

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

PORTUGUESE

1923

Speaking

Role Play Section 1 – Cards 1 and 2

Role Play Section 2 – Cards 1 and 2

Role Play Section 3 – Cards 1 and 2

SPECIMEN PAPER

INSTRUCTIONS TO CANDIDATES

You must carry out the tasks specified in the situation overleaf. The roles to be played by the Examiner and yourself are indicated. You must assume that the Examiner speaks no English.

INFORMATION FOR CANDIDATES

You must remember that you are taking part in a conversation: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

NO DICTIONARIES ARE ALLOWED

This question paper consists of 7 printed pages and 1 blank page.

Section 1**CARD 1**

Situation You are at the chemist's. Your examiner will play the part of the chemist and will start the conversation.

- 1 Ask for something for a cough or a similar problem

- 2 Say you've had it for four days

- 3 Say you have a sore throat or a similar symptom

- 4 Say you don't like taking pills or a similar medicine

- 5 Say you don't want it

Section 1**CARD 2**

Situation: You are booking in at a hotel. Your examiner will play the part of the receptionist and will start the conversation.

- 1 Say you don't like your room
- 2 Say it's number 29
- 3 Say it has no bathroom or a similar problem
- 4 Ask what the price is
- 5 Say you'll take that

Section 2**CARD 1**

Situation You are at a grocer's buying food. Your examiner will play the part of the shop assistant and will begin the conversation.

- 1 Ask what cold or cooked meats (or similar item) he/she has.
- 2 Choose the type and quantity of meat you want.
- 3 Name two fruits you want to buy.
- 4 Answer the shop assistant's question.
- 5 Ask for something to put your shopping in.

Section 2**CARD 2**

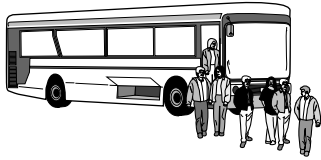
Situation You are applying for a job in a hotel in Portugal/Brazil. Your examiner will play the part of the hotel manager/manageress and will begin the conversation.

- 1 Tell the manager/manageress your name and your age.
- 2 Answer the manager's/manageress's question.
- 3 Tell the manager/manageress what experience you have of work in hotels or a similar place.
- 4 Ask what salary they are going to offer you.
- 5 Ask where you can find somewhere to live/stay.

Section 3

CARD 1

The notes and pictures below give an outline of a day spent at the seaside by you or someone you know. Tell the Examiner what happened. You do not need to mention every detail but must cover the main events. Any reasonable interpretation of the icons will be accepted.



A comida

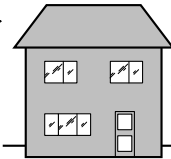
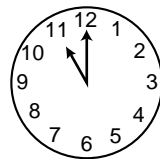


O que fez?

Que compras fez?



E depois? Gostou?

