

Mark Schemes for the Components

June 2007

1923/MS/R/07

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General Certificate of Secondary Education

GCSE Portuguese 1923

MARK SCHEMES FOR THE COMPONENTS

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Mark Scheme 1923/01
June 2007

LISTENING**Section 1****Exercise 1**

1	C	[1]
2	B	[1]
3	C	[1]
4	B	[1]
5	B	[1]

Prova 2

6	B	[1]
7	A	[1]
8	B	[1]
9	C	[1]
10	A	[1]

Prova 3

11	D	[1]
12	G	[1]
13	B	[1]
14	C	[1]
15	E	[1]

[Total for Section 1: 15 marks]

Section 2**Prova 4**

16	B	[1]
17	C	[1]
18	B	[1]
19	C	[1]
20	B	[1]

Prova 5

21	B	[1]
22	A	[1]
23	B	[1]
24	C	[1]
25	A	[1]

[Total for Section 2: 10 marks]

Section 3**Prova 6**

26	f	[1]
27	a	[1]
28	d	[1]

Prova 7

Accept more than one word in the answers.

29	descer	[1]
30	EITHER: medalha OR: identificação Accept: Medalha de identificação.	[1]
31	pegou / tomou / apanhou / entrou (no) Accept 'sabia'	[1]
32	câmaras	[1]

Prova 8

33	B	[1]
34	A	[1]
35	C	[1]
36	A	[1]
37	B	[1]

Exercise 9

38	whether the car / it could be produced / worked / could work. Accept: 'fabricate' Reject: whether it was fine/all right	[1]
39	They recognised its merits / liked it. Reject: 'they were surprised'; 'it was in the top 10'.	[1]
40	To tell him that / because he won the first prize.	[1]

[Total for Section 3: 15 marks]

Total for the Paper: 40 marks

LISTENING TRANSCRIPT**Section 1**

There are three exercises in this section.

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

Diogo talks to Sónia about his school.

Choose the correct answer by ticking one box only.

(Pause 00 04")

Example:

What type of school does Diogo go to?

SIGNAL

Sónia – Como é a tua escola, Diogo?

Diogo – É uma escola mista.

(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 is near the school?

(Pause 00 05")

1 *Sónia – Onde fica a escola?
Diogo – Perto do parque.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 2: At what time does school start?

(Pause 00 05")

2 *Sónia – A que horas começam as aulas?
Pedro – Às oito e trinta.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

Question 3: How does Diogo travel to school?

(Pause 00 05")

3 *Sónia – Como é que vais à escola?
Diogo – Eu vou a pé.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 4: Where does he have lunch?

(Pause 00 05")

SIGNAL

4 *Sónia – Onde é que almoças?
Diogo – Na cantina.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 5: What does he do in the evening?

(Pause 00 05")

SIGNAL

5 *Sónia – E o que é que fazes à noite?
Diogo – Assisto televisão.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

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

A Daniela e o Carlos combinam um encontro.

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

Exemplo: D – Nós vamos à praia amanhã?
 C – Está bem.

(Pause 00 10")

SIGNAL

*Pergunta 6 D – Onde nós nos encontramos?
 C – Vem até a minha casa.

(Pause 00 05")

Pergunta 7 D – E depois como é que nós vamos?
 C – No carro da minha mãe.

(Pause 00 05")

Pergunta 8 D – Preciso levar alguma coisa?
 C – Traz a bola.

(Pause 00 05")

Pergunta 9 D – Nós podemos alugar um barco?
 C – Acho que sim.

(Pause 00 05")

Pergunta 10 C – Custa dez euros.
 D – Tudo bem.**

(Pause 00 05")

(Repeat from * to **)

(Pause 00 05")

Prova 3: Perguntas 11 a 15 [*F. Port. to read instructions and question numbers; Jânio – M. Braz.; Rita – F. Port.; João & Sérgio – M. Port.; Nícia & Adriana – F. Braz.*]

Uma festa.

Atente na lista e nos quadros.

Ouçã e assinale a lista com as letras correctas.

Exemplo: Rita: Vais comprar alguma coisa?
Jânio: Eu quero preparar uma salada.

(Pause 00 10")

SIGNAL

*Pergunta 11 Jânio: E o que você vai fazer, Rita?

Rita: Faço um bolo de chocolates, tá?

(Pause 00 05")

Pergunta 12 Rita: E você, João?

João: Levo várias bebidas.

(Pause 00 05")

Pergunta 13 João: Adriana, e tu?

Adriana: Acho que vou comprar batatas fritas.

(Pause 00 05")

Pergunta 14 Adriana: Sérgio... o que você vai levar?

Sérgio: Levo um sorvete de manga.

