

**Combined Mark Schemes
And Report on the Components**

June 2005

1923/MS/R/05

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Mark Scheme 1923/01
June 2005

Section 1*Exercise 1*

1. C [1]

2. A [1]

3. C [1]

4. B [1]

5. B [1]

[Total: 5 marks]**Prova 2**

6. C [1]

7. B [1]

8. C [1]

9. A [1]

10. A [1]

[Total: 5 marks]**Prova 3**

11. G [1]

12. D [1]

13. A [1]

14. F [1]

15. B [1]

[Total: 5 marks]***Total for Section 1: 15 marks***

Section 2

Prova 4

16. B [1]

17. C [1]

18. B [1]

19. A [1]

20. C [1]

[Total: 5 marks]

Prova 5

21. C [1]

22. B [1]

23. C [1]

24. B [1]

25. A [1]

[Total: 5 marks]

Total for Section 2: 10 marks

Section 3**Prova 6**

26. a [1]

27. e [1]

28. b [1]

[Total: 3 marks]**Prova 7**

29. cinto (de segurança) [1]

30. 16 /dezasseis [1] (NB. Also accept if both parts of body mentioned. Accept 32 (+both parts of body). However, reject if only one part of body mentioned.)

31. tornozelo [1]

32. cuidado/atenção/protecção/cautela/juízo [1] (Reject segurança) **[Total:4 marks]****Prova 8**

33. A [1]

34. A [1]

35. C [1]

36. B [1]

37. B [1]

[Total: 5 marks]**Exercise 9**

38. because he wanted to go to university [1]

39. He was black **or** 80% (or most) of pupils were white [1] (Reject many/lots of white pupils)

40. He studied Medicine/became a doctor [1]

[Total: 3 marks]**Total for Section 3: 15 marks****Total for the whole paper: 15 + 10 + 15 = 40 marks**

Section 1

There are three exercises in this section.

Exercise 1: Questions 1 to 5 [*English native speaker to read questions and numbers; Joana – Port.; Hélio – Braz.*]

Joana and Hélio are shopping.

Choose the correct answer by ticking one box only.

(Pause 00 03")

Example:

What does Joana ask for?

SIGNAL

Joana – Ó Hélio, tens a lista das compras?
Hélio – Sim. Aqui está.

(Pause 00 05")

The correct answer is **B**.

Now read the questions.

(Pause 00 07")

Answer these five questions. Tick one box for each question.

SIGNAL

Question 1: What do they buy first?

(Pause 00 05")

1 *Joana – Vamos aqui comprar pão?
 Hélio – Tá.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 2: What fruit do they buy?

(Pause 00 05")

2 *Joana – Que fruta é que compramos?
Hélio – Laranjas.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 3: What do they need?

(Pause 00 05")

SIGNAL

3 *Joana – Precisamos de batatas?
Hélio – Sim, está escrito aqui.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 4: What else do they want?

(Pause 00 05")

SIGNAL

4 *F – E queremos cenouras?
M – Certo.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 5: What else is on the list?

(Pause 00 05")

SIGNAL

- 5 *F – Que mais é que está na lista?
M – Hmm... queijo.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Prova 2: Perguntas 6 a 10 [*F. Port. to read instructions & question numbers; Tourist – F. Braz.; – Man – M. Port.*]

Uma senhora pede informações no Turismo.

Leia as frases e assinale com um sinal de certo o quadro apropriado.

Exemplo: Tourist – Bom dia. O senhor tem uma planta da cidade?
M – Com certeza. Aqui está

(Pause 00 10")

SIGNAL

NB. Each question to be repeated from * to ** with a 00 05" pause between each reading.

*Pergunta 6 T – Eu quero ir no castelo.
M – Vai gostar.**

*Pergunta 7 T – Posso ir a pé?
M – Pode, minha senhora.**

*Pergunta 8 T – Quanto tempo demora? Quinze minutos?
M – Sim, mais ou menos.**

*Pergunta 9 T – Eu também quero visitar o museu. Fica longe?
M – Fica.**

*Pergunta 10 T – Me diga... tem restaurante lá?
M – Acho que sim, minha senhora.**

(Pause 00 05")

Prova 3: Perguntas 11 a 15 [*M. Braz. to read instructions and question numbers; João -M. Port.; Beatriz and Patrícia - : F. Port.; Edmar and Dólio - M. Braz.; Daniela - F. Braz.]*

Uns amigos falam dos trabalhos que fazem em casa.

Atente na lista e nos quadros.

Ouçã e preencha a lista com as letras correctas.

Exemplo: João: Eu, João, tenho de aspirar a casa.

(Pause 00 10")

SIGNAL

*Pergunta 11 Daniela: Eu, Daniela, tenho que lavar a loiça de vez em quando.

(Pause 00 05")

Pergunta 12 Edmar: – Eu, Edmar, passo a ferro muitas vezes.

(Pause 00 05")

Pergunta 13 Beatriz: Eu, Beatriz, costume ajudar a minha mãe a cozinhar.