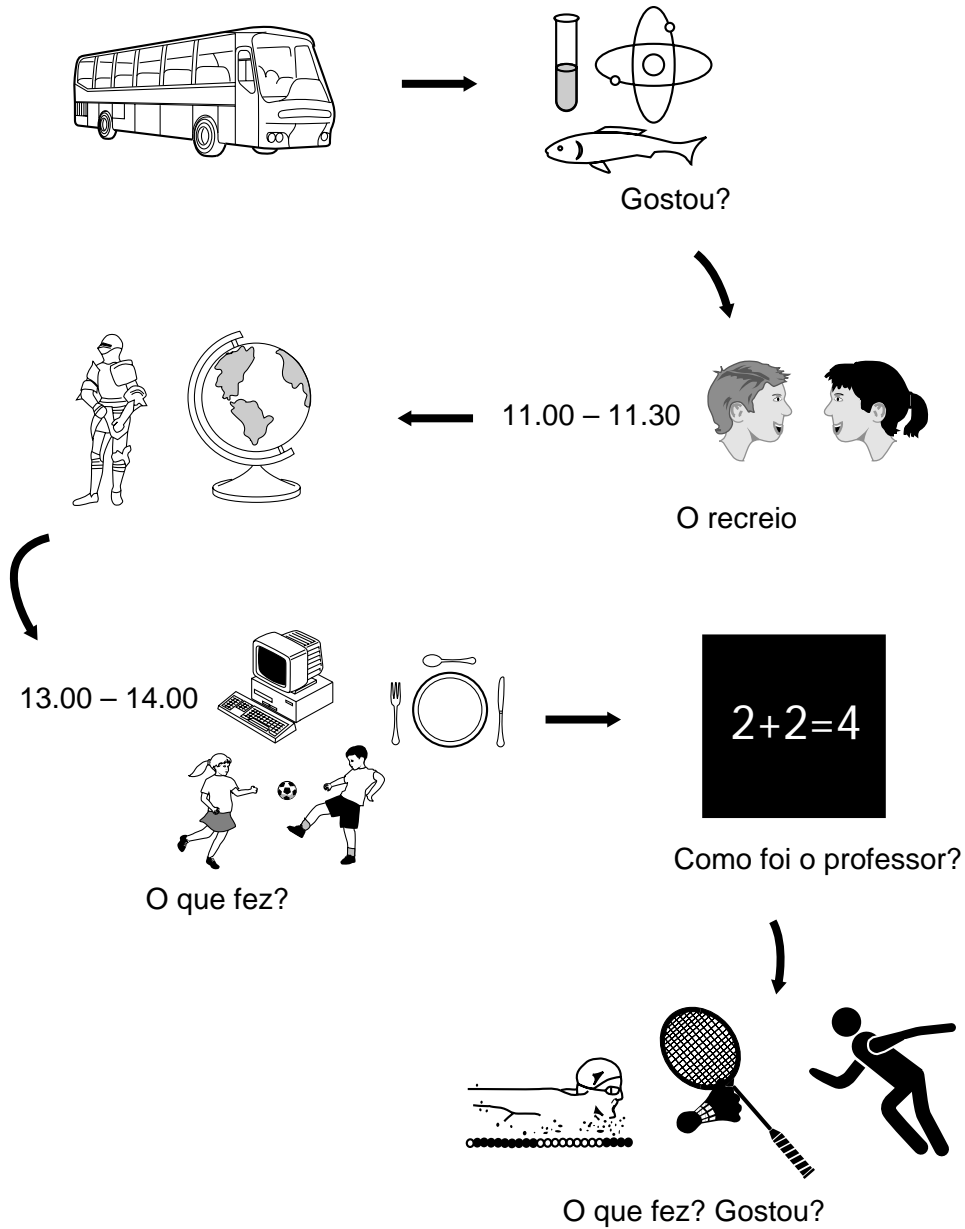


Como se sentia? Porquê?

Section 3

CARD 2

The notes and pictures below give an outline of a day spent at school by you or someone you know. Tell the Examiner what happened. You do not need to mention every detail but must cover the main events. Any reasonable interpretation of the icons will be accepted.



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OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

PORTUGUESE

Speaking

EXAMINERS INSTRUCTIONS

SPECIMEN PAPER

1923

NO DICTIONARIES ARE ALLOWED

These instructions consist of 7 printed pages and 1 blank page.

