

# **Report on the Units**

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**June 2009**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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### AS GCE Portuguese (H196)

#### REPORTS FOR THE UNITS

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# **F887 Listening, Reading and Writing 1**

## **General comments**

This was the first new specification examination and most candidates achieved as anticipated.

If there were problems, this was because candidates appeared not to have read or understood rubrics and/or questions, especially in tasks 7 and 8.

There were some surprising instances of where the quality of language was generally not as good as that seen in previous years. Many candidates were unsure of grammar and spelling - including of words borrowed from the texts and the use of capital letters, and punctuation.

In answers written in Portuguese, there was frequent interference from English and occasionally other languages. The general impression was that many candidates did not make a special effort to express themselves clearly in the examination, in both English and Portuguese.

There were instances of illegible handwriting and this can make an answer very difficult to assess. It is very important that candidates make their writing as clear as possible. Candidates must also write their answers within the space provided.

Unfortunately, some candidates appeared not to have been sufficiently prepared for the examination. Examiners were unsure whether this was due to a lack of formal teaching or the relative unfamiliarity of candidates with the new format of the test.

## **Comments on Individual Questions**

### **Section A: Listening and Writing**

Most candidates coped very well with this part of the paper. Very few failed to perform satisfactorily in the four tasks.

#### **Tarefa 1**

Most candidates performed well and answered most questions correctly and some gained full marks. Very few did not attempt to answer the questions. There was no pattern to the wrong answers.

#### **Tarefa 2**

Most candidates performed well and many gained full marks. There was no pattern to the wrong answers. Many candidates did not spell the words they were copying correctly. Although spelling mistakes were not assessed in this exercise, the mistakes indicate the lack of care and attention displayed by some candidates.

### Task 3

The main problem in this task was the inability of many candidates to express themselves clearly in English. Very often, where candidates did not know the correct terminology, they were unable to find suitable alternatives. The quality of language, though not assessed, tended to be inconsistent. Very few candidates wrote their answers in Portuguese.

Most candidates performed well and the wrong answers quoted below serve to show how candidates often were unable to express themselves clearly and correctly.

- (a) 'about the program'; 'She is calling for the young learn's programe'; 'hiring teenagers for a job'; 'They have begun the selection process'.
- (b) 'The person organising is Márcia Sousa'; 'the couriers'.
- (c) A few candidates were unable to transcribe the number. Answers included '250,000,000', '2500' and '20090'.
- (d) Documents required:
  - (i) 'date of birth'; 'birth card'.
  - (ii) 'where they live, telephone'.
  - (iii) 'historical education'; 'letter from school'; 'what school they went to'; 'school proof'.
- (e) '14 and 18 year old'.
- (f)
  - (i) Some candidates gave only one detail, failing to include 'special attention' or similar.
  - (ii) Many candidates did not know how to express 'medical certificate'. 'Letter from the doctor' was accepted, but not 'medical history'.
- (g) Some candidates did not know 'multiple choice' and wrote 'multiple questions', 'different questions' or 'random questions'.
- (h) Most candidates answered correctly.

### Task 4

Most candidates communicated well and there were some good answers. A few candidates translated the draft letter. A few made additions, to make the letter more interesting.

Unfortunately, the Quality of language was usually inconsistent. There were mistakes in the use of prepositions, verb forms, especially *precisar* and *ter – tenham* appeared frequently instead of *têm*, the use of accents and the cedilha, the spelling of *informação*, *mensagem* and of *próxima*, and the plural of 'original'.

The familiar form of address was often used and some candidates mixed *tu* and *você*.

Many candidates did not know how to convey 'test' ('exam' appeared frequently) and 'essay' (*ditado*, *carta*, *relatório*, *matéria* and *diálogo* were some of the solutions). 'What' in the last sentence was usually *o que*.

## **Section B: Reading and Writing**

### **Tarefa 5**

This was generally well answered. Some candidates gained full marks. There was no pattern to the wrong answers.

### **Tarefa 6**

Most candidates, including some of the weaker candidates, performed well, and many gained full marks. There was no pattern for the wrong answers.

### **Tarefa 7**

Many candidates coped well with this task, but few were able to express themselves clearly and correctly without quoting extensively from the text.

The general impression was that many candidates had not understood the text and/or the questions. Some of the quotations were irrelevant. Some of the answers made no sense. The quality of language was usually not as good as expected at this level. It was often difficult to decipher some candidates' answers because their handwriting was not clear and because of the mistakes. Many candidates did not write their answers in the spaces provided.

At (g), many candidates described a favourable rather than an unfavourable atmosphere.

### **Tarefa 8**

There were some good, thoughtful answers to both questions. Most answers adhered to the required number of words, but there were some that were well in excess of 300 words.

Many answers demonstrated that the candidates had not read (properly) or understood the text.

At (a), many answers were not based on the text or only referred to one or two details in it. They usually included references to illnesses such as bulimia and anorexia, soap operas and other extraneous elements. Very often, they said that parents were to blame for allowing their children to watch TV and advised that young people should practise sports instead of watching television.

At (b), many answers were not opinions on the analysis that they had read. Many candidates simply gave their opinions on watching TV and they tended to repeat what they had already written in answer to question (a).

It has already been mentioned that, in general, candidates were inconsistent in grammar, spelling and punctuation, and that they were unable to express themselves clearly. It was no different in this part of the paper.

Vocabulary and structures were quite often strongly influenced by English or other languages and the range of vocabulary and structures tended to be restricted and repetitive.

# Grade Thresholds

Advanced Subsidiary GCE Portuguese H196  
June 2009 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F887	Raw	160	122	111	100	89	78	0
	UMS	200	160	140	120	100	80	0

## Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H196	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H196	24.9	42.2	63.9	82.3	92.4	100.0	253

## 253 candidates aggregated this series

For a description of how UMS marks are calculated see:  
[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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