

**Portuguese**

General Certificate of Secondary Education **1923/04**

Writing

**Mark Scheme for June 2010**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**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)
- F (future reference successful)
- O (simple opinion)

**Right hand margin (Section 3)**

- O (opinion)
- J (justification)
- P (past tense)
- F (future reference)
- C (subordinate **clause**)
- V (**verbal** construction)
- TE (more complex **tense** usage, e.g. pluperfect, conditional, subjunctive, reported speech, imperfect vs preterite; include passive constructions here)
- L (lovely **lexical** item)

**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)**

**T** (Task 1 communicated)

**T** (Task 2 communicated)

**T** (Task 3 communicated)

**T** (Task 4 communicated)

(Task attempted with limited success)

**T -**

(Task attempted with no success)

**T ■** (use horizontal thick bar annotation in scoris)

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

**WRITING PAPER MARK SCHEME**  
**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
<b>Total for Section 1</b>	<b>30 marks</b>

**Section 2**

<b>Communication</b>	10 marks
<b>Quality of Language</b>	6 marks
<b>Accuracy</b>	4 marks
<b>Total for Section 2</b>	<b>20 marks</b>

**Section 3**

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

## 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, 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.

**ADDITIONAL GUIDANCE**  
**GCSE PORTUGUESE WRITING: 1923/04**

**General Introduction**

The main point to remember when approaching the marking is: we are not testing the standard of native speaker candidates – this is an exam aimed at the average 16-year old English-speaker in this country who has been learning Portuguese at school, and the exam aims to be at a consistent level with other modern foreign languages (French, German, Spanish etc).

- most of our candidates come from a native-speaker background
- many may be recent arrivals here and do not have access to formal teaching
- the standard of accuracy of many scripts leaves a lot to be desired
- when something, at first glance, seems unintelligible, read it aloud – it may make some sense (weaker candidates often write phonetically)

The responses below do not list required answers for the paper but are exemplars which illustrate the principles of the Mark Scheme.

**SECTION 1**
**Exercise 1**

- many answers will not resemble Portuguese as you know it, but when read aloud you may well grasp what is on offer
- do not accept words written in other languages unless it is the use or omission of an accent that makes the word one from another language (eg Spanish)
- accept words in English with the same spelling in Portuguese (eg. Cinema)
- ignore any incorrect additional material, eg. incorrect articles/ possessives etc or incorrect written accents, unless the accent, or lack of one renders the word invalid within the context of the question (changes its meaning)
- repetition can be ignored if the phrase also contains sufficient evidence of words that can be marked, eg. Aula de inglês, aula de arte etc.

**Annotations for Exercise 1**

Place the thick horizontal bar above a word that you deem unacceptable.

<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
1. Words must be in Portuguese: Professor  classe canneta  raidio espielio coadros fotosgrafias computerdore competador cadara cadera livores telefoni relojo	profesor professeur clase telephone telefono telephono television photos cuadro TV Computer lapiz cuadros carpet livres

Words may be identically spelt English words, having the same meaning in Portuguese.

radio  
laptop  
cd

2. Words must be relevant within the meaning of the question, i.e. they must be **items that could be in a classroom** (and they do not need to be confined to those illustrated on the question paper)...

Matemática  
números

3. Word(s) given as the Example for the question are not acceptable... *quadro*

4. Words must be written such that they would be comprehensible to a sympathetic native speaker.

tlepone  
*photas*

*cardera*  
*livors*  
*radiu*  
*canita*

lebros  
levros

... or, if not immediately comprehensible on the page, if they would **sound** like a Portuguese word on being read aloud by the sympathetic native speaker...

*teve*  
*espielio*  
*competador*  
*buraxa*

5. Words are not invalidated by erroneous additional material.

*Loja de cafee*

6. Words are not invalidated by erroneous accentuation.

*radio*

7. Listed, repetitive words, concepts or phrases are acceptable as follows.  
When a generic word has a specific exemplar, both are accepted.

When a list of specific exemplars is given, the generic is not accepted.

## Exercise 2

- the verbal response in this question can be in any tense
- candidates need to convey a First person (eu).
- incorrect spelling is acceptable for Communication, but will not gain marks for accuracy: Cumu is OK for como....etc, but will miss out on accuracy
- if the verbal response does not obtain a mark for Communication, it cannot count towards the mark for accuracy
- accuracy mark ignores accents, unless the accent, or lack of one renders the word invalid within the context of the question (changes its meaning)
- ignore incorrect gender of nouns, if candidates choose a word which still fits the visual scenario, but not necessarily the one we had in mind; eg. *Bebo no pastelaria*, rather than *no café*.