Section 1

CARD 1

- Situation:** The candidate is at the chemist's. You, the examiner will play the part of the chemist. You will set the scene and start the conversation, e.g. *Estamos numa farmácia e você não se sente bem.*
- Examiner:** **Greet the candidate and offer to serve him/her, e.g.** *Bom dia/Boa tarde. O que é que deseja?/Deseja alguma coisa?*
- Candidate:** Ask for something for a cough or a similar problem
- Examiner:** **Ask how long he/she has had the cough, e.g.** *Há quanto tempo é que tem essa tosse?*
- Candidate:** Say you've had it for four days
- Examiner:** **Ask if he/she has other symptoms, e.g.** *Tem outros sintomas?*
- Candidate:** Say you have a sore throat or a similar symptom
- Examiner:** **Say that you'll give him/her some antibiotics, e.g.** *Vou-lhe dar uns antibióticos.*
- Candidate:** Say you don't like taking pills or a similar medicine
- Examiner:** **Say it's the best cure, e.g.** *É o melhor remédio.*
- Candidate:** Say you don't want it
- Examiner:** **Tell him/her to drink lemon juice, e.g.** *Olhe, tome sumo/suco de limão.*

Section 1

CARD 2

- Situation:** The candidate is booking in at a hotel. You, the examiner will play the part of the receptionist. You will set the scene and begin the conversation, e.g. *Estamos num hotel e você não gosta do serviço.*
- Examiner:** **Greet the candidate and ask if everything is all right, e.g.** *Bom dia/Boa tarde. Então, está tudo bem?*
- Candidate:** Say you don't like your room
- Examiner:** **Ask what his/her room number is, e.g.** *Não? Qual é o número do seu quarto?*
- Candidate:** Say it's number 29
- Examiner:** **Ask him/her what the problem is, e.g.** *Mas qual é o problema?*
- Candidate:** Say it has no bathroom or a similar problem
- Examiner:** **Tell him/her number 15 has one and it's vacant, e.g.** *O número 15 tem e está vago.*
- Candidate:** Ask what the price is
- Examiner:** **Tell him/her there's no extra charge for him/her, e.g.** *Para si/o senhor/a senhora, o preço é o mesmo!*
- Candidate:** Say you'll take that
- Examiner:** **Agree, e.g.** *Muito bem.*

Section 2

CARD 1

- Situation:** The candidate is at a grocer's buying food. You, the examiner will play the part of the shop assistant. You will set the scene and begin the conversation, e.g. *Estamos numa mercearia/quitanda.*
- Examiner:** **Greet the candidate, e.g.** *Boa dia/Boa tarde. Que deseja?*
- Candidate:** Ask what cold (cooked) meats or similar item he/she has.
- Examiner:** **Say what you have and ask him/her what he/she would like e.g.** *Temos fiambre, presunto e frango... O que é que deseja?*
- Candidate:** Choose the type and quantity of meat you want.
- Examiner:** **Agree to this and ask if he/she wants anything else, e.g.** *Muito bem. Deseja mais alguma coisa?*
- Candidate:** Name two fruits you want to buy.
- Examiner:** **Agree to this, too, and ask if that is all, e.g.** *Muito bem. É tudo?*
- Candidate:** Answer the shop assistant's question.
- Examiner:** **Tell him/her that you're going to give him/her the bill, e.g.** *Já lhe dou a conta.*
- Candidate:** Ask the shop assistant for something to put your shopping in.
- Examiner:** **Offer him/her a bag, e.g.** *Aqui tem.*

General Conversation Topics (Choose 3 of the following.)

Candidates must be encouraged to refer to the past, present and future in at least one topic.

- 1b School life
- 2b Free time, social activities, weekends and days off school
- 3a The candidate's local area and other places
- 4b Career plans, career breaks, career changes
- 5c Life in other countries

Section 2

CARD 2

Situation: The candidate is applying for a job in a hotel in Portugal or Brazil. You, the examiner will play the part of the hotel manager/manageress. You will set the scene and begin the conversation, e.g. *Você quer um emprego no meu hotel.*

Examiner: **Ask him/her what his/her name and age are, e.g.** *Diga-me o seu nome e qual é a sua idade.*

Candidate: Tell the manager/manageress your name and your age.

Examiner: **Ask him/her what languages he/she can speak e.g.** *Que línguas é que você fala?*

Candidate: Answer the manager's/manageress's question.

