

Mark Schemes for the Components

June 2008

1923/MS/R/08J

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GCSE Portuguese 1923

MARK SCHEMES FOR THE COMPONENTS

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1923/01 Listening

Section 1

Exercise 1

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

Prova 2

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

Prova 3

| | | |
|----|---|-----|
| 11 | A | [1] |
| 12 | F | [1] |
| 13 | C | [1] |
| 14 | G | [1] |
| 15 | D | [1] |

[Total for Section 1: 15 marks]

Section 2

Prova 4

| | | |
|----|---|-----|
| 16 | C | [1] |
| 17 | A | [1] |
| 18 | B | [1] |
| 19 | A | [1] |
| 20 | C | [1] |

Prova 5

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

[Total for Section 2: 10 marks]

Section 3

Prova 6

| | | |
|----|---|-----|
| 26 | C | [1] |
| 27 | F | [1] |
| 28 | B | [1] |

Prova 7

ALLOW ONLY ANSWERS IN PORTUGUESE

| | Expected answers and additional guidance | Rejected answers and additional guidance | Marks |
|----|---|---|-------|
| 29 | <ul style="list-style-type: none"> 60 [NB the precise number must be included in the answer] países / país / paises / piases / paeses <p>allow other variations of 'países' as long as they do not convey a different precise meaning in Portuguese</p> <p>accept wrong spelling of sessenta</p> | <p>Not:</p> <ul style="list-style-type: none"> todo o mundo pais / paes / pães | [1] |
| 30 | <ul style="list-style-type: none"> 12 meses doz meses / douze meses um ano un año um anno | <p>Not:</p> <ul style="list-style-type: none"> doce / dose / dos an | [1] |
| 31 | <ul style="list-style-type: none"> (se) associar / ser membro / ser sócio / inscrever / cadastrar / registrar allow any appropriate verb + (o) cartão <p>[NB the answer must convey a sense of membership]</p> | <p>Not:</p> <ul style="list-style-type: none"> viajar (on its own) ter (on its own) aplicar assinar (on its own) | [1] |
| 32 | <ul style="list-style-type: none"> estudante / studant / aluno <p>[must be a noun; no verbs]</p> | <p>Not:</p> <ul style="list-style-type: none"> student / étudiant / estudante | [1] |

Prova 8

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

Exercise 9

ALLOW ONLY ANSWERS IN ENGLISH
FIRST ANSWER RULE

| | Expected answers and additional guidance | Rejected answers and additional guidance | Marks |
|----|---|--|-------|
| 38 | <ul style="list-style-type: none"> • somebody describes where they are • someone helps him | Not: <ul style="list-style-type: none"> • someone sets up the camera for him • someone takes the photo for him • someone clicks the button (for him) • someone tells him what to photograph | [1] |
| 39 | <ul style="list-style-type: none"> • everyday scenes • daily life / day-to-day life of the city • day by day photographs | Not: <ul style="list-style-type: none"> • tourist sites • architecture / buildings • Florianópolis (on its own) | [1] |
| 40 | One of the following: <ul style="list-style-type: none"> • improve (himself / his work) • turn / put / make his photos (of tourist spots) into postcards | Not: <ul style="list-style-type: none"> • to be / become a professional photographer / a pro | [1] |

[Total for Section 3: 15 marks]

Total for Paper: 40 marks

Transcript

Section 1

There are three exercises in this section.

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

Simão talks to Laura about lunch.

Choose the correct answer by ticking one box only.

(Pause 00 04")

Example:

At what time does Laura want to have lunch?

SIGNAL

Simão – A que horas queres almoçar, Laura?
Laura – À uma hora.

(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.

Question 1: What does Laura want to start with?

(Pause 00 05")

SIGNAL

1 *Simão – O que é que queres para começar?
Laura – Eu adoro sopa.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 2: What does she want for her main dish?

(Pause 00 05")

SIGNAL

- 2 *Simão – E como prato principal?
Laura – Eu quero peixe. **

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 3: What does she want with her main dish?