- Words are not invalidated by erroneous additional material, provided it does not obscure the meaning.
- Repetition of words or phrases is not acceptable.

### Annotations for Exercise 2

**Communication:** Annotate by putting thick horizontal bar - *above* the word if communication not successful.

**Accuracy:** Annotate by putting thick horizontal bar - *under* a word that is spelt incorrectly. Do not credit for accuracy a word that has not been accepted for communication.

<b>COMMUNICATION</b>
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#### ACCEPTABLE

#### UNACCEPTABLE

1. Nouns, verbs and phrases must be relevant within the meaning of the question, i.e. they must capture the idea of the picture - respond to the spirit of the **visual** stimulus - but do not have to respond to the grammatical stimulus...

No. 1

*Tomo (without noun)*

No. 2

shop

No. 3

*escola*

*clase*

2. Marks for Accuracy are awarded for items where the Communication mark has been awarded. They are awarded when the word or phrase is correct from the points of view of grammar and spelling. Ignore accent errors.

### Exercise 3

- There are 6 tasks to complete, supplied in the form of instructions.
- In the Practice and Standardisation scripts, please annotate each adequately communicated task using the symbol T.
- Mark T- for partially-attempted tasks and T - for non-completion.
- The mark scheme is quite easy – check how many tasks have been completed and award Communication mark out of 6. T- signals a half-mark; when in doubt round up, if Ok in general.
- Sometimes a candidate simply translates the 6 instructions. In this case, there will be no mark for Communication. However, there may well be marks for the quality of what is written – use the mark scheme to assess.
- If candidates write the answer next to the instructions, instead of on the right-hand side, mark as normal, no penalty.

### Annotations for Exercise 3

Where a task has not been attempted or unsuccessfully attempted annotate by putting the thick horizontal bar immediately to the right of the T symbol. **Do the same in questions 4 and 5.**

**COMMUNICATION**

1. The Candidate must convey fully the meaning cued by each stimulus, using a note, phrase or sentence, i.e. the idea(s)/concept(s) of the stimulus must be communicated (without having to show grammatical accuracy).
2. Answers are not invalidated by erroneous additional material, provided it does not obscure the meaning.
3. Repetitions are acceptable. However, because the demands of the different Tasks are varied, provided the Candidate conveys the different meanings, a repetition would not matter.
4. Combining tasks using the same initial verb is acceptable – and not necessarily on the same line. For example, Tasks 4 and 5 could be run together:

**ACCEPTABLE**

Half marks (T-):

T1 - *A minha casa tem dois andares*

**UNACCEPTABLE**

T4 - Answers which only say what is in the living-room

T5 - Answers which only say what is in the garden

**QUALITY OF LANGUAGE**

1. For Quality of Language marks, the candidates do not have to be wholly accurate at this stage, but to get 6 or 7, there must be basic evidence of verbal awareness. PLEASE be aware this is still only aimed at an E-grade candidate – most should be scoring 6 or 7 for Quality if they can string a few phrases together.

**IN THE 6 -7 BAND**

1. Candidate responses would be expected to be sentences, and some of the verbs will be correct...
2. The word order will tend to be correct.
3. Spelling errors will be unlikely to affect the basic communication.
4. There may be attempts at linkages.

**IN THE 4 -5 BAND**

5. Some responses may be sentences, probably none of the verbs will be correct (even if in the wrong tense).
6. The word order will tend to be uncertain.
7. Spelling errors will affect the communication.

**IN THE 2 -3 BAND**

8. responses will tend to be notes or phrases.
9. The word order will be anglicised.
10. Spelling errors will seriously affect the communication.

## SECTION 2

**COMMUNICATION**

The Candidate must try to respond relevantly and successfully in Portuguese to each of the Tasks set. The Examiner annotates with a capital letter T in the left-hand margin of the script to indicate where the Candidate has successfully responded to each Task.

There are four tasks to complete (annotated 'T' in left-hand margin of work, alongside the point where the answer is presented by the candidate). Sometimes the candidate may have chosen to write things in a different order, so do not assume a point has been overlooked until you have read the whole essay carefully.

When deciding on an appropriate mark-band for Communication, the Examiner must bear in mind the extent to which the Candidate has achieved communication in the different tasks.

For each point/task completed, annotate as follows on the left-hand side of the margin:

- T  $\blacksquare$  if the task has not been completed in any way (incomprehensible language or totally irrelevant) [= 0 marks]  
 T- if the task has been partially completed [= 1 mark]  
 T if the task has been successfully communicated [= 2 marks]  
 T+ if the task contains further, relevant information [= 3 marks]

When deciding on a mark out of 10 for Communication, look at how you have annotated the script: Potentially there are 2 marks per task, plus up to 2 extra marks for essays with good descriptions and opinions.