Examiner: **Ask him/her what experience he/she has in this line of work, e.g.** *Que experiência é que tem neste tipo de trabalho?*

Candidate: Tell the manager/manageress what experience you have of work in hotels or a similar place.

Examiner: **Ask him/her if he/she has any questions, e.g.** *Tem alguma pergunta a fazer?*

Candidate: Ask what salary they are going to offer you.

Examiner: **Say you can discuss this later, e.g.** *Podemos discutir isso mais logo.*

Candidate: Ask where you can find somewhere to live/stay.

Examiner: **Tell him/her that he/she can stay in the hotel, e.g.** *Pode ficar aqui no hotel, se quiser.*

General Conversation Topics (Choose 3 of the following.)

Candidates must be encouraged to refer to the past, present and future in at least one topic.

1a Home life and home

2d Special occasions

3b Shopping and public services

4c The workplace, work experience, part-time work

5a Tourism and holidays in the UK and abroad

GENERAL CONVERSATION TOPICS**Questions**

OCR does not intend to prescribe questions to be asked as this may limit the possibilities of extension for candidates.

Teacher/Examiners should use a range of question types from closed questions asking for factual information:

*Where do you go on holiday?
Where do you stay?
What do you do there?*

To the more open question form, inviting a response:

*Where did you go on holiday last year?
How did you travel?
What was your hotel/campsite like?
What did you like best?
Who went with you?
Do you want to go back? Why?
Where will you go on holiday this year?*

And questions that seek explanations and justifications:

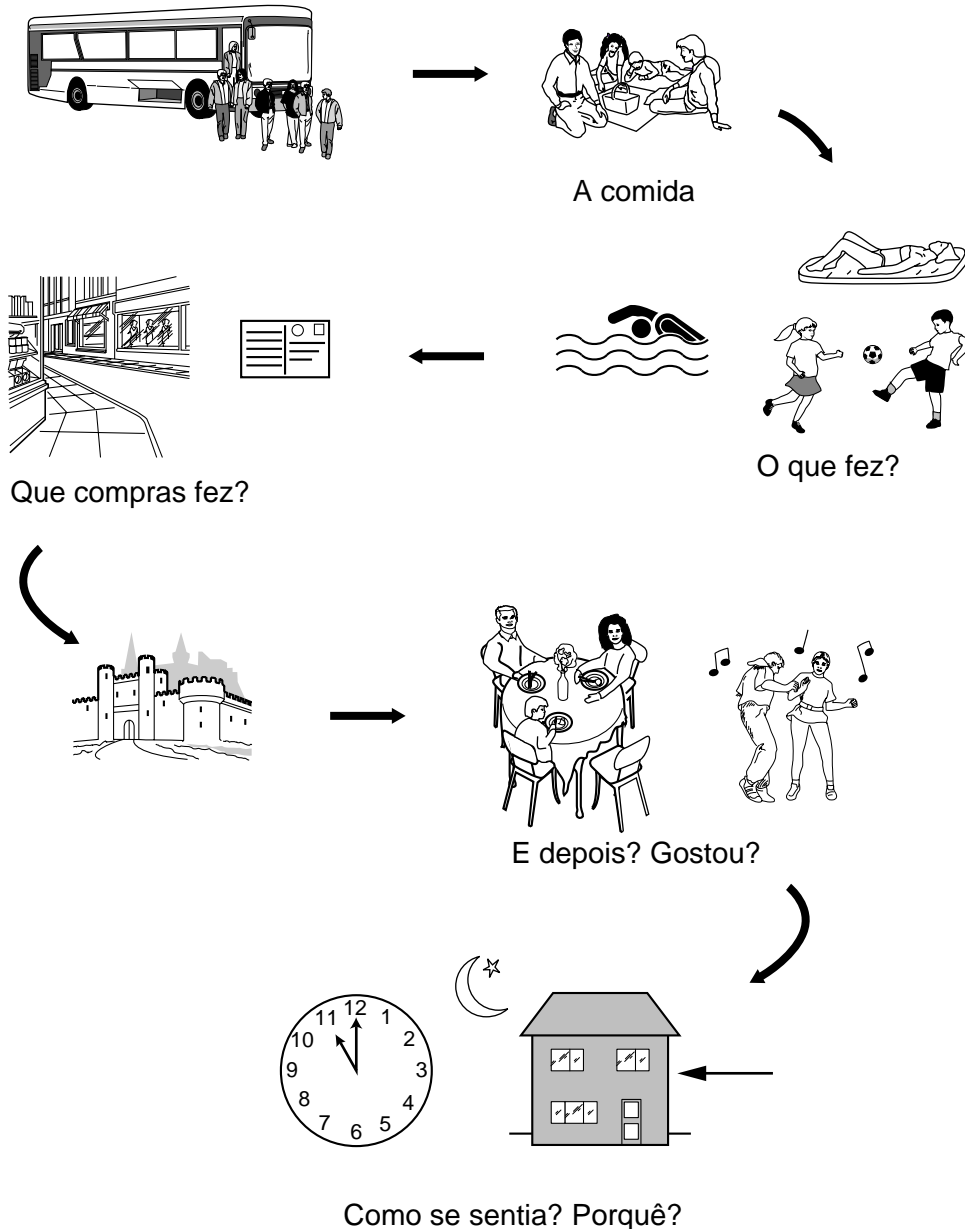
*Did you like the way of life in? Why? Why not?
Would you like to spend more time in? Why? Why not?
What differences did you notice between and?
Where would you spend your holiday of a lifetime? Why?
Tell me about your friends and their holidays.*

