

GCE

Portuguese

Unit **F888**: Listening, Reading and Writing 2

Advanced GCE

Mark Scheme for June 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.










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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2015

1. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

	281	?	Unclear
	1071	Caret	Caret sign to show omission
	21	Cross	Cross
	711	GM	Odd or incorrect grammar
	1141	IL	Inaccurate language
	1101	L	Good language
	11	Tick	Tick
	1151	LM	Lifted material
	1841	Not Relevant	Expandable vertical wavy line

	31	BOD	Benefit of doubt
---	----	-----	------------------

	981	INVL	Invalidation
--	-----	------	--------------

Annotation	Meaning of annotation
?	Unclear word or sentence.
λ	Omission of word or point.
×	Wrong answer.
GM	Odd or incorrect grammar.
IL	Inaccurate language.
L	Good language.
✓	Correct answer.
LM	Lifted material.
⋮	Irrelevant point or detail.
BOD	Benefit of doubt.
INVL	Invalid answer.
REP	Repetition

Abbreviations Meaning

- / Alternative and acceptable answers for the same marking point
- () Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

MARK SCHEME

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 10. The texts will not appear automatically on your marking screen.

A suggestion for making a slightly more user friendly version of this Mark Scheme would be to put the pages in plastic pockets in a ring binder, making sure that the answers and appropriate grids are opposite one another, then you don't need to flip backwards and forwards.

Section A: Listening and Writing**Task 1:****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Portuguese get no marks.

Question	Answer	Marks [6]	Guidance
a)	He was a founder (member) (1)	1	No annotations necessary where all of answer is correct.
b)	It was given to him by a journalist (1)	1	
c)	he called him 'senhor' / 'sir' (1) and used 'você' / the polite word for you (1)	2	
d)	To ask him to take care of her son (1) because there was no one he knew in Portugal (1)	2	

Task 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks [22]	Guidance
a)	(É o responsável por) uma política anti-drogas (muito louvada) (1)	1	Note: throughout the paper old and new spellings are acceptable. Throughout the paper accept any suitable variant of the Portuguese language where applicable.
b)	Ou começam com drogas legais(1) ou vão direto às drogas (mais valorizadas) (1)	2	
c)	(i) Desprezam-na / rejeitam-na / evitam-na (1)	1	
	(ii) Vêm como destruiu (o corpo e a mente) (1) dos dependentes mais velhos (1)	2	
d)	Impedi-lo de beber álcool (1) mais cedo (1)	2	
e)	(i) Não importa (1)	1	
	(ii) É mais importante considerar(1) o impacto da droga na vida do consumidor (1)	2	
	(i) Aprovou uma (nova) lei (1)		

Question	Answer	Marks [22]	Guidance
f)	que descriminaliza (1) os consumidores de drogas (1)	3	
	{Align questions with question letters}		
	(ii) Apoiaram-na (1)		
	(iii) Havia menos criminalidade ligada às drogas (1) OR	1	
	O impacto das drogas na vida da comunidade baixou drasticamente (1)	1	
g)	A lei impunha a prisão / Não eram encarcerados / condenados (1) mas os juízes não faziam caso disso / impunham penas alternativas / a lei não era cumprida (1)	2	
h)	Quer deixar de tomar drogas (1) mas quer consumi-las também (1)	2	
i)	(É necessário) aceitar que são doentes (1) e oferecer-lhes tratamento médico (1)	2	

QWC: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

{Please put into table}

Task 3

Question	Answer	Marks [8]	Guidance
	(a) D	1	Multi-choice Marks entered individually. No need for annotations. Enter 1, 0 or NR as appropriate.
	(b) I	1	
	(c) J	1	
	(d) G	1	
	(e) F	1	
	(f) A	1	
	(g) E	1	
	(h) C	1	

Task 4:

Question	Answer	Marks [7]	Guidance
	<p>(a) porém (1)</p> <p>(b) motivo de festa (1)</p> <p>(c) não escapa (1)</p> <p>(d) fortemente (1)</p> <p>(e) graças (1)</p> <p>(f) interna (1)</p> <p>(g) a salvo (1)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p><i>1 mark for each correct answer</i></p> <p>The marks are awarded individually. No annotations are necessary. Answers must be EXACTLY as in the Mark Scheme.</p>

Task 5

Question	Answer	Marks [10]	Guidance
	(a) com (1)	1	Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings. Future subjunctive required Present subjunctive required
	(b) do / no (1)	1	
	(c) há / existe / tem (1)	1	
	(d) em / a correr / correndo (1)	1	
	(e) das / de (1)	1	
	(f) se esgotarem / terminarem (1)	1	
	(g) pela (1)	1	
	(h) dos / de (1)	1	
	(i) que (1)	1	
	(j) piore (1)	1	

