

**GCE**

**Portuguese**

Unit **F887**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

**Mark Scheme for June 2018**

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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.

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## Annotations

Annotation	Meaning of annotation
	Correct answer.
	Incorrect answer.
	Unclear word or sentence.
	Omission of word or point.
	Good language.
	Odd or incorrect grammar.
	Inaccurate language.
	Lifted material.
	Irrelevant point or detail.
	Benefit of doubt.
	Benefit of doubt not given.
	Invalid answer.
	Repetition

## Subject-specific marking instructions

- 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 7 and 8. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C.2 and F.2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

**SECTION A: LISTENING AND WRITING  
TASK 1**

Question		Answer / Indicative Content	Mark	Guidance
1	(a)	C	1	<b>Multi-choice</b> Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.
	(b)	B	1	
	(c)	B	1	
	(d)	C	1	
	(e)	A	1	
	(f)	A	1	
	(g)	B	1	
	(h)	C	1	
	(i)	C	1	
	(j)	B	1	
	(k)	A	1	
	(l)	B	1	
<b>Total</b>			<b>12</b>	

## TASK 2

Question		Answer	Mark	Guidance
2	(a)	Telma	1	<b>Matching speakers and statements</b>  The whole page is scanned. Place ticks and crosses in the margin, next to the mark allocation for each statement. Insert the mark out of 13.
	(b)	Telma	1	
	(c)	Daniel	1	
	(d)	Luana	1	
	(e)	Luana	1	
	(f)	Telma	1	
	(g)	Daniel	1	
	(h)	Telma	1	
	(i)	Luana	1	
	(j)	Daniel	1	
	(k)	Luana	1	
	(l)	Daniel	1	
	(m)	Telma	1	
<b>Total</b>			<b>13</b>	

## TASK 3

**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 use a tick (✓) for a correct answer and enter 1, 0 or NR. Crosses (✗) may also be used as they make checking easier.
- For questions worth more than one mark you must use ticks (✓) and crosses (✗). Use **BOD** or NBOD when you have had to think and decided to award or not to award the mark. Also use a cross (✗) 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.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	Hospitals are distant / faraway.	1	Idea of distant. Also accept 'far apart'.	
	(b)	In the "Portuguese" neighbourhood.	1		
	(c)	A Portuguese charitable organization/ social solidarity institution.	1	Reference to 'Portuguese' must be made.	Solitary
	(d)	(i) Monitoring the heart [1] (ii) Controlling diabetes [1]	2		
	(e)	Give information about the prevention of certain diseases [1]  help the users understand if they need to see a doctor [1]	2		
	(f)	(i) There is a small doctor's office [1] (ii) an ample waiting room [1]	3	Reference to computers must be made.	

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(iii)	a space with six computers (for training) [1]			
(g)	(i)	Medical material [1]	2		
	(iii)	a wheelchair [1]			
(h)	(i)	It was collected by a voluntary nurse [1]	3		Missing 'Sundays'
	(ii)	who started supporting the citizens [1]			
	(iii)	on Sundays after mass [1]			
		<b>Total</b>	<b>15</b>		

**TASK 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

**Annotations:**

- In the margin, use a tick ( ✓ ) to show that a point has been fully and successfully conveyed
- If an element of the point has been omitted, use the caret sign ( ^ ).
- Use BOD with the tick ( BOD ✓ ), if you had some doubt about awarding the point but decided to in the end.
- Use NBOD if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross ( ✗ ) in the margin.
- Use a cross ( ✗ ) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.
- If you have used BOD or NBOD you may adjust the marks up or down.

<b>GRID H.1</b>	<b>COMMUNICATION 10 marks AO2</b>
<b>9–10</b>	<b>Most or all</b> of the information successfully conveyed.
<b>7–8</b>	<b>Three quarters</b> of the points conveyed.
<b>5–6</b>	<b>Half</b> of the information successfully conveyed.
<b>3–4</b>	Only <b>a quarter</b> of the points conveyed.
<b>0–2</b>	<b>Very little</b> or no information conveyed.



## Task 4: Communication points

Question/ points		Answer	Marks	Guidance	
				Accept	Do not accept
4	1	(Eu) ouvi a notícia na rádio sobre o novo centro de saúde	1	Must include 'rádio' and 'centro de saúde'	
	2	e (eu) gostaria/gostava de colaborar com o vosso/seu projeto.	1		
	3	No verão passado, eu ajudei/dei uma ajuda no Zoo de Lisboa	1	...dei uma mão(zinha)	<b>emprestei</b> uma mão; suportar
	4	onde desenvolvi uma base de dados com informação sobre os animais	1		'Database'
	5	Sou um/uma adolescente responsável e trabalhador(a)	1		
	6	que gosta de ajudar/apoiar causas nobres	1		'Importantes'
	7	Se eu lhe(s)/vos enviar o meu CV (e referências)	1		
	8	considera/pode considerar/ a minha candidatura?	1		aplicação
	9	(Eu) vou estar/estarei disponível para viajar para o estrangeiro	1		
	10	quando acabar o período escolar	1		
<b>Total</b>			<b>10</b>		

QoL: Read response again and assess for language.