Section 3

CARD 1

Examiner: If necessary, you must ask relevant questions to encourage the candidate to complete the task.

Candidate's brief: The notes and pictures below give an outline of a day spent at the seaside by you or someone you know. Tell the examiner what happened. You do not need to mention every detail but must cover the main events. Any reasonable interpretation of the icons will be accepted.

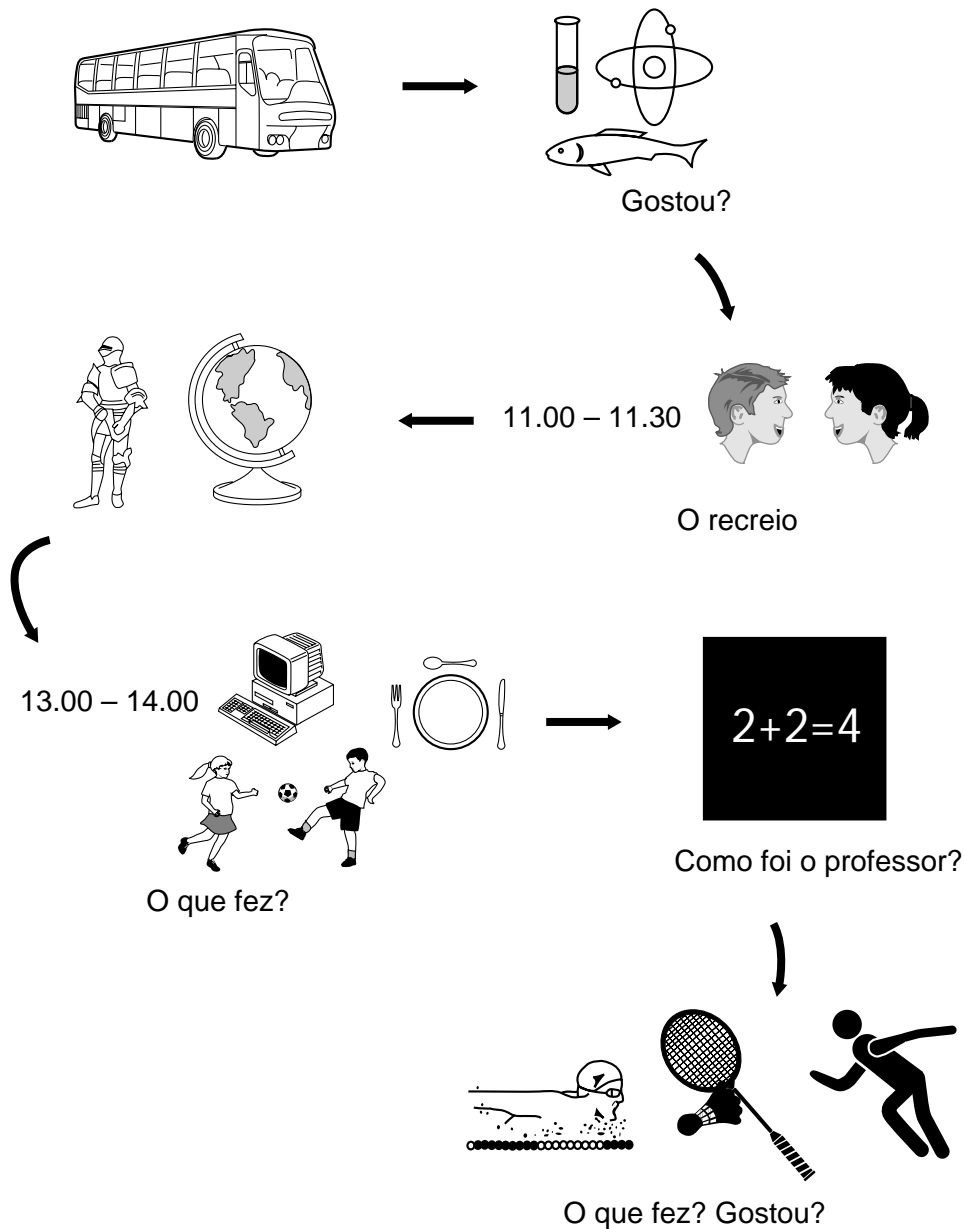


Section 3

CARD 2

Examiner: If necessary, you must ask relevant questions to encourage the candidate to complete the task.

Candidate's brief: The notes and pictures below give an outline of a day spent at school by you or someone you know. Tell the examiner what happened. You do not need to mention every detail but must cover the main events. Any reasonable interpretation of the icons will be accepted.



TOPIC-BASED QUESTIONS FOR THE GENERAL CONVERSATION

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate.

On no account should any conversation be a mere recitation of these lists of questions.

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.