(Pause 00 05")

SIGNAL

- 3 *Simão – E para acompanhar?
Laura – Eu gosto de salada. **

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 4: What does she want to drink?

(Pause 00 05")

SIGNAL

- 4 *Simão – O que é que bebes?
Laura – Água mineral.**

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

Question 5: What does Laura want for dessert?

(Pause 00 05")

SIGNAL

- 5 *Simão – E para sobremesa?
Laura – Fruta... melão. **

(Pause 00 05")

SIGNAL

(Repeat from * to **)

(Pause 00 05")

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

As cidades da Raquel e do José.

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

Exemplo: R – Na tua cidade, onde tu moras, José?

J – Moro perto da estação.

(Pause 00 10")

SIGNAL

*Pergunta 6 R – O que a cidade tem de interesse?
J – Há lá um grande centro comercial.

(Pause 00 05")

Pergunta 7 J – E o que há de interesse na tua cidade?
R – Tem uma igreja antiga.

(Pause 00 05")

Pergunta 8 R – Tem um parque em tua cidade?
J – Tem, sim...

(Pause 00 05")

Pergunta 9 J – ... E há um estádio bem perto!
R – Jóia!

(Pause 00 05")

Pergunta 10 R – A casa tem vista para o mar?
J – Tem. É lindo!**

(Pause 00 05")

(Repeat from * to **)

(Pause 00 05")

Prova 3: Perguntas 11 a 15 [*F. Port. to read instructions and question numbers; Eurídice & Luciana – F. Braz.; Nuno - M. Port.; Fátima – Fem. Port.; Chico & Marcelo – M. Braz.*]

Um dia na praia.

Atente na lista e nos quadros.

Ouçã e preencha a lista com as letras correctas.

Exemplo: Nuno: O que é que queres fazer, Eurídice?
Eurídice: Eu quero ler meu livro.

(Pause 00 10")

SIGNAL

*Pergunta 11 Nuno: E tu, Chico ?
Chico: Estou cansado. Eu quero dormir.

(Pause 00 05")

Pergunta 12 Chico: O que você quer fazer, Fátima?
Fátima: Tou com fome. Quero comer.

(Pause 00 05")

Pergunta 13 Fátima: Queres comer, Marcelo?
Marcelo: Não. Vamos jogar bola?

(Pause 00 05")

Pergunta 14 Marcelo: Oi, Luciana, você vem jogar?
Luciana: Prefiro jogar cartas.

(Pause 00 05")

Pergunta 15 Luciana: Você quer jogar comigo, Nuno?
Nuno: Eu? Quero nadar!

(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. Port. to read instructions and question numbers; Sueli – F. Braz.; Bruno – M. Port.]

A Sueli e o Bruno falam do que fizeram nas férias.

Leia as perguntas 16 a 20.

(Pause 00 15")

Atente nos quadros.

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

Exemplo: Bruno: Sueli, como é que você passou as férias?
Sueli: Eu trabalhei em uma papelaria.

(Pause 00 05")

SIGNAL

*Perguntas 16, 17 e 18

Bruno: E quanto é que recebia?
Sueli: O salário era 300 reais por mês.
Bruno: E o que é que você fazia?
Sueli: Eu trabalhava principalmente no balcão... *[short pause]* ... mas às vezes eu tinha que colocar livros nas mesas.
Bruno: Que trabalho tão chato!

(Pause 00 10")

Perguntas 19 e 20

Sueli: E como foram suas férias, Bruno?
Bruno: Foram à beira-mar... todos os dias!
Sueli: Que sorte! Você não teve que trabalhar!
Bruno: Não trabalhei? Passava o dia a vender chapéus de palha!

(Pause 00 05")**

(Repeat from * to **)

(Pause 00 05")

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

Ajudando o ambiente.

Leia as perguntas 21 a 25.

(Pause 00 15")

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

Exemplo: F: Uma coisa que nós podemos fazer para ajudar o ambiente é apagar a luz se virmos que ninguém está na sala de aula.