- **Annotations:** do not annotate.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. 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
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	
7–8	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>	
5–6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>	
3–4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate’s first language.	
0–2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	

Question/ points		Indicative content	Marks	Guidance	
				Content	Levels of response
4 QL	1	(Eu) ouvi a notícia na rádio sobre o novo centro de saúde			<b>Grid C2</b> <b>9-10</b> Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors. <b>7-8</b> <b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b> <b>5-6</b> Shows evidence of <b>fair understanding of grammatical usage. Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b> <b>3-4</b> Evidence of <b>gaps in basic grammar. Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language. <b>1-2</b> <b>Little evidence of grammatical awareness. Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.
	2	e (eu) gostaria de colaborar com o vosso projeto.			
	3	No verão passado, eu dei uma mão no Zoo de Lisboa			
	4	onde desenvolvi uma base de dados com informação sobre os animais			
	5	Sou um/uma adolescente responsável e trabalhador(a)			
	6	que gosta de ajudar/apoiar causas nobres			
	7	Se eu lhe(s)/vos enviar o meu CV e referências			
	8	poderia(m) considerar a minha candidatura?			
	9	(Eu) vou estar/estarei disponível para viajar para o estrangeiro		Ideia de estrangeiro/ fora do país tem de ser mencionada	
	10	quando acabar o período escolar			
		<b>Total</b>	<b>10</b>		

## TASK 5

Question		Answer	Mark	Guidance
5	(a)	é	1	<b>Gap-fill / Multi-choice</b> Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.
	(b)	no	1	
	(c)	recursos	1	
	(d)	barragens	1	
	(e)	águas	1	
	(f)	como	1	
	(g)	salvaguardar	1	
	(h)	enquanto	1	
	(i)	reserva	1	
	(j)	quiser	1	
<b>Total</b>			<b>10</b>	

## TASK 6

Question		Answer	Mark	Guidance
6	(a)	contribui	1	<b>Gap-fill</b> Marks entered individually. Use a tick for a correct answer. Use a cross for an incorrect answer. Enter 1, 0 or NR as appropriate.
	(b)	oportunidade	1	
	(c)	estudos	1	
	(d)	ativas	1	
	(e)	físico	1	
	(f)	diferença	1	
	(g)	ideal	1	
	(h)	motivados	1	
	(i)	modalidades	1	
	(j)	desportistas	1	
<b>Total</b>			<b>10</b>	

**TASK 7****Task specific guidance**

- The response appears on the screen twice: once with each question shown separately to be marked for comprehension, once has a whole page for you to assess the QoL.
- 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. Use a caret sign (∧) to show that part of the answer has not been given.
- Even if the answer is lifted verbatim from the text, as long as it is a direct answer, award the comprehension mark but mark the text with **LM**
- Use **INVL** for an invalid answer.

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
7	(a)	50 mil refeições	1		
	(b)	Impedir que se desperdicem tantos alimentos <b>ou</b> Administrar melhor o uso dos alimentos	1	Accept both ideas: stopping wastage/ managing food use better	
	(c)	(i) ao público em geral [1] (ii) às cantinas/ refeitórios públicos [1] (iii) às escolas [1]	3		
	(d)	Validade limite: não pode ser consumido depois dessa data [1]  Validade indicativa: pode consumir-se depois da data indicada, [1] mas tem menos qualidade [1]	3	Candidates likely to organise answer in a variety of ways.	
	(e)	(i) São oferecidos [1] // a instituições sociais (pelos hipermercados) [1]  (ii) São disponibilizados recipientes [1]// para os clientes as poderem levar para casa (pelos grandes restaurantes) [1]	4	Accept synonyms of the verb <i>doar</i> : dados, presenteados, oferecidos,...  Accept synonyms of <i>disponibilizar</i> (fornecer, dar) and <i>embalagens</i> (recipientes,...)	
	(f)	(i) (Toneladas/peso de) comida desperdiçada por ano [1] // nos países industrializados [1]  (ii) (Número de) pessoas //que passam fome [1] // no mundo diariamente [1]	4		
	(g)	<b>Any 4</b> of the following:	4		