(Pause 00 05")

Pergunta 14 Dólio: Eu, Dólio, gosto de ajudar no jardim.

Pergunta 15 Patrícia: Sou eu, a Patrícia, quem lava as janelas.

(Pause 00 07")**

(Repeat from * to **)

(Pause 00 05")

THIS IS THE END OF SECTION ONE

SECTION 2

[Pace of delivery a little faster and more natural than Section 1. Authentic hesitation and rephrasing to be included, but clarity is essential.]

Prova 4: Perguntas 16 a 20 *[F. Braz. to read instructions; Antônio - M. Braz.; Célia – F. Port.]*

O Antônio e a Célia contam como foi o sábado que passaram no campo.

Leia as perguntas 16 a 20.

Atente nos quadros.

Para cada pergunta, assinale com um sinal de certo o quadro apropriado.

(Pause 00 15")

Exemplo: Antônio: Meus pais nos levaram de carro até a casa no campo

(Pause 00 05")

SIGNAL

*Perguntas 16, 17 e 18

Célia: Eu adorei a casa – é mesmo perto duma floresta.

Antônio: E também, mesmo ao lado, tem um rio.

Célia: E fomos pescar...

(Pause 00 10")

Perguntas 19 e 20

Célia: Foi quando tivemos um problema – escorreguei e caí na água.

Antônio: E por isso você ficou o resto do dia em frente da lareira, n'é?

(Pause 00 05")**

(Repeat from * to **)

(Pause 00 05")

Prova 5: Perguntas 21 a 25 [*F. Port. to read instructions and question numbers; Juliana – F. Braz.; Dono – M. Port.*]

A Juliana fala com o dono de uma loja onde ela quer trabalhar.

Leia as perguntas 21 a 25.

Assinale com um sinal de certo a resposta correcta.

(Pause 00 15")

Exemplo: Dono: Por que é que quer trabalhar aqui?
Juliana: Eu estou procurando um emprego.

(Pause 00 05")

*Perguntas 21 e 22

Dono: E os seus estudos?
Juliana: Nós agora não temos aulas até setembro.
Dono: Pois... E já teve algum emprego?
Juliana: Já, sim... numa loja de roupa.

(Pause 00 05")

Perguntas 23, 24 e 25

Dono: 'Tá bem... Precisamos de alguém que saiba inglês... Tem alguns conhecimentos?... Ou de francês?
Juliana: Eu não sei muito bem... ainda 'tou aprendendo inglês...
Dono: Mmm... Li na carta de recomendação que sabe tratar as pessoas mais difíceis de modo educado... isso é importante aqui, porque alguns dos nossos clientes são exigentes...
Juliana: Certo...
Dono: Bem... amanhã a minha secretária avisa – por correio electrónico – quando começa a trabalhar aqui.**

(Pause 00 15")

(Repeat from * to **)

(Pause 00 05")

Section 3

Prova 6: Perguntas 26, 27 e 28 [*Fem. Braz. to read instructions; Zélia – F. Braz.; Moacir – M. Braz.; Duarte – M. Port.; Alzira – F. Port.. Speakers to speak fairly slowly but with appropriate intonation*]

Umam pessoas contam como foi o primeiro dia de aulas.

Leia a lista.

(Pause 00 10")

Ouçã e, seguindo o exemplo, escreva a letra correspondente à informação.

Exemplo:

Moacir: Como foi o primeiro dia pra você, Duarte?

Duarte: Foi um dia estranhíssimo. Tinha acabado de chegar dos Estados Unidos e foi uma mudança muito brusca. Era tudo novo: país, língua, escola, amigos. Mas sempre fui uma criança sociável e por isso adaptei-me depressa.

(Pause 00 10")

Pergunta 26 {*Not to be read*}

*Alzira: E como foi o seu, Moacir?

Moacir: Minha mãe me levou à escola. Eu estava muito nervoso, porque sabia que era um período de grande responsabilidade. Para mim a adaptação custou bastante... Eu sou e sempre fui um pouco tímido e foi por isso que sofri no princípio.

(Pause 00 10")

Pergunta 27 (*Not to be read*)

Moacir: Alzira... Como você enfrentou a escola pela primeira vez?

Alzira: O primeiro dia marcou-me bastante. Sentia-me ansiosa porque sabia que entrava numa fase em que a história da minha vida ia mudar. Mas, pensando bem, foi um dia felicíssimo e alegre, porque ia conhecer pessoas novas.

(Pause 00 10")

Pergunta 28 (Not to be read)

Alzira: Ó Zélia... conta-nos como foi o teu primeiro dia.

Zélia: Eu também estava ansiosa, porque minha irmã sempre me contava que era bom na escola. Mas depois eu achei que tudo era chato. Eu já sabia ler e escrever e eu pensava que seria muito mais divertido. Depois disso, era um sofrimento ter que ir na escola.