(Pause 00 05")

Pergunta 15 Sérgio: Vais comprar alguma coisa, Nícia?

Nícia: Eu?... Quero preparar uns morangos.

(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 and question numbers; Lucinda – F. Port.; Gerardo – M. Braz.*]

O Gerardo fala sobre o seu futuro.

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: Lucinda: Então! O que é que pretendes fazer no futuro?
Gerardo: Eu estou interessado na produção de sapatos.

(Pause 00 05")

SIGNAL

*Perguntas 16, 17 e 18

Lucinda: Porque o teu tio é dono duma fábrica de sapatos, não é?

Gerardo: Não, ele tem uma fábrica de roupa.

Lucinda: Mas que trabalho é que queres fazer?

Gerardo: Eu quero desenhar sapatos.

Lucinda: Como é que ficaste interessado nisso?

Gerardo: Sábados eu trabalho em uma sapataria.

(Pause 00 10")

Perguntas 19 e 20

Lucinda: Vais fazer um curso?

Gerardo: Tem um na França que me interessa.

Lucinda: E que disciplinas é que vais aprender – Física?... Matemática?

Gerardo: A Tecnologia vai ser a principal.

(Pause 00 05")**

(Repeat from * to **)

(Pause 00 05")

Prova 5: Perguntas 21 a 25 [*F. Port. to read instructions and question numbers; F. Braz.; M. Port.*]
News item, aimed at young listeners, to be read with enthusiasm. Short pauses between speakers.

Férias tropicais.

Leia as perguntas 21 a 25.

Ouçã a notícia e assinale com um sinal de certo a resposta correcta.

(Pause 00 15")

Exemplo: F: Se você sonha com umas férias tropicais, hoje temos uma sugestão...
M: São Tomé... uma ilha no Atlântico... muito perto de África!

(Pause 00 05")

*Perguntas 21 e 22

F: Você quer descobrir praias desertas? Então, vai gostar de S. Tomé.

M: E tem mais que praias... Gosta de florestas?

F: Então você vai adorar a selva tropical...

M: É um verdadeiro paraíso!

(Pause 00 05")

Perguntas 23, 24 e 25

F: E se você gosta de tirar fotografias, não esqueça sua máquina... As paisagens são belíssimas!

M: E o preço da viagem?

F: O voo e 7 noites em um quarto individual custam apenas 1500 Euros por pessoa.

M: As refeições estão todas incluídas?

F: No Hotel Equador, estão. Nos outros tem de pagar um suplemento.

M: Vale a pena! Recomendamos!**

(Pause 00 15")

(Repeat from * to **)

(Pause 00 05")

THIS IS THE END OF SECTION TWO.

Section 3

Prova 6: Perguntas 26, 27 e 28 [*Fem. Braz. to read instructions; Jucimara – F. Braz.; Xavier – M. Braz.; José – M. Port.; Beatriz – F. Port. Speakers to speak fairly slowly but with appropriate intonation.*]

Programas de televisão.

Leia a lista.

(Pause 00 10")

O que viram?

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

(Pause 00 05")

Perguntas 26, 27 e 28.

Exemplo:

Beatriz: Ó Xavier, conta-me lá o que viste na televisão na semana passada.

Xavier: Eu assisti um programa fascinante sobre bichos. Eram aranhas... pássaros... abelhas... né? E outros. No programa, o apresentador seguia os bichos para observar como eles cuidavam de suas famílias. Mas eu gostei mais quando mostravam como eles caçavam outros bichos, os matavam e depois os comiam. Muito interessante.

(Pause 00 10")

Pergunta 26 (*Not to be read*)

*Xavier: Que programa você assistiu, Jucimara?

Jucimara: Sábado, eu vi a continuação da história da moça que estava apaixonada por um bandido que toca guitarra e que não se interessava pela moça. Eles estavam em uma festa e conversaram e dançaram juntos. Aí, ele ficou louco por ela. Mas ela perdeu interesse por ele e agora eu quero saber o que vai acontecer.

(Pause 00 10")

Pergunta 27 (*Not to be read*)

Jucimara: E qual foi seu programa, José?

José: Foi um filme sobre dois amigos que tinham entrado numa casa do século XVIII e de repente ouviram um grito. Um dos rapazes foi investigar. O outro ficou na escuridão à espera quando aparece um ser com uma grande faca a ameaçá-lo. Era uma aparição de alguém que tinha sido assassinado na casa.

(Pause 00 10")

Pergunta 28 (*Not to be read*)

José: E que programa é que tu viste, Beatriz?

Beatriz: Foi a história de uma mulher encontrada morta numa casa que tinha sido bombardeada durante a guerra. Como ninguém a conhecia, as autoridades começaram a fazer investigações. Descobriram que a tinham morto longe da casa e o seu corpo tinha sido depositado lá pelo assassino.