M: É verdade! Podemos fazer o mesmo em casa. Não é preciso andarmos a gastar electricidade desnecessariamente.

(Pause 00 05")

*Perguntas 21 e 22

F: Para pouparmos papel, podemos escrever dos dois lados do papel, não é?

M: Certo, mas nós também podemos escrever na parte de trás do papel já usado – fotocópias, por exemplo.

F: Também poupamos uma grande quantidade de árvores comprando cadernos de papel reciclado. A qualidade é como a dos de papel original.

M: Só que são mais caros, mas com o tempo isso vai mudar!

(Pause 00 05")

Perguntas 23, 24 e 25

F: Agora trazemos sanduíches e bolinhos para a escola embrulhados em papel ou em sacos de plástico. Acho que nós podemos pô-los dentro da mesma caixa de plástico todos os dias.

M: Falando de plástico, eu acho que na cantina deveriam servir as bebidas em copos de vidro. Não em copos de plástico. E menos em garrafas!

F: Também acho que podíamos fazer o seguinte: caminhar mais ou usar os transportes públicos com mais frequência. Os pais que trazem os filhos de carro para a escola podiam partilhar o carro.

M: Exato! Causaria menos poluição do ar!**

(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 [*F. Braz. to read instructions; Cassiane – F. Braz.; Dorival – M. Braz.; Rui – M. Port.; Vanessa – F. Port. Speakers to speak fairly slowly but with appropriate intonation.*]

Empregos e profissões.

Leia a lista.

(Pause 00 10")

O que querem ser?

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

Exemplo:

Rui: Cassiane, já sabes o que queres fazer no futuro?

Cassiane: Você sabe que eu gosto de trabalhar com crianças. Eu estive procurando por idéias na internet e encontrei um site sobre o ensino. Aí, fui lendo e me interessei pelo ensino especial, ou seja, a crianças com dificuldades de aprendizagem. Eu acho que gostaria de fazer isso.

(Pause 00 10")

SIGNAL

Pergunta 26

*Cassiane: E você já escolheu sua carreira, Rui?

Rui: Como todos sabem, a música é a minha paixão. Toco guitarra e outros instrumentos, mas o instrumento principal é a minha voz. Pratico com regularidade com o grupo que formei há tempos – tocamos muitas das canções populares. Também participei no musical cá da escola e já cantei na televisão e na rádio. Todos me disseram que gostam da minha voz e por isso vou seguir por esse caminho.

(Pause 00 10")

Pergunta 27

Rui: E tu, Vanessa?

Vanessa: Eu também gostaria de trabalhar na televisão, na rádio ou mesmo para uma revista. Por isso quero fazer um curso de Comunicação Social. Gosto de escrever reportagens e também já me disseram que tenho uma boa voz – não para cantar, mas para falar na rádio ou tv. Além disso, será interessante investigar acontecimentos e entrar em contacto com pessoas. Quem sabe, um dia sou bem capaz de te entrevistar, Rui.

(Pause 00 10")

Pergunta 28

Vanessa: Dorival, qual é a tua carreira?

Dorival: Desde a escola primária que eu adoro música, mas eu não toco nenhum instrumento e minha voz não tem nada de especial. Eu quero usar a dança como forma de comunicação. Para isso, eu vou ter que exercitar meu corpo – aliás, já faço isso toda semana e ele está em boa forma. Eu acho que tenho talento e bom sentido de ritmo e de tempo. Talvez eu apareça em um programa da tv... e você também pode me entrevistar, n'ê?

(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 Cartão de Turista.

Leia as perguntas.

(Pause 00 10")

Ouçã e preencha os espaços com a informação apropriada.

Exemplo:

[F. Port.]: Você gosta de viajar ou pensa viajar? Então compre o seu Cartão de Turista.

(Pause 00 05")

SIGNAL

*Perguntas 29 a 32

[M. Braz.]: O Cartão é válido em 60 países onde terá descontos espetaculares.