Task 6**Task-specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT unprocessed copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question	Answer	Marks [10]	Guidance
	<p>(a) (i) Está a investir dinheiro (1) para estimular a adoção do / para substituir os combustivos petroleiros pelo (1) gás natural (1)</p> <p>(ii) É uma opção menos poluente (1)</p> <p>(b) Os bolivianos nacionalizaram as (suas) reservas (1) PLUS EITHER que os brasileiros costumavam comprar (1) OR provocando uma crise (1)</p> <p>(c) (i) Estão a usar biomassa / resíduos vegetais (cada vez mais) (1)</p> <p>(ii) Gera menos calor (1)</p> <p>(iii) Desperdiçam menos matéria-prima (1) e criam menos lixo (1)</p>	<p>3</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>2</p>	<p>Use a tick (✓) to indicate where you have awarded the marks.</p> <p>Não querem contar com as reservas bolivianas = 1 mark</p>

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2

Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

	TL	English	Reject
1	Uma nutricionista hospitalar de Luanda, Claudeth Monteiro, destacou a importância de	A hospital nutritionist in Luanda / A nutritionist based in a hospital in Luanda, Claudeth Monteiro, has highlighted the importance of	
2	se garantir uma dieta balanceada nas crianças,	ensuring children have a balanced diet	
3	de forma a crescerem com menos riscos de contraírem doenças e a terem uma vida mais sadia.	so that they can grow up with fewer risks of falling ill and can lead a healthier life.	
4	Segundo a especialista, a ausência de uma alimentação saudável entre muitas crianças	According to this specialist, the lack of a healthy approach to eating amongst many children	
5	está a preocupar as autoridades sanitárias angolanas.	is worrying the Angolan health authorities.	

Total: 10 marks

Task 8

Question	Answer	Marks [6]	Guidance
	<p>(a) acontece / ocorre / aparece (1)</p> <p>(b) preparar / fazer (1)</p> <p>(c) muitas vezes / frequentemente(1)</p> <p>(d) sem / com falta de (1)</p> <p>(e) provoca / ocasiona / cria / leva (1)</p> <p>(f) afirmou / sustentou / enfatizou / explicou / declarou (1)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.</p> <p>Accept: regularmente</p>

Task 9:

Question	Answer	Marks [6]	Guidance
	<p>(a) ...pesam... (1) ...seguem... / ...tem... (1) ...regrada... (1)</p> <p>(b) ...obesas... (1) ...ser... (1) ...desenvolvidos... (1)</p>	<p>3</p> <p>3</p>	<p>Accept: estão a seguir / estão seguindo Reject: ...comem...</p> <p>Accept: balanceada / equilibrada / saudável / regular</p> <p>Accept: do Ocidente / ocidentais</p>

Task 10**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - d. Marks are awarded on a point by point basis, according to the mark scheme.
 - e. Minimal (additional) irrelevance can be ignored BUT unprocessed copying (often long chunks) results in no marks for comprehension or QoL
 - f. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross(x) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question	Comprehension points	Marks [10]	Guidance
	<p>The following points should be included:</p> <p>(a) Ficam expostas ao sol e à poeira; (1) preparam-se com pouca atenção à higiene / perto de focos de lixo (1) e com pouca atenção ao conteúdo (1)</p> <p>(b) Que conscientizem os alunos do valor nutritivo (1) do alimento que comem (1) para que façam escolhas informadas (1)</p> <p>(c) (i) Que vendam só comida saudável (1) preparada de uma maneira higiénica (1)</p> <p>(ii) Para que os alunos evitem a comida rápida (1) e que cresçam com saúde (1)</p>	<p>3</p> <p>3</p> <p>2</p> <p>2</p>	<p>Use annotations for quality of language.</p>

- Assessing **Quality of Written Communication** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
 - b. Apply Grid C.2 and enter the mark.
 - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Task 11-18

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Full range of appropriate annotations to be used when marking the essay.

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Grid N guidance	Grid O guidance
3–4 – No specific example from TL = cap 4	6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9
5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative 7–8 – Imaginative and/or original response to task – applies mainly to imaginative	

Task 11-18 – Language (QWC) – Grids C.2 and F.2: [20 marks]

- a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.
- b. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3		GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.		0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.		3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .		5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.		7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .		9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .

Transcripts of Listening Texts

Task 1

Announcer: Male Brazilian

MÁRIO COLUNA AND EUSÉBIO: TWO FOOTBALL STARS FROM MOZAMBIQUE

Mário Esteves Coluna nasceu em 1935, filho de um português e de uma moçambicana, num bairro da cidade de Lourenço Marques de onde, anos depois, saíria o legendário Eusébio.

Um atleta excelente, Coluna decidiu-se pelo futebol e foi no Desportivo de Lourenço Marques, do qual o pai era sócio fundador, que começou a dar nas vistas.

Coluna era um goleador cuja fama extravasava as fronteiras moçambicanas e em 1954, chegou ao Benfica. No primeiro jogo para o campeonato fez dois golos. Acabaria a época com 14 golos. O Benfica tinha ali um 'Monstro' que se tornou 'Sagrado', nas palavras dum jornalista que cunhou este nome especial do jogador.

Havia uma relação de cumplicidade entre Eusébio e Mário Coluna, a quem o primeiro chamava de "senhor" e tratava por "você". Quando Eusébio aterrou em Portugal levava uma carta escrita pela mãe e dirigida a Coluna: "Mário Coluna' peço, por favor, que tome conta do meu filho Eusébio, porque em Portugal não temos ninguém conhecido".

Foi Coluna quem lhe abriu a primeira conta bancária; e foi Coluna o seu padrinho de casamento.

Word count: 180, excluding title

Tarefa 2

Interviewer: Female Brazilian

João Goulão: Male European Portuguese

AS DROGAS: UMA NOVA POLÍTICA EM PORTUGAL

Entrevistadora

As drogas – um problema mundial, e não há soluções fáceis. Mas em Portugal as autoridades têm tentado responder duma maneira diferente. Hoje, o responsável pela política antidrogas mais elogiada do mundo, João Goulão, está connosco. Senhor Goulão, qual a porta mais comum para o jovem entrar nas drogas?

João Goulão

A escalada pode começar com drogas legais tais como bebidas alcoólicas. Mas não é, necessariamente, sempre assim. Hoje, as pessoas têm procurado diretamente as drogas mais prestigiadas: estimulantes, como a cocaína e o ecstasy. Felizmente, a heroína está desprestigiada; os jovens assistiram à destruição das gerações anteriores, a depauperação física e mental, e rejeitam-na. Mas o facto é que, quanto mais cedo prevenirmos o consumo de álcool, menor a probabilidade de a pessoa se tornar viciada em qualquer coisa.

Entrevistadora

Maconha é uma droga leve?

João Goulão

A maconha já não é uma droga leve. A maconha hoje tem uma concentração do seu principal psicoativo muito maior do que dez anos atrás. Aliás, nenhuma droga pode ser considerada leve. O que realmente interessa é a importância que a droga ganha na vida da pessoa. Se for dependente da substância, pouco importa que ela seja leve ou pesada. Por isso descriminalizamos o consumidor de todas as drogas.

Entrevistadora

Como a lei da descriminalização do consumidor foi implantada em Portugal?

João Goulão

A descriminalização foi proposta por uma comissão da qual fiz parte, passou no Parlamento e a lei entrou em vigor em 2001. O impacto das drogas na vida da comunidade baixou drasticamente. O problema da toxicodependência era tão devastador que, quando aconteceu a descriminalização, o povo apoiou, pois quase todos tinham dependentes na família. A criminalidade ligada à dependência baixou também.

Entrevistadora

Antes da nova lei o que era feito com os dependentes?

João Goulão

Iam para o tribunal. Na maior parte dos casos, não eram condenados à prisão porque os juízes optavam por penas alternativas. Não existe nada pior do que uma lei que não é cumprida. A lei determinava a reclusão, mas os dependentes não eram condenados à cadeia.

Entrevistadora

Como funciona a política de drogas em Portugal?

João Goulão

O fenómeno da droga e da dependência tem de ser abordado por algum órgão, ou a Justiça ou a Saúde. Não podemos retirá-la da Justiça e não ter as respostas da Saúde. As próprias autoridades policiais, ao terem uma abordagem mais amigável em relação aos consumidores, necessitam de estruturas de saúde que possam ocupar-se deles. Senão, fica o vazio: nem há perseguição policial nem oferta de tratamento. Temos de reconhecer que o dependente vive dividido entre o desejo de parar e a vontade de consumir. O dependente é doente, precisa de ajuda médica e não de prisão. Um pequeno empurrão pode ser determinante para que se aproxime do sistema de saúde ou da droga.

Word count: 464, excluding title

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2015

