

**Portuguese**

Advanced Subsidiary GCE

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

**Mark Scheme for June 2013**

---

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 2013

## Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

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

**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 6 and 7. 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 C1,C2 and F2 – 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: A ÁRVORE MAIS VELHA DE PORTUGAL

Question		Answer	Marks	Guidance
1	(a)	A	1	<b>Multi-choice</b> <b>either</b> Marks entered individually. Annotation: Tick each correct answer. Enter 1, 0 or NR as appropriate. <b>or</b> This task is scanned in by the page. Marks are awarded individually. <b>Annotation needed: Tick.</b> <b>When scanning this task, each question number, question and the three corresponding boxes must be clearly seen, for marking purposes.</b>
	(b)	B	1	
	(c)	C	1	
	(d)	C	1	
	(e)	C	1	
	(f)	B	1	
	(g)	A	1	
	(h)	A	1	
	(i)	C	1	
	(j)	B	1	
	(k)	A	1	
	(l)	C	1	
<b>Total</b>			<b>12</b>	

## Task 2: AS CIDADES MAIS CARAS DO MUNDO

Question		Answer	Marks	Guidance
2	(a)	décima	1	<b>Gap-fill</b> The elements are scanned by the page. A tick is necessary for each correct answer. Enter total number of marks, 0 or NR as appropriate. Ignore misspellings.  <b>Annotation needed: Tick.</b>
	(b)	pesquisa	1	
	(c)	ocupar	1	
	(d)	tabela	1	
	(e)	custo	1	
	(f)	excessivo	1	
	(g)	continuam	1	
	(h)	exemplo	1	
	(i)	explica	1	
	(j)	desastres	1	
	(k)	flutuações	1	
	(l)	alimentação	1	
	(m)	avaliação	1	
		<b>Total</b>	<b>13</b>	

## Task 3: HOLIDAY COURSES

## 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.
- You may also use the highlighter tool to show harmless additions.
- Answers in Portuguese get no marks.

Question			Answer	Marks	Guidance
3	(a)	(i)	study	1	
		(ii)	leisure	1	Accept 'having fun', 'free time activities', 'entertainment' Reject: 'fun' on its own.: 'relaxing'
		(iii)	culture	1	
	(b)		12 to17 or 12–17 or 12/17	1	Reject "12 a 17"
	(c)	(i)	discovering the world	1	Reject answers which do not make sense. Accept : 'exploring the world' Reject: 'find out the world'
		(ii)	learning a language well	1	An appropriate adverb must be present in the answer – e.g. 'properly', 'fluently'. Reject: 'learning a language' without 'well' Reject: 'idiom' Accept: 'to have fun in the holiday'
		(iii)	enjoying themselves	1	Reject: 'having a lot of fun on a trip' Reject: 'to have fun all at once'
	(d)	(i)	lessons OR classes	1	
		(ii)	extracurricular activities	1	Reject specific activities – e.g. 'sports', 'extra activities', 'curriculum base activities' Accept: 'after school clubs'

Question		Answer	Marks	Guidance
(e)		Spanish and Flamenco OR Spanish Dancing	1	Reject 'dancing' on its own or simply 'famous dancing' or 'Spanish music'.
(f)	(i)	It teaches only Spanish.	1	Accept: ' flamenco' Reject: 'Spanish' on its own



Question		Answer	Marks	Guidance
	(ii)	It's one of the leading Spanish-language schools in Spain.	1	Full details must be present. Reject: 'a leading school in the area'. Reject: 'special Spanish speaking institute'; 'One of the leaders in Spain'; 'These are one of the leaders in this field in Spain' Reject : ' The qualifications of it are recognised internationally' Reject: ' One of the leaders of its type in Spain'
(g)		In Madrid/in the capital	1	Reject: ' Spain' on its own
(h)		It's the highest capital in Europe.	1	Reject: 'tallest' and 'city/town'. It has to be ' <u>capital</u> ' Accept : ' most high'
(i)		They think sleeping is a waste of time.	1	Accept: 'They never sleep' or similar. Reject: ' They're full of life'; ' They own an amazing energy' Accept : 'They're in movement day or night' <b>Annotations needed: X and highlighter tool.</b>
<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 body of text, 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 (λ).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
- Use a cross (X) 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.