[F. Port.]: Tem a liberdade de utilizar o Cartão durante doze meses. Depois desse período, deverá renová-lo. Com o Cartão, é só fazer a mala e... Boa Viagem!

(Pause 00 15")

[M. Braz.]: Os cartões também são intransferíveis! Podem associar-se pessoas de qualquer idade a partir dos 14 anos.

[F. Port.]: Embora a maioria dos nossos associados sejam estudantes, não é preciso estar a estudar para comprar o Cartão.**

(Pause 00 15")

(Repeat from * to **)

(Pause 00 05")

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

Mantendo o corpo em forma.

Leia as perguntas.

(Pause 00 30")

Assinale com um sinal de certo a frase correcta.

Exemplo: [F]: Agora vamos dar uns conselhos que deixam o corpo em forma e a mente sossegada... Para dormir bem, quando se deitar, diminua a intensidade da luz. Concentre-se em um ponto, a um metro de distância.

(Pause 00 05")

SIGNAL

*Perguntas 33 a 37

M: De manhã, ao acordar, faça como os gatos e espreguice-se bastante. Lentamente, encha os pulmões de ar quatro vezes... e verá que se sentirá pronto para começar o dia.

F: E não há melhor modo de começar o dia do que com uma ducha... Alterne um minuto de água fria e outro de quente. Despertará e ativará todo o corpo, incluindo o cérebro.

M: Hidrate-se melhor... É possível viver algum tempo sem comida, mas alguns dias sem água são mortais!... Beba de seis a dez copos de água ao dia. Evite o álcool e uma dieta alta em sal e açúcar.

(Pause 00 15")

F: Coma de maneira saudável para se sentir bem... Você gosta de pão nas refeições? Coma, mas com cuidado! Não ultrapasse quatro pães. Deve-se incluir na dieta peixe, carne, verduras e frutas, preferivelmente orgânicas.

M: Um grande exercício é a dança. Uma noite de dança equivale a uma sessão de ginástica aeróbica. O bem-estar é instantâneo e ainda dá para reduzir a flacidez.

F: E se você sofre de timidez, ponha seu disco favorito e dance sozinho em casa.

(Pause 00 10")**

Repeat from * to **

(Pause 00 05")

Exercise 9: Questions 38 to 40 [*English native speaker to read instructions and question numbers; others: Interviewer – F. Port.; Fernando – M. Ang. with slight Brazilian accent.*]

The photographer from Angola.

Read questions 38 to 40.

(Pause 00 30")

Write your answers in English.

Example: I: Hoje vou falar com o jovem angolano Fernando, que mora no Brasil, mais precisamente na cidade de Florianópolis. O Fernando é fotógrafo, mas é um fotógrafo diferente e muito especial, porque ficou cego quando tinha quatro anos.

(Pause 00 05")

Questions 38 to 40

*I: Diga-me uma coisa, como é que o Fernando consegue tirar fotografias tão bonitas?

F: Eu consigo perceber o que está próximo, se tem sol ou neblina. A claridade do verão ajuda um pouco... Mas eu preciso de alguém que me descreva o lugar onde estamos e aperte o botão da máquina.

(Pause 00 10")

I: O que é que o Fernando tem fotografado?

F: Como as pessoas viram na minha primeira mostra, eu já fiz uma série de fotografias que registram o quotidiano... cenas do dia-a-dia de Florianópolis, que é o que eu adoro fotografar. Mas também às vezes fotografo a arquitetura e pontos turísticos da cidade.

I: E quais são os seus planos para o futuro, Fernando?

F: Acima de tudo, eu quero me aperfeiçoar. Acho que meu trabalho pode ser muito melhor. E também quero transformar minhas fotografias de pontos turísticos numa série de cartões-postais.

(Pause 00 15")**

(Repeat from * to **)

(Pause 00 05")

THIS IS THE END OF SECTION 3 AND OF THE TEST.