(Pause 00 10")**

(Repeat from * to **)

(Pause 00 05")

Prova 7: Perguntas 29 a 32 [*M. Port. to read instructions; others as indicated below – intonation important*]

Um menino de sorte

Leia as perguntas 29, 30, 31 e 32.

Ouçã e preencha os espaços com a informação apropriada, segundo o que dizem os comentadores.

Exemplo: [F. Port.]: Romarinho é um garoto de sorte. Ele ia para a escola num carro conduzido por um motorista particular quando o veículo se desgovernou e capotou duas vezes na Tijuca, no Rio de Janeiro.

(Pause 00 10")

SIGNAL

Perguntas 29 a 32

*[M. Braz.]: Sem o indispensável cinto de segurança, o garoto foi arremessado para fora do veículo. Dada a gravidade do acidente, dá para dizer que o garoto não sofreu quase nada... Saiu andando!...

(Pause 00 05")

[Fem. Port.]: Foi levado de ambulância ao hospital e lá levou 16 pontos no queixo e nas costas... [Pause] O motorista também não sofreu muito – fracturou o tornozelo, mas não teve que ficar no hospital.

(Pause 00 05")

[Fem. Port.]: O pai de Romarinho falou connosco e disse:

[M. Braz.]: Vamos insistir no uso do cinto... Depois do susto, tenho certeza que o meu filho vai querer se proteger.**

(Pause 00 05")

(Repeat from * to **)

(Pause 00 15")

Prova 8: Perguntas 33 a 37 [F. Braz. to read instructions and question numbers; others: Fem. Port.; M. Braz.]

Você vai ouvir uns conselhos para os pais, para um relacionamento positivo com os jovens.

Leia as perguntas 33 a 37.

(Pause 00 30")

Assinale com um sinal de certo a frase correcta.

Exemplo: M: Passe horas valiosas na companhia do filho, por exemplo praticando uma atividade esportiva ... Mostre que o aceita ele como jovem adulto.

(Pause 00 05")

Perguntas 33 a 37.

*F: Converse com o seu filho. Não se recuse a discutir assuntos e a aceitar pontos de vista fora do comum. Deve pedir-lhe que dê a sua opinião com frequência..

(Pause 00 05")

M: Ocasões regulares em que a família se junta toda permitem discutir assuntos importantes, como regras ou novos privilégios. Talvez seja útil estabelecer quatro ou cinco "regras da casa", que poderá definir em conjunto com o filho.

(Pause 00 05")

F: Os filhos morreriam de vergonha se os beijasse em frente dos amigos. Comece por orientar-se pela forma como você mesmo mostra afecto aos amigos.

(Pause 00 05")

M: Quando seu filho ou sua filha regressa da escola e quer desabafar, não adie a conversa para mais tarde.

(Pause 00 05")**

Repeat from * to **

(Pause 00 15")

Exercise 9: Questions 38 to 40 [English native speaker to read instructions and question numbers; others: Filipe - M. Port.; Débora - F. Braz.]

Débora interviews Filipe, a soldier who is a soldier being posted abroad.

Read questions 38 to 40.

(Pause 00 30")

Write your answers in English.

Example: D: Me diga, Filipe... o que levou você a ser militar?
F: Sem dúvida, foi o exemplo do meu pai.

(Pause 00 05")

Questions 38 to 40.

*D: Seu pai?... Me diga mais!
F: Meu pai nasceu no Norte de Moçambique e no fim da instrução primária, queria ir para a Escola Industrial na capital.

D: E o que é que ele estudou nessa Escola?
F: Não chegou a ir para aquela escola, porque decidiu ir para o Liceu Salazar, porque era aí que estudavam os que queriam ir para a universidade... e isso foi excepcional!

D: Porquê excepcional?
F: Porque naquela altura oitenta por cento dos alunos eram brancos.

(Pause 00 10")

D: E seu pai depois entrou no exército?
F: Não... Aos 19 anos matriculou-se na Faculdade de Medicina da Universidade de Coimbra. No final do curso, ingressou na Escola Naval e foi enviado para África como médico da Armada.

(Pause 00 15")**

(Repeat from * to **)

(Pause 00 05")

Mark Scheme 1923/02
June 2005

SPEAKING MARK SCHEME**Portuguese (1923)****Scheme of assessment****Single Tier**

Section 1	Role play	Communication	8 marks
Section 2	Role play	Communication	4 marks
Section 3	Narrative RP	Communication	8 marks
General Conversation		Communication	10 marks
Overall quality of language		Accuracy	20 marks
Total			50 marks

Section 1 Role play 4 items, marked 2, 1, 0**8 marks**

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 2 Role play 4 items, marked 2, 1, 0, then halved (round halves up) **4 marks**

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 3 Narrative role play**8 marks**

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
5/4	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
3/2	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency
1/0	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

General Conversation – Communication 10 marks

10	Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9/8	Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7/6	Develops the conversation topics reasonably well OR may only have one strong topic. Expresses opinions. Communicates clearly, despite errors.
5/4	Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3/2	Conversation topics only work with considerable input from the examiner, and simple questions only understood when they are rephrased. Only some points clearly communicated, and many errors.
1/0	Little or nothing of merit.