(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.]

O cachorro inteligente.

Leia as perguntas 29, 30, 31 e 32.

(Pause 00 10")

Ouçã e preencha os espaços com a informação apropriada, segundo os detalhes que são contados.

Exemplo: [M. Braz.]: Um cão perdeu seu dono na estação do Oriente, em Lisboa, mas entrou no primeiro trem que deveria levá-lo de volta para casa.

(Pause 00 05")

SIGNAL

*[F. Port.]: O cão não só viajou no trem... comboio... certo como também desceu na estação correcta...
O dono tinha-o perdido na estação do Oriente e esperava que alguém, vendo a medalha de identificação do cão, o devolvesse.

(Pause 00 15")

[M. Braz.]: O dono nos explicou que o cão já tinha tomado esse trem antes e por isso sabia que era o correto.

[Fem. Port.]: E como é que sabem que o cão viajou nesse comboio?

[M. Braz.]: As câmeras de vigilância da estação filmaram o cão esperando o seu dono e, em seguida, observando o trem para o Porto e embarcar.**

(Pause 00 15")

(Repeat from * to **)

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

Trabalho voluntário.

Leia as perguntas 33 a 37.

(Pause 00 30")

Assinale com um sinal de certo a frase correcta.

Exemplo: M: Muitos jovens decidem participar de trabalhos voluntários para ajudar a melhorar a qualidade de vida de famílias e jovens pobres. Porém, muitos jovens interessados em ajudar ainda não sabem como fazer isso.

*F: Entretanto, a dificuldade maior é dar o primeiro passo, ou seja, saber como encontrar organizações que aceitem o jovem voluntário em seus quadros.

M: É justamente para auxiliar esta busca que um grupo de jovens do Rio de Janeiro criou a organização Ação Jovem Brasil, um site onde qualquer pessoa pode descobrir os tipos de serviços voluntários em actividade hoje no Brasil.

F: A Ação Jovem Brasil é uma adaptação brasileira do LiveWire, programa lançado por uma multinacional da indústria petrolífera do Reino Unido.

(Pause 00 15")

M: Os interessados podem escolher entre diversas áreas, como a de reciclagem de brinquedos, que é uma das mais populares. Muitos gostam de fazer visitas a casas de crianças órfãs.

F: Para receber informações, basta enviar-nos um e-mail indicando seu endereço postal e áreas de interesse.

(Pause 00 10")**

Repeat from * to **

Exercise 9: Questions 38 to 40 [*English native speaker to read instructions and question numbers; others: Silvana – F. Braz.; André – M. Port.*]

The young inventor.

Read questions 38 to 40.

(Pause 00 30")

Write your answers in English.

Example: S: André, você desenhou um carro futurista e ganhou o primeiro prêmio do concurso mundial de designers amadores da Peugeot, a marca francesa de automóveis!

A: Ganhei, sim.

(Pause 00 05")

Questions 38 to 40

*S: Como você fez?

P: Primeiro fiz o esboço do carro e trabalhei no computador para verificar se de facto o carro poderia vir a ser fabricado. Uma semana depois, enviei-o para a sede da fábrica francesa.

(Pause 00 10")

S: Os internautas que visitaram o site oficial da fábrica reconheceram imediatamente o mérito de seu veículo. E você, André?

A: Bem, para dizer a verdade, foi uma surpresa quando soube que tinha ficado classificado entre os dez primeiros lugares... Mas não se compara com a de receber um telefonema do director da companhia francesa para me dizer que o primeiro prémio era meu!

(Pause 00 15")**

(Repeat from * to **)

(Pause 00 05")

THIS IS THE END OF SECTION 3.

Mark Scheme 1923/02
June 2007

SPEAKING**GCSE Dutch (1921), Persian (1922), Portuguese (1923), Turkish (1924)****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 2007

READING**Section 1****Exercise 1 – Questions 1-5**

1	B	[1]
2	A	[1]
3	C	[1]
4	B	[1]
5	C	[1]

[Total: 5 marks]

Exercise 2 – Questions 6-10

6	D	[1]
7	F	[1]
8	G	[1]
9	E	[1]
10	B	[1]

[Total: 5 marks]

Exercise 3 – Questions 11-15

11	B	[1]
12	C	[1]
13	A	[1]
14	B	[1]
15	A	[1]

[Total: 5 marks]

[Total for Section 1: 15 marks]

Section 2**Exercise 4 – Questions 16-20**

16	casa	[1]
17	Pousada	[1]
18	vinte	[1]
19	divertidas	[1]
20	sem	[1]