The suggestions start with very 'open' questions, which should encourage candidates to expand their responses. However, on the next line there are more specific questions (*in italics*), which may be more suitable for weaker candidates, or as lead-in questions to the more 'open' questions for less confident candidates. For instance, a topic could be introduced with two or three 'closed' questions, which require a short response, leading to more 'open' questioning which allows the candidate to show initiative and develop the subject matter.

Algumas ideias e sugestões

1(a) Em casa

Fala-me da tua casa/apartamento.

(Quantos quartos tem? Fala-me do/da ...)

Descreve-me o teu quarto/jardim/quintal/sala de estar. (Cores/dimensão/plantas/móveis).

(Tens jardim/quintal? O que é que tens no teu quarto?)

O que é que fazes (para ajudar) em casa? E ontem? E no próximo fim-de-semana?

(Arrumas ou fazes a limpeza lá em casa/lavas a loiça/ajudas os teus avós?)

Diz-me como é o teu dia-a-dia em casa. (De manhã, à tarde/aos fins-de-semana).

(A que horas é que te levantas/chegas a casa/almoças?)

De que é que tu gostas/não gostas em casa/no teu quarto? Porquê?

(De que cor são as paredes? Gostas? Porquê/Por que não?)

Quem é que cozinha lá em casa? Opiniões sobre a comida/refeições/cozinha.

(O teu pai/a tua mãe faz o jantar? O que é que tu gostas de cozinhar?)

O que é que tu gostarias de mudar lá em casa/no teu quarto? Porquê?