Quality of Language (covers the whole examination) 20 marks

20/19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15/14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10/9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
8/7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1/0	Little or nothing of merit.

Mark Scheme 1923/03
June 2005

Section 1

Ex. 1 Qs 1-5

- | | |
|------|-----|
| 1. B | [1] |
| 2. A | [1] |
| 3. A | [1] |
| 4. A | [1] |
| 5. C | [1] |

[Total: 5 marks]

Ex. 2 Ps 6-10

- | | |
|-------|-----|
| 6. C | [1] |
| 7. A | [1] |
| 8. B | [1] |
| 9. C | [1] |
| 10. B | [1] |

[Total: 5 marks]

Ex. 3 Ps 11-15

- | | |
|-------|-----|
| 11. C | [1] |
| 12. B | [1] |
| 13. A | [1] |
| 14. A | [1] |
| 15. A | [1] |

[Total: 5 marks]

[Total for Section 1: 15 marks]

Section 2

Ex. 4 Ps 16-20

- | | |
|---------------|-----|
| 16. principio | [1] |
| 17. seis | [1] |
| 18. nacionais | [1] |
| 19. sair | [1] |
| 20. acordado | [1] |

[Total: 5 marks]

Ex. 5 Ps 21-25

21.B	[1]
22.F	[1]
23.E	[1]
24.D	[1]
25. C	[1]

[Total: 5 marks]

[Total for Section 2: 10 marks]

Section 3

Ex. 6 Ps 26-30

26. C	[1]
27. A	[1]
28. C	[1]
29. C	[1]
30.B	[1]

[Total :5 marks]

Ex. 7 Ps 31-37

31. mulheres	[1]
32. aflita/amedrontada/com receio/com medo/a <u>tremar/insegura</u> /but don't <u>accept</u> tremida/medo/desafiada.	[1]
33. trabalhamltrabalharamltrabalhavam <u>but not if the verb is in sinllular form</u> !!	
34. forte/positiva/seguralconfiante/duralfirme <u>but not</u> confidente	[1]
35. desistiulnao gostouldespediu-se/largou-se <u>but not</u> largou	[1]
36. ambiciosa/resoluta/decidida/empenhada <u>but not</u> inteligente/capaz	[1]
37. pensamlsentemlachamlimaginamlacreditamldizem	[1]

[Total: 7 marks]

Ex. 8 Qs 38-40

38.C	[1]
39.B	[1]
40.C	[1]

[Total: 3 marks]

[Total for Section 3: 15 marks]

Mark Scheme 1923/04
June 2005

Section 1**Communication****Question 1 List 8 marks**

8 items each marked 1 for communication

Mark for communication using the principle "If in doubt, sound it out".

Allow cognates. Do not allow languages other than the target language.

Question 2 Manipulation of language in response to verbal or visual stimuli [Total 9 marks]**Communication 6 marks**
(one mark per recognisable lexical item)**Accuracy 3 marks**

3 marks at least 5 items written accurately

2 marks at least 3 items written accurately

1 mark at least 1 item written accurately

Question 3 Simple connected writing (message, email, fax, postcard) [Total: 13 marks]**Communication 6 marks**

6/5 Meets all or most of the requirements set

4/3 Some omissions in fulfilling task

2/1 Only very intermittent response to task

0 Fails to respond to task set

Quality of Language 7 marks

6-7 Basic range of vocabulary and structure.
Effective for a variety of straightforward messages
Some awareness of verb usage, with limited success.
The writing is sufficiently accurate to enable a clear message to be conveyed.

4-5 Restricted range of vocabulary.
Short sentences succeed in communicating simple points.
Despite regular errors, the writing often conveys a clear message.

2-3 Individual vocabulary items or short phrases.

0-1 The language conveys little or no message.

Section 1	
Communication	20 marks
Quality of Language & Accuracy	10 marks
Total for Section 1	30 marks

Section 2

Communication 10 marks

- 8-10 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 5-7 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 2-4 The main points of the task and occasional additional details are communicated in sentence form.
- 1 The main points of the task are communicated in short sentences.
- 0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language 6 marks

- 5-6 Limited range of vocabulary, idiom and structure.
Appropriate register used.
The style of writing is basic but reasonably coherent.
Past, present and future tenses used at a basic level.
- 3-4 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 1-2 Basic range of vocabulary and structure.
Effective for a variety of straightforward messages
Some awareness of verb usage, with limited success.
- 0 Nothing of merit at this level.

Accuracy 4 marks

- 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
- 1-2 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
- 0 Insufficient accurate language to convey the meanings.

Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
Total for Section 2	20 marks

Section 3

Communication**10 marks**

- 9-10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.
Communicates and justifies a range of ideas and points of view.
Communicates in longer sequences, giving detailed descriptions.
Coherent, pleasant to read.
Highly creative and imaginative writing, where appropriate.
- 7-8 Communicates and expands on information and narrates events factually and/or imaginatively.
Communicates and justifies ideas and points of view.
Communicates in longer sequences, giving descriptions.
Creative and imaginative writing, where appropriate.
- 5-6 All the points of the task are communicated in some detail.
Communicates personal opinions in some detail.
Communicates a very clear message in factual and/or imaginative writing.
- 3-4 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 1-2 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 0 Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language**14 marks**

- 12-14 A wide variety of structure, vocabulary and idiom.
Longer sequences of language using a wide range of clause types.
Verb tenses used with ease. Secure, consistent and very fluent.
- 9-11 A good variety of structure, vocabulary and idiom.
Longer sequences of language using a range of clause types.
Verb tenses used with confidence. Fluent and consistent with a degree of control. Style appropriate to the purpose.
- 6-8 A range of structure, vocabulary and idiom.
Some variety of clause types, e.g. subordinate clauses. Verb tenses used effectively but with limitations. Fairly fluent with some degree of control.
- 3-5 Limited range of vocabulary, idiom and structure.
Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
- 1-2 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 0 The language conveys little or no message.

Accuracy**6 marks**

- 6 The overall impression is one of accuracy, with very few major errors.
- 4-5 Writing is generally accurate. Errors do not significantly affect the meanings.
- 2-3 Inaccuracy does not impede the expression of a range of meanings.
- 1 The writing is sufficiently accurate to enable a clear message to be conveyed.
- 0 Insufficient accurate language to convey the meanings.

Section 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
Total for the Paper	80 marks
This total will be scaled to	50 marks

Report on the Components

June 2005

1923/01: Listening

1. General Comments

The examiners involved agree that this year's paper differentiated well. Most candidates coped well with most parts of the paper and the overall performance of candidates was good.

Relatively few candidates demonstrated that they did not know what they were supposed to do, e.g. the number of boxes to tick and/or in which language to write their answers.

However, as in previous years, there were the following problems:

Some candidates wrote their answers in pencil or red ink. Candidates are expected to write in blue or black ink.

Some did not enter their details as instructed on page 1 on the question paper.

The spelling of many candidates' names did not match the names in the Attendance Registers.

The number of absentee candidates is a matter of concern.

2. Comments on Individual Questions

Section 1

Exercises 1, 2 and 3.

Most candidates answered all questions correctly.

Section 2

Exercise 4.

Most candidates answered most questions correctly. Some were not sure of which picture to tick in answer to question 17, but there was no pattern to the wrong answer.

Exercise 5.

Many candidates answered all questions correctly. However, for question 22, C was a common wrong answer and in question 25 many chose B.

Section 3

Exercise 6.

This was generally answered well, although for question 27 F was a popular wrong answer.

Exercise 7

Many candidates answered all questions correctly. Several of the weakest candidates either answered all questions incorrectly or did not attempt to answer. A few answered in English.

Many of the answers pointed to candidates' defective knowledge of the language – grammar and spelling and did not ensure the sentence made sense after they had filled the gaps.

Q. 29 – *Segurança* appeared frequently with no mention of *cinto*.

Q. 30 – Many candidates wrote the word *pontos*, even though it was already in the sentence.

Q. 31 – Wrong answers included: *nada*; *carro*; *nozelo fracurado*; *frator ou cotovelo*; *um furtelo*; *coelho*; *hospital*.

Q. 32 – Wrong answers included: *certeza*; *atenção*; *lições de condução*; *sorte*; *um dia no hospital*.

Exercise 8

Many candidates answered all questions correctly. Few candidates answered all incorrectly.

Q. 33 – This was not difficult for most candidates.

Q. 34 – B was the most popular wrong answer.

Q. 35 – Many candidates answered incorrectly, A being the most popular wrong answer.

Q. 36 – There was no pattern to the wrong answer.

Q. 37 – A was the slightly more popular wrong answer.

Exercise 9

Many candidates answered all questions correctly, but weaker candidates either did not attempt all questions or answered them incorrectly. Very few candidates wrote their answers in Portuguese.

Many of the answers demonstrated candidates' defective knowledge of English. Very frequently answers did not make sense.

Q. 38 – Wrong answers included the following: 'He was born in north Mozambique'; 'He wanted to study school industrial'; 'That's where people studied to go there'.

Q. 39 – Most answers were correct. Wrong answers included: 'Because the other person are black'; 'He never went to that school'.

Q. 40 – Many candidates did not attempt to answer. Wrong answers included: 'He went to a different school'; 'He grew up and got better then went to Africa'; 'When he finish his naval career he was sent to Africa to be a medicine'; 'Well, then he

went to Africa'; 'He was a polisher of shoes'; 'Because he went to a university about the navy'.

1923/02: Speaking

This year it was felt by the examiners that the performance of candidates was similar to or better than in previous years. Most centres have settled comfortably into the format of the speaking test and most candidates appear to have had at least the minimum coaching necessary to cope with the demands of the test.