**Annotations needed: ✓, λ, X, highlighter tool.**

## Task 4: LETTER IN PORTUGUESE

## Communication Points

- Accept new and old spellings. Underline acceptable inaccuracies. Reject non-Portuguese subject pronouns and definite articles only once.
- No penalty for the omission of question marks. (?) Annotation ( IL) may be used to show the omission.

Question	Answer	Marks	Guidance
4	1	(Eu) estou muito interessado em/nos cursos de línguas/idiomas.	1 Accept: 'cursos' and 'lenguas'. Reject: 'courses'.
	2	(Eu) vou fazer/cumprir/completar 16 anos em fevereiro.	1 Accept: 'Farei/Terei/Fazerei 16 anos'. Reject: 'Serei 16' and the Present tense unless a specific date or month is mentioned. Reject: 'Faço 16' ( 'anos' needed)
	3	Gostaria/Gostava de aprender a dançar/bailar Flamenco.	1 Accept: The correct tense of 'querer'. '... como dançar'; 'danzar'; 'dança/danza espanhol(a)'; wrong spellings of 'espanhol(a)', including the use of 'ñ' and 'gn' for 'nh', and the omission of the initial 'e', as long as they show that the candidate is aware of the Portuguese words. Reject, for instance, 'dance spagnolo'.
	4	(Eu) nunca/jamais estive em/na Espanha.	1 Accept: 'estava', 'tenho/hei estado'; same tenses, except the Imperfect of the verb 'ir'; wrong spellings of 'Espanha', as mentioned above. Reject: other tenses. Reject: España"
	5	(Eu) preciso (de)/necessito saber quanto custa o curso.	1 Accept: 'costa'. See above for renderings of 'curso'.
	6	Também se o preço inclui o voo.	1 Accept: the omission of 'ç'; 'incluir'; 'vai incluir'. Reject: 'tambien'; 'incluye'; 'vuelo'; 'volo'.
	7	(Eu) fico/vou ficar/ficarei em um/num hotel ou com uma família?	1 Accept: 'estar' or, for example, 'morar' except in the Present tense; 'no hotel'; 'otel'; 'o' instead of 'ou'; 'con una'; 'huma'; 'unha'. Reject: 'como'; 'come'; 'comuna'; 'hua'.

Question			Answer	Marks	Guidance
		<b>8</b>	A família vai compreender/perceber/entender inglês?	1	Accept: the Future of compreender, etc. Reject if the Future is not clearly expressed – e.g. 'compreendera'. Reject the word 'English'
		<b>9</b>	A escola fornece/providencia manuais/livros de texto?	1	Accept the Future tense, if clearly expressed. See above.
		<b>10</b>	Quanto dinheiro para gastos é provável que (eu) precise?	1	Accept: 'cuanto': 'dinero'; e.g.: 'Quanto acha que vou precisar para gastar?' Reject: 'es'; 'probable', etc; if 'likely' is not transmitted.
			<b>Total</b>	<b>10</b>	

<b>GRID H.1</b>	<b>COMMUNICATION</b> <b>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.

**QoL: 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. 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 gaps in basic grammar. <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.

## Section B: Reading and Writing

## Task 5: OPINIÕES SOBRE A MODA

Question		Answer	Marks	Guidance
5	(a)	Bernardo	1	<p><b>Mark only the first ten answers, reading across.</b> <i>Gap-fill</i></p> <p>The elements are scanned by the page. Tick each correct answer.</p> <p><b>Annotation needed: Tick.</b> This task is scanned in by the page. The marks are awarded individually. Tick each correct answer. If the candidate has put more than 10 ticks, add up the total number of correct marks and deduct 1 mark for each tick over 10.</p>
	(b)	Mariano	1	
	(c)	Inês, Bernardo	2	
	(d)	Inês, Bernardo, Mariano	3	
	(e)	Bernardo	1	
	(f)	Inês, Mariano	2	
<b>Total</b>			<b>10</b>	