Examples of differential success are:

**Exercise (a) Shopping centre**

Task 3 Say what you think about shopping centres:

- it is acceptable to write about more than one specific shopping centre rather than about shopping centres in general. This is Section 2 **grade C**, so generalised comments are not essential.
- If they write about *lojas* and don't mention shopping centres they are not carrying out the task properly, so annotate as T-

**Exercise (b) On holiday**

Task 3 Say what you think about the place:

- Most candidates will say *Gosto/Não gosto ...* It is not quite acceptable in this exercise if they only write something like *O hotel é bonito*, as it is merely a description: annotate T-.
1. Where the task is in two parts, both must be addressed, or only T- can be awarded
  2. The tense of the verb must be logical as required by the task – mark down to T- if wrong tense used – but for communication, do not mark down if the correct tense is used but is inaccurately written. In other words, provided the other information in a task is correct, a task is acceptably completed when it contains a verb that indicates an appropriate tense.
  3. Future time frames and references can be portrayed in a variety of ways, and not just by the true Future Tense (*irei*, etc.) For example, all these would represent a verb used to indicate future time: present tense of *ir* + infinitive/; conditional tense; its imperfect substitute (*gostava, ia, queria, devia*, etc.); *espero; quero; tenho a intenção de*. Good native speakers may even use reported speech, by which they also may obtain success in producing a reference to the future: e.g. *ela disse-me que fosse*. In some cases this

one phrase may be the only occasion when the candidate successfully refers to the future.

4. An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion. Opinions are covered in the top band for the Communication mark. The annotation here is that "O" represents successful communication and "O-", unsuccessful communication. **See notes for Section 3 on what constitutes an Opinion**

## QUALITY OF LANGUAGE

We are mainly looking at use of Tenses here: annotate the RIGHT-hand margin as follows:

P for a successful use of any Past tense

F for successful attempt at a future reference

If the attempt is not totally successful (eg. ending slightly incorrect), do not annotate in the margin. Instead, highlight the word (s) that the candidate uses in his/her attempt to produce the correct language.

1. In order to give marks in the top band for Quality of Language (ie. 5/6) a candidate must have used correctly a verb in Present, Past and used a verb to make a Future reference; otherwise they can only achieve a maximum of 4 marks.
2. This hurdle does not also apply to the Candidate's score in Communication.
3. There is the possibility that a candidate writes *vou ir*. Although this is not normal Portuguese usage, in cases where this is the only attempt at a future reference then we should accept it.

In cases where the candidate writes well in excess of 100 words estimate approximately 110 words and remember that you should base your QL mark on these only. Words beyond this mark should not be assessed for QL (although you must read everything for the communication mark).

**Annotation:** Put TWO horizontal bars together = to denote where you stopped marking quality of language because of excessive length.

*NOTE: Examples of unsuccessful use may be acceptable for **Communication** (see notes 2 and 3 above) but they are not correct and so are not successful in terms of the **Quality** criteria.*

## ACCURACY

Re-read the essay and assess level of accurate writing. Refer to mark scheme table. 0-4 marks available. Bear in mind that Section 2 is aimed at the candidate whose best effort may result in a grade C, so the standard required for the highest mark for Accuracy is lower than that expected in Section 3, and course higher than that expected in Exercise 3 of Section 1.

## SECTION 3

**COMMUNICATION**

Annotate on the **left** of the script in same way as Section 2 : T-, T and T+, but bear in mind importance of Opinions and Justifications at this level, so when assessing what mark, look also at your annotations for those features (see below). In particular, Tasks 3 and 4 of each essay may require reactions and reasons.

**Question 5**

Exercise (a) Interview with a famous person

Task 1 *When and where the interview is to take place*

- The task has two parts: both have to be accomplished for T. Only one part = T-. An extremely full response to one part only **may** lead to T, but not T+.

Task 2 *Describe what the person has already done in life:*

- The task requires that the candidate narrates some events or conveys a picture of the person's life in some way. A response that only mentions in passing a film or record made = T-.

Task 4 *Why you want to do this interview:*

- Candidates who list the information they want to find out but do not develop any **ideas** may not achieve T+, even if the answer is long. *Quero saber como ...* is the sort of response that we are looking for.

Exercise (b) Future school trip

Task 1 *Say where you are going and how long the trip will last*

- The task has two parts: both have to be accomplished for T. Only one part = T-. An extremely full response to one part only **may** lead to T, but not T+.

Task 3 *What you will do that is different on the future trip:*

- they should make a comparison with the previous trip, to make up for what they didn't like on that occasion. This may be implied rather than specific, so be tolerant rather than pedantic about it. The purpose of this task is to make the candidate express ideas and a point of view. If they merely state what they are going to do on this future trip, without any even implied comparison, then annotate T-.