The vast majority, most of whom came from native-speaker background, were confident, fluent and used a wide variety of language structures.

Yet even these would benefit from more preparation for the tests, particularly in terms of responding in full to questions in the general conversation section. They should be ready to make things up if necessary, particularly in simple questions of the type *Onde vais no sábado?* Some examiners expressed their weariness in hearing yet more candidates respond with *Não sei* to this question. Similarly, a wider range of opinions should be encouraged, beyond *Acho que foi bom*.

Examiners remain consistent in reporting that the teacher/examiners should make themselves fully familiar with the format of the test.

Indeed, as has been mentioned in this report in previous years, the teacher/examiners should make sure before beginning recordings that all the candidates know what a role-play is and how important it is that the candidates do most of the talking in both the section three role-play and in the general conversation.

This is especially important when the candidates are not known to the teacher/examiner. Many candidates, it seems, have had little or no preparation from their home centre.

General Comments on the Conduct of the Speaking Test

Some candidates did not seem familiar with the requirements of role-plays and, therefore, even if they were of native-speaker competence, were liable to lose marks in these sections.

Many candidates do not understand the need to put themselves in the situation set by role-play and that the instructions themselves are not to be translated into Portuguese. In the case of the section three role-play, they should be told of the importance of being able to narrate the events shown in the pictures so that they convey the main points of the whole story.

The administration of the speaking test is a complicated affair made worse by the stressful situation in which the teacher/examiners find themselves on the day of the recordings. They are to be congratulated therefore on carrying out efficiently the many tasks which fall to them and OCR is extremely grateful for their efforts.

Most teacher/examiners carefully identified each cassette with the centre number and the names and numbers of each candidate written on the labels provided. This is very much appreciated by examiners. The labels should also indicate which candidates are recorded on which side. Please do not stick the label on the cassette itself, as it usually covers the holes and can therefore seriously damage the tape itself – the labels should be put on the cardboard insert, not the cassette itself.

The teacher/examiner should take care to place the microphone in such a way that the candidates are clearly recorded. In some cases the teacher was easily understood but the candidates' voices were much less clear, and occasionally hard

to understand. The examiners can only mark what they hear of the candidates, of course, as they are not permitted to guess at what they think the candidates might have achieved had the recording been made clearly.

Role-play Section 1

It is a requirement of the exam that teacher/examiners should keep to the script given in the Teacher's Booklet. Many good candidates lost marks through having been confused by their teacher making this part of the exam too complicated.

In this section a one-word answer can often obtain two marks and minor grammatical errors have no effect on the awarding of marks.

Going shopping

Unfortunately many teacher/examiners rushed on to the fourth utterance and left the candidates wondering where their opportunity to ask a question went. Some candidates did not understand the nature of a role-play and asked the teacher/examiners where they were going.

Clothes shop

This role-play did not present any difficulties to the vast majority of candidates.

Tourist office

Some candidates struggled to find a word for 'map' but examiners were flexible in what they allowed.

Role-play Section 2

This section is more demanding in that it includes open questions where candidates have to provide suitable information by using their imagination, unpredictable questions and — not least — utterances which require the use of tenses other than the present tense.

Lost bag

Teacher/examiners should avoid the temptation to expand their role. Lengthy introductions often included key vocabulary (such as *bo/sa*), and so the candidates could not receive the marks if the teacher/examiner inadvertently gave it away.

Some candidates did not manage to fulfill the requirements of the fourth utterance where they had to ask when they could come back to the lost property office, often, perhaps, because they were not sufficiently familiar with the nature of a role-play.

At the camp site

Some candidates did not carry out the first task, perhaps through over-confidence. The majority handled this role-play well, although a considerable number used the present tense for the second and third utterances.

Inappropriate responses to the unpredictable question such as *Fica no segundo andar* were not rewarded with a mark.

Mobile phone

This role-play proved popular with candidates, who rarely had difficulty in providing an explanation of their phone's problem.

The requirement to request a change of phone occasionally left candidates in some difficulty. As a role-play is not a translation exercise, a candidate who found a way

round this lexical difficulty by re-phrasing the request could still obtain the maximum two marks.

Some candidates had a problem in expressing lost receipt — many just said *Não tenho*.

Role-play Section 3

In previous years there was a problem in that the teacher/examiners all too often allowed the candidates to narrate the story without once interrupting them with interjections. This year the opposite happened leading to candidates not being given a chance to develop the narrative.

Teacher/examiners should avoid the temptation to ask questions all the time. While it is not a monologue, neither is it a question and answer exercise like the general conversation. The questions printed on the candidate's role-play card are to guide them through the narrative; the teacher's responsibility is to provide some additional, unexpected questions which will allow the candidates to show they can respond readily and spontaneously when given the chance to do so. Some teachers tended to dominate this section and make it hard for the examiner to judge how well the candidates could maintain the pace of the account and their mark was likely to be lower than what might have been possible.

