OCR
Oxford Cambridge and RSA

GCE

Portuguese

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

Advanced GCE

Mark Scheme for June 2018

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

Annotation	Meaning of annotation
?	Unclear word or sentence.
\\	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	Repetiton

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 7. 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)	They were abandoned (1)	1	
b)	Fourth (place) (1)	1	
c)	Reduce its dependency on oil (1)	1	Accept: 'petrol'
d)	(i) To get the farmers back to work (1) (ii) To restore the infrastructure (1)	2	Accept any reasonable interpretation of 'camponeses', as long as the sense of 'country-dweller' is clear, but <u>reject</u> 'people', 'workers' and similar; <u>reject</u> also references to places instead of people, eg 'farms', 'plantations'.
e)	By subsidising it / by giving a subsidy (1)	1	The sense of 'subsidy' must be clear; reject 'loan', 'tax' and similar.

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) bela / esplêndida (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)	Pobre (1)	1	
c)	(i) O trabalho / a contribuição / os esforços das mulheres (1) (ii) É um país ainda dominado pelos homens (1)	2	
d)	(Viu) a violência dos indonésios (1)	1	
(e)	(In any order) (i) As mulheres (1) (ii) O (meio) ambiente (1)	2	Accept: 'natureza'
f)	Foi uma professora (1) e fundou a primeira escola para meninas (1)	2	

Question	Answer	Marks [22]	Guidance
g)	(i) Não o consideram importante (1) (ii) O país terá um grande problema (1)	2	
h)	Ajuda económica (1)	1	
i)	Mandam dinheiro / apoio financeiro (1)	1	
j)	Que a vida dura das mulheres (pescadoras) (1) ficasse conhecida (1) no mundo (inteiro) (1)	3	Accept use of 'mostrar'
k)	(In any order): Criam o gado (1) Confecionam artesanato (1) Secam pescado (1) Apanham marisco (1)	4	Reject use of 'colheita'
l)	Romperam barreiras de género (1) por pescarem ao lado dos homens (1)	2	Reject 'Ergueram as suas vozes' or similar

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.

Task 3

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

Task 4:

Question	Answer	Marks [7]	Guidance
	(a) na opinião de (1)	1	1 mark for each correct answer
	(b) peritos (1)	1	The marks are awarded individually. No annotations are necessary. Answers must be EXACTLY as in the Mark Scheme.
	(c) compra (1)	1	
	(d) veículos OR mobilidade (1)	1	
	(e) impulsionar (1)	1	
	(f) estigma (1)	1	
	(g) elevado (1)	1	

Task 5

Question	Answer	Marks [10]	Guidance
	(a) vendidos OR comprados (1)	1	**Gap-fill**
	(b) dos (1)	1	No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
	(c) meses (1)	1	**Candidates' answers must be grammatically correct within the context of the task (eg reject 'vendidas')**
	(d) total / número(1)	1	Reject 'numero' without accent (because it is a verb).
	(e) portuguesas / de Portugal / do país (1)	1	
	(f) de/ dos (1)	1	
	(g) que (1)	1	
	(h) em (1)	1	
	(i) com (1)	1	
	(j) no / pelo (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 mindless 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
			Use a tick (✓) to indicate where you have awarded the marks.
	(a) Quer apoiá-lo (1) e expandi-lo (1)	2	Accept 'incentivar', 'promover' and similar as alternatives to 'apoiar'. Two separate notions are needed for the two marks; linking the two eg 'Quer apoiar a expansão…' = 1 mark.
	(b) **(i)** Alterações climáticas (1) **(ii)** saúde pública (1)	1 1	
	(c) (i) Que comprem / obtenham / usem veículos elétricos (1) (ii) reduzir o impacto ambiental (dos táxis) (1)	1 1	For **(c) (ii)** accept any reasonable opinion within the context.

	(d) **(i)** Introduzir mais sinais (1)
	    (ii) Reparar equipamentos estragados (1)
	    (iii) Proibir a ocupação dos lugares de carregamento por veículos convencionais (1)
		3	

	(e) **(**Pensam que) não se pode viajar longe (1)	1	

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	De manhã cedo, antes da luz direta do sol,	Early in the morning, before the sun is shining directly	
2	é quando se pode distinguir melhor	Is when one can best make out	<u>Accept</u> 'you'
3	as infinitas nuanças do verde nas árvores da Amazônia.	The endless shades of green in the trees of the Amazon.	
4	A variedade impressiona: uma mesma espécie não se repete por muitos metros.	The variety is impressive: no single species is repeated for many metres.	
5	E para alguns cientistas, é um mundo que podia revolucionar o futuro da medicina.	And for some scientists, it is a world that could revolutionise the future of medicine.	<u>Accept</u> 'change'

Total: 10 marks

Task 8

Question	Answer	Marks [6]	Guidance
			Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(a) estação / (período de tempo) / altura / temporada / fase (1)	1	
	(b) inundação / alagamento / enchente (1)	1	
	(c) faz-se duas vezes maior / duplica (1)	1	
	(d) acha / descobre / está / vê / reúne (1)	1	
	(e) conjunto / grupo (de pessoas) (1)	1	Reject 'equipa', 'turma'
	(f) (mesmo) no meio da / no centro da (1)	1	