Question	Comprehension points	Marks	Guidance	
			Accept	Do not accept
	<p>(i) fazer listas de compras apenas com os produtos de que vamos precisar</p> <p>(ii) planejar melhor as refeições (familiares)</p> <p>(iii) guardar as sobras para novas receitas</p> <p>(iv) levar restos na marmita no dia seguinte</p> <p><b>OR</b></p> <p>(v) pôr os restos no congelador para usar mais tarde</p>		<p>Must have: 'lista' e 'necessários'</p> <p>refeições / reutilizar</p>	
	<b>Total</b>	<b>20</b>		

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



## TASK 8

## Task specific guidance

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

## Task 8a Comprehension. Grid I [10 marks]

## a. Annotations:

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- *If an element of the point has been omitted, use the caret sign (λ).*
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

Word limit: 25% tolerance

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c. **Copying / lifting:** *If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I).* Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

Question/ points			Indicative content	Marks	Guidance	
					Content	Levels of response
8	a	1	um dos líderes do mundo digital			<b>Grid I</b> <b>COMPREHENSION OF TEXT</b> <b>9-10</b> Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.  <b>7-8</b> Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.  <b>5-6</b> Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.  <b>3-4</b> Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
		2	geram muito dinheiro			
		3	número exorbitante de utilizadores interessados globalmente			
		4	funcionalidade dos telemóveis inteligentes para nos ajudar no dia-a-dia		Aceitar “smartphones”	
		5	muito diversas em termos de funções, preços e adaptabilidade			
		6	tarefas simples: telefonar, trocar mensagens sem custos		Aceitar outro exemplo de uma tarefa simples	
		7	tarefas complexas: ajudar a desistir de fumar, alertar para ataques em situação de guerra		Aceitar outro exemplo de uma tarefa complexa	
		8	qualquer pessoa pode gerar uma App			
		9	desde que seja criativa			
		10	alunas portuguesas do ensino secundário criaram uma App			
		11	que ajuda os alunos do ensino especial a comunicar		Aceitar a ideia de ajudar muitas pessoas.	
		12	através de imagens dispostas por temas			
			<b>Total</b>	<b>10</b>		
<b>NB: Accept any 10 of the points above.</b>						

Question/ points	Indicative content	Marks	Guidance	
			Content	Levels of response
				<b>0-2</b> No relevant information or supplies one or two relevant points from the original passage.

Task 7(b) Response Grid J [20 marks]

Question		Answer	Marks	Guidance	
				Content	Levels of response
8	b	<p>No Indicative Content – personal response</p> <p>Note: to get access to the full range of marks, candidates need to express their opinion and cover all points of the question.</p> <p>To avoid a penalty, there must be a personal response.</p>		<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively.</p> <p><b>The number of ticks you have awarded and the way they spread (i.e. number of developments per opinion / personal response) may indicate a mark band.</b> You must then use your professional judgement to fine-tune your marking. You may look at the quality of the candidate’s points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> <li>Use the green tick in the margin to show each opinion / personal response</li> <li>Use a green tick in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.</li> </ul>	<p><b>Grid J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with <b>well-developed points of view</b> which show <b>insight, originality and imagination.</b></p> <p><b>12-15</b> Expresses <b>points of view</b> that are <b>consistently developed</b> and <b>respond to the requirements</b> of the task. Shows <b>some originality and/or imagination.</b></p> <p><b>8-11</b> Expresses <b>points of view</b> that <b>respond to the requirements</b> of the task. Some of these <b>may be developed</b> and there may be <b>some originality and/or imagination.</b></p> <p><b>4-7</b> Manages <b>the beginning of a response to the requirements</b> of the task. <b>May have difficulty in expressing and/or developing points of view.</b></p> <p><b>0-3</b> <b>Very short. May not go beyond points of view already expressed</b> in the original text.</p>
		<b>Total</b>	<b>20</b>		

## Task 7(a)+(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
<b>8 a + b</b>	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>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 C.2, since vocabulary and structures have already been assessed under Grid F.2. 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.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 8a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

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

## APPENDIX 2

## Transcripts of Listening Texts

## Tarefa 1

**NOTES: FB = Female, Brazilian; MB = Male, Brazilian**

**FB – ANIMAÇÃO BRASILEIRA**

**FB** – *O menino e o Mundo* foi o único filme brasileiro a entrar para a disputa pelo Oscar em 2016, na categoria de melhor animação. O filme de Alê Abreu concorreu com produções mundiais, sendo a sua a de menor orçamento. A crítica internacional aplaudiu de pé essa película, que reúne nada mais nada menos que 44 prêmios. É a narrativa poética do garoto rural que foge da vida campestre em busca do pai e descobre o caos da sociedade urbana, marcada pelo consumo, pela industrialização e pela devastação do meio ambiente.