It is strongly advised that the teacher/examiners either introduce this section using a past tense or listen very intently at first to check that the candidate has grasped the important notion that this section is to be narrated in past tenses.

Weekend in Lisbon

This was done very well by most candidates, with some creative and imaginative developments made by the best ones.

In cases where the teacher/examiner asked the question *Como foi ao hotel?* some candidates replied *Foi bom*.

Car journey to ferry

There was a very unfortunate misprint for *Estação de Serviço* which appeared suddenly in the last printed version of the exam, for which we offer our apologies. Hardly any candidates allowed this to affect what they said and those who did repeat the error were not penalised, of course.

Few problems were reported with this role-play and there were some lively accounts.

Some found it hard to say much about what caused the tailback and what they did in the car while waiting (despite the stimuli offered in the icons). A few candidates mentioned that they phoned ahead to the ferry, saying they were delayed.

Day at school

Some candidates spoke of their own school and lessons (in the present tense); in such cases the teacher/examiners must be alert and immediately put the candidates back on track.

There were many candidates who did not seem sure about what was happening over the missing homework. The best were capable of thinking of a reason why they had not done it.

Some missed the point of the arrival of the *bombeiros* altogether.

In all cases where the candidates may not see an obvious reason for the existence of any particular icon in the picture, they should be reassured that these are no more than a stimulus for creative development.

A look at the mark scheme should reassure teachers and candidates that it is the main point of each section three role-play that must be made — reference should be made to each one of the five boxes.

General Conversation

The majority of general conversation tests were done very well indeed. The best candidates were given opportunities to develop longer responses and to express themselves referring to all three time frames: present, past and future.

The timing of this section is important. If the teacher does not give the candidate enough time (five minutes is specified for this part of the test) then it is not likely that the candidate can develop all three topics sufficiently to attain the highest marks.

At the other extreme there are teachers who allow this part of the speaking test to run on for over ten minutes. This is understandable if the candidates are not taught by the teacher and if they are particularly shy and nervous; it can happen that they slowly lose their inhibitions and begin to speak fluently only after about ten minutes of the whole examination, but this should be a rare exception.

Most candidates, in fact, tire quickly after five or six minutes of general conversation and start to forget vocabulary and make errors in use of language structures. In any case, the entire speaking test should never last for more than fifteen minutes.

Teacher/examiners should not fear that their strong candidates will fail to reach a top grade simply because they end the general conversation after five minutes. It is perfectly possible for the candidates to demonstrate enough to be awarded ten marks for communication and twenty marks for quality of language within five minutes. After all, their quality of language is assessed on the whole exam including the three role-plays. Most have shown they can refer to the past and future after just the first two role-plays.

It is always pleasing to hear candidates who can show a very wide range of language structures. Often it is the skilled English learner of Portuguese who is most likely to attempt compound tenses, passives or other of the more advanced structures which are included in the specification.

Sometimes the teachers exceed the time limit because they use all the suggested questions in the teacher's booklet for each of the three topics. This is quite unnecessary and not at all helpful either for the candidates or the assessment.

Once the candidates show they can refer to all three time frames in one topic they have provided the evidence that the mark scheme requires. It would be more appropriate in fact to use one topic to enable the candidates to talk about the past (holidays, for example) and then another one for the future time references (e.g. free time or life at home). Repetition of questions in a second topic which demand the use of the same time reference is quite unnecessary.

1923/03: Reading

1. General Comments

The exam did not seem to present many problems to the majority of candidates but unfortunately it is still apparent that some candidates did not have any formal preparation and this is reflected in their performance.

Centres should be cautioned against entering candidates simply because they appear to speak the language or because they have a Portuguese name.

The teachers that prepare candidates should be congratulated for their students' good performance and encourage future students to achieve even better results. As preparation for this exam it would be good practice for candidates to read texts and questions carefully and only extract the required information. Chunks of texts were copied out, when a brief sentence would have sufficed in the exercise that requires answers in the target language.

Inference and interpretation play an important part in Section 3 and candidates should be prepared for that.

2. Comments On Individual Questions

Section 1

Ex1- Qs 1-5

The majority of candidates achieved full marks in this exercise. However in Q5 some ticked the icon for 'shorts' instead of 'gloves' indicating they didn't know the word for *cold*.

Ex2-Qs 6-10

Some candidates showed difficulty in identifying the icon for Germany (D for Deutschland) but in general, the exercise was answered correctly.

Ex3-Q 11-15

Very few candidates had problems. Those candidates either did not read carefully or they did not understand the text.

Section 2

Ex4-Qs 16-20

Some candidates didn't seem to understand that they should use the words given in the list provided and they used their own words.

Qs 16 and 19 posed most problems; some used the word "entrar" from the list for Q 16, instead of "princípio" and used the same word again for Q19.

Ex5-Qs 21-25

Most candidates answered accurately. A small percentage showed lack of knowledge and vocabulary.