Task 9:

Question	Answer	Marks [6]	Guidance
			Candidates' answers must be grammatically correct within the context of the task (eg reject 'biológico' in answer (b))
	(a) ... cientistas ... (1)	1	Accept 'estudos'; reject 'científicos'
	... no ... (1)	1	
	... do ... (1)	1	Accept 'no'
	(b) ... se ... (1)	1	
	... biológica / natural ... (1)	1	
	... são ... (1)	1	

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 mindless 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
			Use annotations for quality of language.
	The following points should be included:		
	(a) Que combatam certas doenças (1)	1	
	(b) (i) Tem-se de extrair o ingrediente (1) e manipulá-lo (1)	2	
	(ii) (1) (Muito) dinheiro (1) (2) (Muito) tempo (1)	2	
	(c) As maiores (1)	1	

	(d) Para saber de que árvore foi extraída (1)
	    uma certa substância (1)
	    e onde está a árvore (1)
		3	

	(e) Estão a desmatar as florestas / devido ao desmatamento (1)	1	Accept: 'desflorestação', 'desflorestamento', 'deitar abaixo'

- 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 mayuse 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	

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**.

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 highlightedin 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 highlightedin 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.

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 accurateuse 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: Female Brazilian

COFFEE IN ANGOLA

Nos anos sessenta e setenta, Angola produzia muito café. As plantações ainda perduram, mas a guerra civil que se seguiu à independência deixou as plantações ao abandono, e o país perdeu o quarto lugar entre os maiores produtores de café do mundo, então com quase 250 mil toneladas anuais.

Hoje, Angola tenta soltar-se da dependência da exportação do petróleo, que assegura normalmente mais de 70 por cento das receitas fiscais. Por isso, o negócio tenta paulatinamente reerguer-se.

A recuperação da produção do café não será tarefa fácil, mas devemos admitir a necessidade do apoio prático do Governo, para fazer voltar os camponeses à produção e para recuperar as infraestruturas que foram destruídas na guerra.

Também será desejável o financiamento do Estado. Um subsídio ao café poderá gerar a competitividade. É uma forma de ajuda direta que foi encontrada em muitos países.

Tarefa 2

Announcer: Male Brazilian
Bella Galhos: Female European Portuguese
Enrique Alonso: Male European Portuguese

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MULHERES EM TIMOR LESTE

</div>

Locutor

É preciso sair de Díli, a capital do país, para ver a beleza de Timor Leste em todo o seu esplendor. É também preciso sair de Díli para ter a verdadeira dimensão da pobreza da população que ainda caracteriza o país.

A brecha entre ricos e pobres em Timor Leste tem um impacto maior entre meninas e mulheres pobres, especialmente nas zonas rurais. Elas realizam grandes trabalhos, mas nem sempre se reconhece sua contribuição a esse país do sudeste da Ásia ainda dominado por um discurso masculino.

Foi nas montanhas de Timor Leste que se organizou a resistência contra a ocupação do país pela Indonésia. Bella Galhos juntou-se à resistência depois de testemunhar a violência das forças indonésias. Quando Timor conseguiu a independência, Bella se converteu em defensora da causa das mulheres, bem como do ambiente.

Agora fala de um novo projeto: uma escola verde na aldeia montanhosa de Maubisse. Bella, por que é que escolheu a aldeia de Maubisse?

Bella Galhos

Tenho razões profundas para ter ido a Maubisse, começando pelo facto de minha mãe ter sido uma grande professora e fundadora da primeira escola para meninas da região. Não queria perder o valor iniciado pela minha mãe.

Também estou consciente de que o tema do meio ambiente não tem a devida importância e temo que a longo prazo tenhamos um grande problema neste país. Quero que as crianças tenham um lugar onde possam aprender a cultivar frutas e verduras.

Locutor

Bella Galhos espera que a escola verde se sustente como empresa social, aproveitando a beleza e o potencial que tem a região para o turismo ecológico. Porém, se decepcionou com a falta de ajuda económica do Governo, oito meses após ter enviado propostas a diferentes departamentos.

Entretanto Bella financia o projeto com o seu próprio salário e com apoio financeiro mandado por amigos no exterior. *(Two seconds pause)*

Em outras partes de Timor Leste há também mulheres que vão desafiando as narrativas masculinas dominantes. A vida difícil das mulheres pescadoras de Timor agora fica conhecida em todo o mundo pelo documentário *Wawata Topu*, que foi o propósito do filme que recebeu o prêmio de melhor documentário estrangeiro em Nova Iorque. Um dos diretores do filme, Enrique Alonso, viu claramente a contribuição dessas mulheres às suas comunidades e fala connosco agora:

Enrique Alonso

Em todo o país verá que as mulheres das comunidades pesqueiras têm um papel crucial na criação do gado, na confecção de artesanato, e na secagem de pescado, bem como na apanha de marisco. São condições de vida muito duras.

O nosso documentário mostra como as mulheres são pioneiras por romperem barreiras de género ao pescarem ao lado dos homens. Assim, no filme as mulheres erguem as suas vozes para serem ouvidas.

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