(Gostas do teu quarto? Porquê/Por que não?)

1(b) Na escola

Fala-me da tua escola/do teu colégio.

(Quantos alunos/professores tem a tua escola?)

Descreve-me a tua sala de aula/o prédio da escola/o recinto onde fica a escola.

(A tua sala de aula é grande? O que é que há na tua sala de aula?)

De que lição é que gostas mais? Porquê? E a de que menos gostas? Porquê?

(Gostas de Matemática? Que aula é que tens a seguir/amanhã?)

Descreve-me o teu dia-a-dia na escola/no recreio/a rotina de manhã/à tarde.

(A que horas é que chegas/chegaste à escola/almoças/almoçaste/vais/foste para casa?)

De que é que gostas/não gostas na escola/lições/desportos (esportes)? Porquê?

(O que é que fazes durante o recreio/à hora do almoço? Com quem?)

Que opinião tens das regras da escola? Opiniões acerca do uniforme/trabalhos de casa.

(Os professores são severos? O que é que tu achas dos deveres?)

O que é que mudarias na tua escola? Como é que isso seria melhor?

(Gostas da tua escola/do uniforme? Porquê/Por que não?)

2(a) Eu, a minha família e os meus amigos

Fala-me da tua família/do teu melhor amigo/irmão/avó.

(Quantas irmãs tens? Fala-me da tua irmã, Florinda.)

Descreve-me a tua mãe/o teu pai/cão (cachorro). Profissão/temperamento/cabelo/altura.

(Tens um animal de estimação? O que é que o teu pai/irmão faz?)

O que é que tu gostas de fazer com os teus amigos? No último fim-de-semana? Na próxima semana?

(Vais ao cinema/à igreja/jogas futebol com os teus amigos?)

Diz-me como és. Temperamento/de que gostas/não gostas.

(És inteligente/simpático/obediente/desportivo/trabalhador?)

De que é que (não) gostas nos teus amigos/colegas de turma? Porquê?

(Quem é o teu melhor amigo/a tua melhor amiga? Descreve-me esse amigo/essa amiga.

Carácter/coisas de que gosta/não gosta).

Dás-te bem com a tua família/colegas de turma/rapazes/ raparigas (meninas)? Opiniões.

(Gostas do teu irmão? A tua mãe/o teu pai é simpático/severo? Como?)

O que é que tu mudarias na tua família/vida/vida familiar? Como é que isso seria melhor?

(O que é que fazes aos fins-de-semana/à noite? Que outras coisas gostarias de fazer?)

2(b) Tempo livre

Fala-me dos teus passatempos favoritos (hobbies). O que é que fazes aos fins-de-semana/à noite?

(Praticas algum desporto (esporte)? Gostas de música? Que tipo? Quando? Com quem?)

Gostas de ver (assistir) televisão/ler/ir a concertos? Fala-me disso.

(Vais a clubes? Qual é o programa de televisão de que gostas mais?)

O que é que fazes nos teus tempos livres? No último fim-de-semana? E no próximo fim-de-semana?

(Vais às compras/a jogos de futebol/à igreja nos fins-de-semana?)

Diz-me o que gostas de fazer nos teus tempos livres/rotina à noite/fim-de-semana.

(A que horas é que chegas a casa/te levantas aos sábados? E depois o que é que fazes?)

De que é que (não) gostas nos fins-de-semana? Porquê?

(O que é que fazes nos sábados/domingos de manhã/à tarde/à noite? Fala-me disso.)

Com quem é que passas o teu tempo livre? Opiniões sobre amigos/família.

(Vês (assistes) televisão com a tua família? Sais com os teus amigos?)

O que é que farias se não tivesses de ir à escola ou ao trabalho? Porquê?

(Em que gastas o dinheiro que tens? Roupa/moda/música/desporto (esporte)?)

