantagalo as mesmas condições primitivas, valas com esgoto correndo e lixo acumulado em terrenos baldios que se vê nas favelas de Mumbai. Vejo as mesmas vielas tortas e estreitas. Sinto o cheiro de comida sendo preparada e a cacofonia de televisões ligadas no volume máximo. Reparo na fiação elétrica emaranhada nos postes e na profusão de ténis caídos sobre eles, pendendo pelos cadarços. Sempre me perguntei sobre esses ténis voadores!

Entrevistadora Há diferenças também?

Suketu Mehta Claro que sim! Há algumas diferenças de forma – em Mumbai, os terrenos são mais planos e as comunidades são mais densas - e outras sociais. Estivesse numa favela indiana, as portas das casas estariam todas abertas, e as crianças correndo de um lado para o outro, entrando nas casas dos vizinhos.

Mas, para mim, a principal diferença visível é esta peculiar ao Rio de Janeiro e a apenas uma pequena parcela de suas centenas de favelas: as Unidades de Polícia Pacificadora, experiência para a qual o mundo está olhando atentamente para ver se vai dar certo. Observa-se que os policiais não tratam tanto de "pacificar", mas mais de "legalizar", com a regularização de serviços e de documentação de moradores.

Quis falar com um deles, e perguntei se todos os traficantes já foram embora e se a atitude dos moradores perante eles mudou.

Ouvi que o tráfico não é mais como antigamente, mas que ainda há "um ou outro" traficante remanescente, alvo do combate diário da polícia; e os policiais enfrentam dificuldades porque o tráfico estava profundamente enraizado na comunidade; ainda há resistência por parte dos moradores, porque muitos viviam, direta ou indiretamente, do tráfico.

Entrevistadora E que futuro têm os moradores desta favela?

Suketu Mehta No Cantagalo, com a facilidade no acesso e a maior segurança após a pacificação, os preços vão disparar, e a ameaça a todas essas pessoas não virá mais dos traficantes, virá do mercado imobiliário. Em cinco ou dez anos, muitos moradores não conseguirão mais pagar o aluguel aqui. Vi o mesmo acontecer em favelas em Mumbai, cidade onde cresci e que deixei na adolescência para me mudar para os Estados Unidos.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2014