## Task 6: TUBARÃO DENTRO DE BARCO

Question		Answer	Marks	Guidance
6	(a)	meia	1	<b>Gap-fill</b>  The elements are scanned by the page. Tick each correct answer.  <b>Annotation needed: Tick.</b>
	(b)	aconteceu	1	
	(c)	populações	1	
	(d)	incidente	1	
	(e)	barulho	1	
	(f)	logo	1	
	(g)	saberia	1	
	(h)	devolver	1	
	(i)	portuárias	1	
	(j)	consertada	1	
		<b>Total</b>	<b>10</b>	



**Task 7: TURISMO EM CABO VERDE****Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarise 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**.
  - Marks are awarded on a point by point basis, according to the mark scheme.
  - Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - 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.

**Annotations needed: Tick, cross and highlighting tool.**

## Task 7

Question		Answer	Marks	Guidance
7	(a)	(i) O país desenvolveu/avançou.	1	a) i) to a) iii) may be answered in any order Reject: ' Fez o país crescer'
		(ii) Há mais trabalho.	1	Accept " criou novos empregos" in the past
		(iii) Tem entrado mais dinheiro (no país).	1	Accept: ficou/tem ficado mais rico Accept: ' Fontes de arrecadação de receitas para o país' Reject: ' Tem muitas receitas'
	(b)	Para fazer propaganda no estrangeiro.	1	Reject if ' estrangeiro' or 'no exterior' are omitted Reject: 'Fazer promoção de um país estrangeiro'
	(c)	O uso de autocarros/ónibus, etc.	1	Accept: Transportes públicos Reject: 'comboios/trens' on its own " Reject : 'transportes são necessários para promover actividades.' Accept : ' dinheiro e imaginação' (both elements must be present) Reject: 'Os meios de transporte' on its own, without 'públicos'
	(d)	Brinda/dá como presente viagens turísticas	1	Full details required for both parts of the answer. Accept: 'Dá férias aos taxistas'
		a motoristas de táxi da Inglaterra.	1	Accept: ' Penetra no mercado inglês' = 1 point , 'oferecendo férias aos taxistas ingleses' = 1 point Reject: ' sugerem férias' without 'ingleses'; ' eles entram no mercado inglês'
	(e)	Divulgação/promoção da região.	1	Accept: 'conhecimento;país' Accept: ' Fica mais reconhecida'
	(f)	(i) Conduzindo/Dirigindo o táxi	1	Reject: 'carro' without 'com o qual trabalha' (or similar). Reject: 'utilizam a viatura' ; ' dirigem ao redor da cidade' Accept: 'Eles põem anúncios nos carros deles'
		(ii) cada dia/todos os dias	1	Accept: Omission of the definite article; todo dia. Reject 'todo o dia'. Accept: 'diariamente'

Question		Answer	Marks	Guidance
	(g)	Imitando a Madeira.	1	The answer must be clear. Accept: ' Oferecendo pacotes a grupos que podem publicitar Cabo Verde' Accept: ' Utilizando essa forma de publicidade, mas não só na Inglaterra'
	(h)	Copiar exatamente a Madeira OR Dar como presente viagens turísticas a motoristas de táxi (ingleses/britânicos) (ou de outras nacionalidades).	1	Accept : 'Não deve dar férias a todos os taxistas', 'Oferecer férias aos taxistas de certos países'