3(a) A região onde vives

Fala-me da cidade/aldeia/região onde vives. Industrial? Interesse turístico?

(Onde é que vives? Gostas de viver na cidade de X?)

O que é que essa região tem para os jovens (ocuparem o seu tempo)?

(Há um cinema? Há muitos clubes perto?)

O que há nessa região para os turistas (fazerem)?

(Já visitaste o castelo/museu/parque de X? Conta-me como foi.)

Como é essa região para fazer compras? Fizeste compras no último fim-de-semana?

(Fazes compras na cidade de X? Nalguma outra parte? Quando? Com quem?)

Qual é a tua opinião sobre a cidade/aldeia/região onde vives? Porquê?

(De que é que não gostas na cidade de X? Transportes/distracções?)

Quais são as (des)vantagens de viver na cidade ou no campo?

(Gostas de viver na cidade de X? Porquê? Preferias viver noutra sítio (lugar)?)

Se pudesses escolher, onde é que gostarias de viver? No estrangeiro? Porquê?

(Gostarias de viver em Portugal/no Brasil? Como é o clima aqui/lá?)

4 Carreiras, trabalho, experiência de trabalho

Fala-me da experiência de trabalho que tens. Durante quanto tempo? Que tipo de empresa?

(Gostaste de trabalhar na empresa X Ltda? Porquê/Por que não? Conta-me como foi.)

Trabalhas aos fins-de-semana/à noite? Opiniões acerca deste emprego.

(Trabalhas num supermercado? Onde/quando é que trabalhas aos sábados?)

O que é que queres fazer quando deixares a escola? Escola superior/universidade/trabalhar/estudar?

(Vais para a universidade em Setembro? O que é que vais estudar?)

Descreve-me a rotina do emprego que tiveste. De manhã/à tarde. Transportes/refeições.

(A que horas é que chegaste à empresa X? De manhã/hora do almoço/à tarde?)

Que tipo de emprego/profissão gostarias de ter no futuro? Porquê?

(Depois da universidade/escola superior? Queres trabalhar numa loja/escritório/ oficina? Porquê?)

O que é que a tua mãe/o teu irmão/pai faz? Gostarias de ter esse emprego?

(Qual é o emprego da tua mãe/do teu pai? Queres ser xxxx?)

(Des)vantagens de vários empregos/carreiras/oportunidades de estudo ou emprego.

(Quanto é que tu ganhas/recebes? Em que é que gastas esse dinheiro?)

5(c) Férias

Fala-me das tuas férias grandes. Ano passado? Este Verão?

(Aonde é que vais passar as férias este ano (foste no ano passado)?)

Descreve-me as tuas férias (o tempo/transportes/alojamento (acomodação)/actividades).

(Onde é que gostas de passar as férias? Ficas numa caravana? Com quem?)

Se tivesses montes de dinheiro, aonde é que irias passar as férias? Com quem?

(O que é que gostas de fazer durante as férias? Com quem? Se faz mau tempo?)

Descreve-me as férias do Natal/Eid/Diwali. Festas/visitas/refeições.

(O que é que fazes no Diwali/Natal/Eid? Com a família? Comer/beber/sair/visitar?)

O que é que gostas/não gostas das férias? Porquê? Vais ao estrangeiro/ficas neste país?

(O que é que fazes em casa durante as férias? Gostas? Porquê/Por que não?)

Preferes passar as férias com a família ou com amigos? Quais são as diferenças?

(Passas as férias com a tua família? Gostas? Porquê/Por que não?)

(Des)vantagens de diversos tipos de férias. Custo/viagem/alojamento (acomodação).

(Gostas de passar as férias em Portugal/no Brasil? Porquê/Por que não?)

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
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Speaking

MARK SCHEME

SPECIMEN PAPER 2003

1923

NO DICTIONARIES ARE ALLOWED

This mark scheme consists of 6 printed pages.

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

4 marks

(round halves up)

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 without 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 band mark 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 difference 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.