[Total: 5 marks]

Exercise 5 – Questions 21-25

21	Tiago	[1]
22	Sandra	[1]
23	Carina	[1]
24	Maria	[1]
25	Diogo	[1]

[Total: 5 marks]

[Total for Section 2: 10 marks]

Section 3

Exercise 6 – Questions 26-30

26	A	[1]
27	C	[1]
28	B	[1]
29	B	[1]
30	B	[1]
		[Total: 5 marks]

Exercise 7 – Questions 31-37

(do not have to be grammatically correct *and* it is acceptable if more than one word is given)

31	gosta/va/acostumou/acostumado/decidiu	[1]
32	igual/semelhante/como/na mesma/a ser/sendo – do not accept rotina/sempre/a passar/volta/normal ou solitário	[1]
33	movimento/balanço/bater/rolar (accept anything that shows movement)	[1]
34	fala/comunica/accept dá-se/convive/socializa/cumprimenta/lida	[1]
35	prefere/ escolhe/querem/começam/seleccionam/optar/trocar por/ do not accept gostar/adorar/viver/estar/ter/levar	[1]
36	estrangeiros/aposentados/reformados/pensionários but not solteiros or divorciados	[1]
37	seguros/vigiados/à vontade	[1]
		[Total: 7 marks]

Exercise 8 – Questions 38-40

38	A	[1]
39	B	[1]
40	C	[1]
		[Total: 3 marks]

[Total for Section 3: 15 marks]

Total for the Paper: 40 marks

Mark Scheme 1923/04
June 2007

WRITING**ANNOTATIONS TO BE USED IN MARKING GCSE WRITING
Dutch (1921), Persian (1922), Portuguese (1923), Turkish (1924)**

If it looks far too long, **estimate** the first 100 (Section 2) / 150 (Section 3) words. Over these first 100 / 150 words **only**, assess Quality of Language and Accuracy.

Right hand margin (Section 2)

- P** (past tense successful)
- P-** (past tense attempted)
- F** (future reference successful)
- F-** (future reference attempted)
- O** (simple opinion)
- O+** (more complex opinion)

Right hand margin (Section 3)

- O** (opinion)
- J** (justification)
- P** (past tense)
- F** (future reference)
- C** (subordinate **clause**)
- V** (**verbal** construction)
- T** (more complex **tense** usage, eg pluperfect, conditional, subjunctive, reported speech, imperfect vs perfect or preterite)
- L** (lovely **lexical** item)

(For all the above, record + for enhancement and - for impairment)

**ANNOTATIONS TO BE USED IN MARKING GCSE WRITING
Dutch (1921), Persian (1922), Portuguese (1923), Turkish (1924)**

READ EVERYTHING THE CANDIDATE HAS WRITTEN

(Marks for Communication can be gained **anywhere**)

Left hand margin (Sections 2 and 3 and Section 1 Q3)

T₁ (Task 1 communicated)

T₂ (Task 2 communicated)

T₃ (Task 3 communicated)

T₄ (Task 4 communicated)

(Task attempted with limited success)

T₁- **T₂-** **T₃-** **T₄-**

(Task attempted with no success)

T₁ O **T₂ O** **T₃ O** **T₄ O**

Irrelevance (I) may earn Quality of Language marks (but not Communication marks).

Repetition (R) (inc. repeated structures and lists) will not gain any additional marks.

GCSE DUTCH (1921), PERSIAN (1922), PORTUGUESE (1923), TURKISH (1924)**Scheme of Assessment****Section 1**

Question 1	8 marks (Communication 8)
Question 2	9 marks (Communication 6; Accuracy 3)
Question 3	13 marks (Communication 6; Q of L 7)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks
Total for Section 1	30 marks

Section 2

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

Section 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
Total for Section 3	30 marks
Total for Paper	80 marks
This total will be scaled to	50 marks

Section 1**Communication****Question 1 List****[Total 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 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 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.

Section 3**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, eg 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.

General Certificate of Secondary Education

Portuguese (1923)

June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01 – Listening	40	33	29	26	22	19	16	13
02 – Speaking	50	41	35	30	26	22	19	16
03 – Reading	40	35	30	25	21	17	14	11
04 – Writing	80	70	63	56	46	36	26	16

N.B. Component marks are scaled to a weighted mark out of 50.

Each component represents 25% of the overall award.

Overall

	Max	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	190	170	149	129	110	91	73	55
Percentage in Grade		10.0	35.3	22.0	13.0	8.9	4.9	2.6	1.4
Cumulative Percentage in Grade		10.0	45.2	67.3	80.2	89.1	94.0	96.6	98.0

The total entry for the examination was 1475.

Statistics are correct at the time of publication.

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