**QUALITY OF LANGUAGE**

This is a vital component of the mark for this Section, involving 14 of the 30 marks available for the piece of writing.

An important feature in the mark scheme table is the RANGE of structure/idiom used, as well as confident use of tenses, fluency and general feeling of control over the writing.

1. In the top mark band (12-14) we are looking for a WIDE variety, and to gain top marks, we should be looking for a script to be annotated with reference to good use of tense, a range of verbal structure and nice vocab. (T+ V+ L -- see below).

By verbal structure we mean the ability to use two verbs together to form a more complex arrangement of language: *Espero chegar, queria ser, estava a falar, estava falando, etc.*

2. In mark band 9-11, we have a GOOD variety of language.
3. In 6-8 the marking criteria state merely a RANGE of language – i.e. a standard above a basic level of expression.



4. From 3-5 and below the range becomes limited and basic.

As in Section 2, there is a vital 'hurdle' which the candidate must achieve **in order to achieve a mark above TWO for Quality of Language in Section 3 - they must show the ability to write verbs accurately to refer to the past, present and future.** Please read again note 3 in Section 2 Communication for help in deciding whether a future time reference has been made.

**Remember** that, as in Section 2 there is the possibility that a candidate writes *vou ir*. Although this is not normal Portuguese usage, in cases where this is the only attempt at a future reference then we should accept it.

If the attempt is not totally successful (eg. ending slightly incorrect), do not annotate in the margin. Instead, highlight the word (s) that the candidate uses in his/her attempt to produce the correct language.

Again, remember that for the Communication mark the verb does not have to be used accurately; however the Quality of Language criteria require that on at least one occasion the candidate must use a verb correctly to refer to each of the three time frames.

In cases where the candidate writes well in excess of 150 words estimate approximately 165 words and remember that you should base your QL mark on these only. Words beyond this mark should not be assessed for QL (although you must read everything for the communication mark).

Annotations for Quality of Language should be placed in the **right**-hand margin to record features relevant to "Quality". These are a guide when choosing the appropriate mark-band for a piece of work.

**O = Opinions:** phrases such as –

*Penso/creio/acho/acredito que/ prefiro...* (and past tense versions)

*Na minha opinião...*

*Ao meu ver...*

*Sinto /senti/ sentia que....*

Verbs expressing likes/dislikes (*gostar/ detestar/amar/ adorar*)

*Estar satisfeito/encantado/ aborrecido/interessado*

*Ficar desiludido/desapontado/decepcionado*

Opinions or feelings towards something such as describing food/ a film or concert/ people, eg. *Estava fria demais; foi excelente; é boa pessoa.* BUT do not get carried away! Some opinions are little more than factual description, eg. *Um carro Porsche não é barato.* If this is all candidates write, then they do not deserve credit for an opinion.

**J - Justification.** The Candidate explains the reason for an opinion, feeling or point of view:

They often appear alongside the opinions, but sometimes in isolated instances.

These words may often appear next to a justification:

*por / porque.... por causa de... já que visto que pois uma vez que como*

The justification may not always appear with a linking word: such as *nao gostei da excursão, era muito aborrecida*

**P = Past tense**

Preterite and Imperfect in particular used correctly and to effect – other past tenses should be covered under V or T above

Do not feel you need to mark up every single example of a Preterite or Imperfect. We tend to look for an example of a regular verb, an irregular verb, a different person ending used correctly and use of a reflexive verb.

**F = Future Tense**

The candidate must also make a reference to the future using a verb correctly.

**TE - Tense.** The Candidate shows the ability to employ more complex tense usage:

Gerunds/ continuous tenses

Subjunctives (should be marked up as T+ if correct)

Complex compound tenses and passives, such as *teria comprado/não podia ter imaginado*

**V - Verbal construction.** The Candidate uses more than the simple form of the verb:

*Ter as auxiliary verb (haver often used in Brazilian Pt.)*

*Poder/dever.....verbs used with infinitive*

*Prepositions with infinitives – antes de etc*

*Haver + time expressions, past and present*

*Personal infinitive*

*Imperative*

*Participles*

**C - Subordinate clause.** This is where the Candidate uses clauses introduced by words such as ...

*que o que porque já que embora quando onde enquanto mesmo que*

*ainda que apesar de pois como visto que já que para que sempre que etc.*

**L - “Lovely” lexical item.** The Candidate relevantly uses a word which is effective and out of the ordinary. Here we award for nice turn of phrase, unusual vocabulary, expressive writing, imaginative words and phrases.

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