Question		Answer	Marks	Guidance
	(i)	Selecione um grupo conjunto/uma porção de pessoas e ofereça-lhe(s) um plano de viagem turístico com hotel incluído.	1	Full details required. Answers may be given in any order. Full details required. Reject: ' Que faça igual a ilha da Madeira.' Accept: 'Mas que decida em que grupo concentrar' = 1 point Reject if the idea of 'grupo' is not included
			1	
	(j)	Envia pessoas de férias para Cabo Verde.	1	Reject: 'A maioria dos turistas de Cabo Verde são portugueses.'
	(k)	comida  habitação	1	Answers may be given in any order. Accept: ' alimentação, moradia, vivenda, alojamento', 'estadia'
			1	
	(l)	Porque muitos alemães fazem férias fora do país e  a Alemanha é um país economicamente forte OR com muito dinheiro	1	Full details required for both parts. Answers may be given in any order. Accept: lift from text  Accept: 'os turistas tem dinheiro para gastar'= 1 point Reject: 'tem uma das melhores economias da Europa' Accept ' uma das maiores economias da Europa' Accept: 'Porque a Alemanha é a primeira potência da Europa.'
			1	
	(m)	Atraindo turistas ricos.	1	Full details required. Accept: idea of getting more tourists Reject : ' Podem ter mais turistas'
<b>Total</b>			<b>20</b>	

### Assessing Quality of Language

- You will get a separate screen which will be the whole page (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.
- Apply Grid C.2 and enter the mark.
- When candidates have left several questions unanswered, click on “fit height” to have an overall view.
  - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
  - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

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.
- 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.

**Annotations needed: Tick, Cross, IR, λ and highlighting tool.**

<b>GRID I</b>	<b>COMPREHENSION OF TEXT 10 marks AO2</b>
<b>0–2</b>	No relevant information or supplies one or two relevant points 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.
<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>7–8</b>	Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.
<b>9–10</b>	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

## Task 8(a)

Question			Principal Idea	Accept	Do not accept
8	(a)	1	Não lhes interessa a música clássica.		<b>Irrelevant/extraneous material – Mark IR</b>  <b>Wrong statements – Mark with X</b>  <b>8a – More than 110 words.</b>  <b>8b – more than 220 words.</b>  <b>Mark with two XX the last words counted.</b>
		2	Muitos não leem livros por curiosidade.		
		3	Muitos não vão a museus.		
		4	Interessam-se mais pelos assuntos pessoais.		
		5	Informam-se pela TV.		
		6	Divertem-se com a TV.		
		7	Nesses aspetos, a internet é melhor para eles.		
		8	Para eles, a internet é indispensável.		
		9	As meninas gostam de séries da TV.		
		10	Gostam de ler revistas cor-de-rosa.		
		11	Os rapazes preferem desportos e comédia.		
		12	Elas interessam-se por assuntos mais pessoais e pela vida de outros e dos famosos.		
			<b>Total</b>	<b>10</b>	

## Task 8(b) Response Grid J [20 marks]

Question		Answer	Marks	Content	Guidance
					Levels of Response
8	(b)	No Indicative Content – personal response	20	<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. The number of ticks you have awarded will indicate a mark band. 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 body of the text to show each opinion / personal response and 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 well developed points of view which show insight, originality and imagination.</p> <p><b>12–15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p><b>8–11</b> Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p><b>4–7</b> Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p><b>0–3</b> Very short. May not go beyond points of view already expressed in the original text.</p>



## Task 8(a) + 8(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
<b>Task 8a+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 – ie 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.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 8a</b> 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 of vocabulary and idiom with a 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. A 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. 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. 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. 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. Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	<b>Only simple sentence</b> patterns. Very limited vocabulary. <b>Very limited</b> range of structures.

## APPENDIX 2

## Transcripts of Listening Texts

## TASK 1

(Speakers: **M** = male, Portuguese; **F** = female, Brazilian)

**M: A árvore mais velha de Portugal**

**F:** A árvore mais velha de Portugal, uma oliveira com 2.850 anos, foi certificada em Santa Iria da Azóia, graças a um método inovador de datação desenvolvido ao longo de dois anos pela Universidade de Trás-os-Montes e Alto Douro. A oliveira já recebeu uma "certidão de idade".

**M:** O processo começou quando um empresário de comércio de árvores ornamentais passou a necessitar de fazer acompanhar as espécies de um atestado de idade.