Section 3

Ex6 –Qs 26-30

This exercise proved to be a bit difficult for some candidates. The problem was in Q27. The best candidates achieved the differentiation intended.

Ex7- Qs 31-37

In general, given the range of the vocabulary accepted to fill the gaps, most of the candidates answered the questions correctly but a limited number used wrong verb tenses and wrong agreement of subject-verb. A few copied irrelevant parts of the text.

Ex8 – Qs 38-40

This year, maybe due to the new type of question, most candidates had this exercise completely right.

Despite difficulties with individual questions, most candidates showed that they understood the tasks well and delved into the texts accordingly.

Praise goes to all the teachers who have been able to bring out the best in the candidates. Teachers are advised to continue their excellent work giving particular attention to the following:

- Exposing exam candidates to a wide variety of reading material;
- Instilling an attentive approach to reading;
- Increasing awareness of structural features of the target language.

1923/04: Writing

1. General Comments

The overall performance of the candidates was fairly high. Very few candidates did not complete the paper, leaving Section 2 and 3 blank, either because they didn't understand the rubrics or because their writing was not up to scratch.

Many wrote far more than required and therefore lost marks as the use of future tense was not within the number of words requested.

There is still the trend to sit for this exam without preparation and practice by a large number of candidates. They encountered difficulties and struggled especially in Sections 2 and 3. They showed low standards in spelling and a tendency to write phonetically.

Very few candidates forgot they were answering a Portuguese exam and wrote right the way through in Spanish and even in English.

2. Comments On Individual Questions

Section 1

Ex 1

Quite a few candidates included the word 'boné' given as an example and lost a mark. The pictures are there only for suggestions but most of the candidates restricted themselves to those, when they could have used other words. Some wrote in Spanish, Italian or even French. Mostly, this was well answered.

Ex 2

Many candidates wrote "parque" in English or French. A recurrent spelling mistake was "comu" – despite having already written correctly "jogo" and "canto".

Ex 3

A large number of candidates did not follow the rubric and translated the bullet points instead of writing about the points. Others didn't write the e-mail but wrote isolated short sentences. However, as long as the tasks are covered, this should not penalise them. Some misunderstood task 5 and said what they could do and not what could be done at the Centre. However the majority replied according to the rubrics.

Section 2

Ex 4

There was a choice of two questions. Few candidates failed to read what was asked of them and wrote about both options without developing either.

a) Some candidates wrote a long introduction about getting to the concert and very little about what happened at the concert. Few said that it was good but the better ones expressed their opinions beyond that and explained incidents during the concert. Also new vocabulary appeared, such as "enjoyámos" and "email-te".

b) There was a wide spread of candidates that did not pay attention to the fact that they were supposed to write about study leave. They wrote about holidays and places they would visit or other things they would do, but no mention of exam preparation.

In both cases, the best answers were able to communicate a clear message and use the right tenses with confidence and ease.

Section 3

Ex 5

Option **a)** had fewer takers. The ones who chose it clearly thought about it and some gave very imaginative and creative answers. Others had problems with the third point and didn't connect the camp activities with being reminded of their own childhood.

A clear majority of candidates opted for question **b)**. Most candidates performed well but there were many who omitted point one, and many others wrote the whole essay as a shopping spree and a visit to McDonalds. It was disappointing to read so many long lists of items bought. Many wanted to do the same the following Saturday but forgot to explain why. A frequent mistake was with "foi" instead of "fui".

Both questions offered plenty of scope for creative and imaginative writing. A few of the answers were written with admirable fluency and flair and showed true literary merit. Candidates were able to use a wide range of vocabulary, structures and the appropriate use of subjunctive. The weaker candidates showed a restricted structure resorting often to the repetition, at frequent intervals, of 'fomos + infinitive (fomos comprar/ fomos comer); limited use of different tenses, in many cases just the use of the present or the past; use of irrelevant information displaying lack of discipline and cohesion.

Praise goes to those teachers who have been able to bring out the best in the candidates. Teachers are advised to continue their excellent work giving particular attention to the following:

- exposing exam candidates to a wide variety of written material;
- encouraging a wide use of tenses;
- increasing awareness of structural features of the target language that will enable candidates to acquire:
 1. an increased discerning ability as recipients of a written message
 2. an increased ability to actively use the language in writing as an articulated method of communication.

**General Certificate of Secondary Education Portuguese 1923
June 2005 Assessment Session**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01 - Listening	40	34	30	26	22	19	16	13
02 - Speaking	50	41	35	30	26	22	19	16
03 - Reading	40	36	31	26	22	19	16	13
04 - Writing	80	69	62	55	45	35	26	17

**N.B. Component marks are scaled to a weighted mark out of 50.
Each component represents 25% of the overall award.**

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	13	37.1	21.3	12.5	6.9	3.1	2.8	1.1
Cumulative Percentage in Grade	13	50.2	71.5	84	90.8	93.9	96.7	97.8

The total entry for the examination was 1,034.

Report on the Components Taken in June 2005

Report on the Components Taken in June 2005

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