**FB – Alê, como você descreveria o menino do filme?**

**MB** – É um menino universal. Ele poderia ser um menino de qualquer cidade grande. Ele representa a força de renascimento das coisas, a esperança, a crença. Ele é uma metáfora.

**FB – Qual foi o maior desafio da produção desse filme?**

**MB** – O grande desafio de se fazer qualquer filme é manter o ânimo, a chama acesa, para não sair do trilho em que você se inseriu. Afinal, cinco anos de trabalho, como foi o caso, é muito tempo. Para preparar tudo, pesquisei durante um ano, mas já vinha lendo, viajando e estudando há muito tempo.

**FB – Qual a importância da trilha sonora?**

**MB** – Bom, o filme nasceu da minha pesquisa sobre música de protesto, daí havia essa tendência de ser musical. A música assume no filme um papel simbólico de resistência, ela é tão importante para a trama como qualquer imagem ou personagem do filme. Para além disso, não há qualquer diálogo, e isso permite imaginar que o filme se passa não no Brasil, ou na América Latina ou na Terra, mas em qualquer outro lugar, no imaginário. Então a música assume, mais uma vez, essa universalidade.

**FB – Como você enxerga o atual momento da animação brasileira?**

**MB** – Hoje em dia, o Brasil está na rota da animação mundial. Estamos bem vistos no país e no mundo. Teve um grupo de animadores brasileiros que não se dobraram a produzir filmes com mão de obra barata ou filmes para outros países, então fomos construindo a nossa própria linguagem e a nossa própria história. Os festivais de animação contam com as produções daqui a par com as de Inglaterra, Estados Unidos ou França. Se continuarmos com essa determinação, teremos um futuro brilhante pela frente.

## Tarefa 2

**NOTES: FP = Female, Portuguese; MP = Male, Portuguese FB = Female, Brazilian**

**FP – A ESCOLA PREPARA-TE PARA A VIDA?**

**MP –** Olá, chamo-me Daniel. Para mim, a escola tem um papel parcial. Tenho bons professores que se empenham muito, mas também há outros que deixam muito a desejar. Para além da escola, a educação que os meus pais me dão também tem muito valor. Mas, no fim de contas, sou eu mesmo que tenho de ter garra e de me preparar para a vida que eu quero!

**FB –** Oi, sou a Luana! Ancho que não, não me prepara! Estamos sempre dentro da sala de aula, de porta fechada para o mundo. No início da aula o professor fala assim: “É favor desligar os celulares e dispositivos eletrônicos.” Isso é o oposto da realidade. Por que não usar esses aparelhos dentro da aula como auxiliares? Isso melhoraria a rapidez de pesquisa e partilha de informação em tempo real.

**FP –** O meu nome é Telma e acho que a escola contribui, mas a família e a comunidade também têm de colaborar como uma rede organizada. Gosto de ter a oportunidade de trabalhar em contextos reais, por exemplo, fazendo pequenos estágios em empresas. Só assim se aprende a usar os conteúdos teóricos das aulas na prática. Para isso é preciso que a escola e as empresas comuniquem entre si e colaborem. A família é importante para me apoiar e me dar força.



## Task 3

## New Health Centre

**NOTES: ME = Male English; FP = Female, Portuguese; MP = Male, Portuguese.**

**ME – NEW HEALTH CENTRE**

**FP** – Os hospitais em Malaca são afastados, logo, o novo centro de assistência médica no bairro dos “portugueses” é visto com muito bons olhos pelos habitantes.

**MP** – É um projeto que será financiado por uma instituição de solidariedade portuguesa e que, com a ajuda de trabalho voluntário, permitirá aos moradores do bairro aceder ao sistema de saúde.

**FP** – Já começaram a realizar-se atos médicos simples, como verificar o estado do coração ou controlar a diabetes. Em breve, os enfermeiros vão poder dar aos utentes informação sobre a prevenção de certas doenças e ajudá-los a perceber se precisam de ir ao médico.

**MP** – As instalações são compostas por três divisões, nomeadamente um pequeno consultório médico, uma sala de espera ampla e um espaço com seis computadores para formação.

**FP** – O centro recebeu a doação de material médico e de uma cadeira de rodas. Também já há um dossier com fichas de cerca de 50 pacientes, cuja informação foi recolhida por uma enfermeira voluntária que começou a apoiar os cidadãos aos domingos após a missa.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

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**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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