**F:** O empresário contactou a Universidade, que desenvolveu uma técnica inovadora da dimensão das árvores.

**M:** (*Slower pace*) A idade das árvores era atribuída pela contagem dos anéis, porque em cada ano as árvores formam um risco, ou pela técnica de medição do carbono 14, que tende a diminuir com a passagem do tempo.

**F:** A terceira metodologia surgiu então da hipótese de que árvores mais velhas têm determinado volume ou dimensão.

**M:** A fórmula final foi conseguida com conclusões retiradas de avaliações de mais de 100 árvores (*short pause*) e pelo acaso de o estudo coincidir com a construção da barragem do Alqueva, que obrigou ao abate de inúmeras espécies, facilitando o trabalho dos investigadores da Universidade.

**F:** A oliveira certificada está situada no Bairro da Covina, no que resta de um antigo olival próximo das ruínas do castelo de Pirescouxe.

**M:** A idade e a localização da árvore permitem identificá-la como um dos raros seres vivos contemporâneos de Viriato... ou seja uma 'testemunha' da resistência dos Lusitanos à invasão Romana, ... das invasões árabes, ... à reconquista cristã ... e ao nascimento da nacionalidade portuguesa.

**F:** Acredita-se que haverá no país uma oliveira mais antiga... e também se crê que em Trás-os-Montes e talvez na Beira Baixa existam castanheiros milenares, assim como na Galiza.

**TASK 2**

(Three speakers: **M** = male, Brazilian; **F** = female, Portuguese; **FB** = female, Brazilian)

**FB: AS CIDADES MAIS CARAS DO MUNDO**

**F:** Você já decidiu aonde vai passar as férias?

**M:** Eu estou pensando e ainda não sei. Li em um estudo publicado que só tem nove cidades no mundo onde o custo de vida é superior ao de São Paulo. As investigações feitas indicaram que esta cidade brasileira subiu onze posições desde o ano passado.

**F:** Porque não vai a África... Angola, por exemplo?

**M:** Segundo o estudo, os preços em Luanda são exorbitantes, para um estrangeiro... Até para os residentes!

**F:** E as cidades europeias? Devem ser baratas!

**M:** Qual quê! Moscou, Genebra e Zurique foram as cidades europeias que permaneceram no “top 10” da lista.

**F:** E Londres?

**M:** Ela ocupa a 18ª posição...

**F:** Porque será que tantas cidades são tão dispendiosas?

**M:** Inundações, tempestades, variações dos valores das moedas, aumento do custo do aluguel de casas e de comestíveis... tudo isso contribuiu para a classificação final das cidades.

## TASK 3

(Four speakers: **M** = male; **F** = female; **P** = Portuguese; **B** = Brazilian)

**HOLIDAY COURSES**

**FB:** Os nossos programas de férias combinam estudo, lazer e cultura na medida certa. Se você tem entre 12 e 17 anos, vai poder estudar e se divertir com os nossos cursos de férias, ideais para jovens que querem começar a descobrir o mundo, aprender a falar bem um idioma e se divertir muito em uma só viagem.

**MP:** Há opções em diversos países e programação para todos os gostos. Pela manhã, terá aulas e à tarde, atividades extracurriculares. E o melhor: irá conviver com estudantes do mundo todo, falando sempre o idioma local e contando com a supervisão de profissionais especializados!

**FP:** Já pensou em aprender espanhol? Temos cursos de Espanhol... com aulas de Flamenco, a famosa dança espanhola.

**MB:** A nossa escola é uma instituição exclusivamente voltada para o ensino de espanhol, e hoje é uma das líderes da área na Espanha. Os cursos oferecidos são de alto nível e suas qualificações são reconhecidas internacionalmente.

**FB:** A partir da escola, localizada em Madri, a capital do país, você poderá conhecer todos os recantos de uma cidade emocionante.

**MP:** Madrid é a mais alta capital europeia e, talvez por isso, o seu povo seja dono de uma energia surpreendente. Os madrilenos são cheios de vida e certamente defensores da teoria de que dormir é perda de tempo.

**FB:** Madri fervilha, dia e noite... Venha estudar conosco

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

**[www.ocr.org.uk](http://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 2013