1923/02 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. |

1923/03 Reading

Section 1

Exercise 1

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

Exercise 2

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

Exercise 3

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

[Total for Section 1: 15 marks]

Section 2

Exercise 4

| | | |
|----|-----------|-----|
| 16 | depressa | [1] |
| 17 | ouvem | [1] |
| 18 | levar | [1] |
| 19 | opinião | [1] |
| 20 | preparada | [1] |

Exercise 5

| | | |
|----|-----------|-----|
| 21 | Ruben | [1] |
| 22 | Cristiana | [1] |
| 23 | Jason | [1] |
| 24 | Tiago | [1] |
| 25 | Camila | [1] |

[Total for Section 2: 10 marks]

Section 3

Exercise 6

| | | |
|----|---|-----|
| 26 | B | [1] |
| 27 | B | [1] |
| 28 | A | [1] |
| 29 | A | [1] |
| 30 | B | [1] |

Exercise 7

| | Expected answers | Additional guidance | Marks |
|----|--|--|-------|
| 31 | <ul style="list-style-type: none"> • pais | | [1] |
| 32 | <ul style="list-style-type: none"> • dinheiro • quantia • 20 euros • contribuição • contribuições | Not: <ul style="list-style-type: none"> • presentes • cartas • desenhos | [1] |
| 33 | <ul style="list-style-type: none"> • Estudam Allow: <ul style="list-style-type: none"> • têm (mais) roupa • têm (mais) higiene • têm (mais) materiais | Not: <ul style="list-style-type: none"> • dão | [1] |
| 34 | <ul style="list-style-type: none"> • ajuda • beneficia • vai (para) Allow: <ul style="list-style-type: none"> • chega • pertence | | [1] |
| 35 | <ul style="list-style-type: none"> • A vida • O desenvolvimento • O progresso • O dia-a-dia | Not: <ul style="list-style-type: none"> • a comunidade • a associação | [1] |
| 36 | <ul style="list-style-type: none"> • gostam Allow: <ul style="list-style-type: none"> • ter (uma) paixão | Not: <ul style="list-style-type: none"> • são • não são • viajam • visitam | [1] |
| 37 | <ul style="list-style-type: none"> • tristes • desiludidos • desapontados | Not : <ul style="list-style-type: none"> • 'no orfanato' • invejosos • tristes nem desiludidos (in a sentence) | [1] |

Exercise 8

| | | |
|----|---|-----|
| 38 | C | [1] |
| 39 | B | [1] |
| 40 | B | [1] |

[Total for Section 3: 15 marks]

[Total for Paper: 40 marks]

1923/04 Writing

ANNOTATIONS

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**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.

Grade Thresholds

General Certificate of Secondary Education
Portuguese (Specification Code 1923)
June 2008 Examination Series

Component Threshold Marks

| Component | Max Mark | A | B | C | D | E | F | G |
|----------------|----------|----|----|----|----|----|----|----|
| 01 – Listening | 40 | 35 | 31 | 28 | 24 | 20 | 16 | 12 |
| 02 – Speaking | 50 | 41 | 35 | 30 | 26 | 22 | 19 | 16 |
| 03 – Reading | 40 | 36 | 31 | 27 | 23 | 19 | 16 | 13 |
| 04 – Writing | 80 | 71 | 63 | 56 | 46 | 36 | 27 | 18 |

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

Overall

| | Max Mark | A* | A | B | C | D | E | F | G |
|--------------------------------|----------|------|------|------|------|------|------|------|------|
| Overall Threshold Marks | 200 | 191 | 174 | 152 | 134 | 114 | 93 | 76 | 59 |
| Percentage in Grade | | 11.3 | 37.2 | 24.9 | 10.9 | 7.8 | 3.8 | 1.8 | 0.6 |
| Cumulative Percentage in Grade | | 11.3 | 48.5 | 73.4 | 84.3 | 92.1 | 95.9 | 97.7 | 98.3 |

The total entry for the examination was 1696.

Statistics are correct at the time of publication.

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