

Mark Scheme for June 2011

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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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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		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	Because of the economic crisis (1) and high (level of) unemployment (1)	[2]	
	(b)	It pays their fare/flight (accept suitable alternatives) (1)	[1]	
	(c)	A wide range of (many) jobs (1) that the Spaniards did not want to do (1)	[2]	Accept concept of "offer of employment" instead of jobs.
	(d)	Tension has increased (1) (Reject: 'produced'/'caused'/'generated'/etc. tension)	[1]	
Total			[6]	

Tarefa 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		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	A participar num projeto / a seguir propostas (1) para diminuir o efeito (1) da sua vida no meio ambiente(1)	[3]	
	(b) (i)	Compra menos (1)	[1]	The answer for b (i) and b (iii) are interchangeable. Award only one mark for each response. If both answers are given in b (i) or b (iii) award two marks once only.
	(ii)	A comida estraga-se (1) depressa OR por causa do calor (1)	[2]	Accept 'fruta' instead of 'comida'. Accept 'para evitar o desperdicio' for one mark.
	(iii)	Vai fazer compras no meio da semana (também)(1)	[1]	The answer for b (i) and b (iii) are interchangeable. Award only one mark for each response. If both answers are given in b (i) or b (iii) award two marks once only.
	(c)	Deixa aparelhos ligados (1) por muito tempo (1)	[2]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(d)	Vão dizer uns aos outros (1) quando descobrirem/quando virem/ quando houver(1) luzes acesas/ligadas(1)	[3]	
(e)	Tem um exame sobre este tema (1) / está a estudar esta matéria. (1) pode receber (1) uma nota melhor (1) pode melhorar a nota = (2)	[3]	Accept the concept of 'pode ser um tipo de reforço escolar' ou 'pode estar refletido no boletim escolar' for two marks.
(f)	Any three from: Gostam (1) de ser bons modelos / representantes / exemplos (1) na preservação do planeta / nas mudanças de hábitos (1)	[3]	
(g)	Any two from: verão o que estão a fazer (1) ficarão inspirados (1) copiarão o seu exemplo (1)	[2]	
(h)	Vão passar menos tempo a tomar banho. (1)	[1]	
(i)	Ângelo / o filho (1)	[1]	
	Total for comprehension	[22]	
	Quality of Language, Grid C.2	[10]	
	Total	[22]	
	Total for Section A	[38]	

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 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.

Tarefa 3

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	mundial	[1]	
	(b)	da	[1]	
	(c)	numerosas	[1]	
	(d)	comunicar	[1]	
	(e)	informar	[1]	
	(f)	meio	[1]	
	(g)	fundamentais	[1]	
	(h)	considerar	[1]	
	(i)	disponivel	[1]	
	(j)	empregar	[1]	
	(k)	enfraquecer	[1]	
	(l)	regras	[1]	
	(m)	vigiadas	[1]	
	(n)	afetada	[1]	
	(o)	apropriados	[1]	
Total			[15]	

Tarefa 4

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	...não é útil (1) e é simplesmente (1) um entretenimento (1)	[3]	
	(b)	...fazer com que os idosos compreendam (1) e utilizem a Internet (1)	[2]	
	(c)	...pensar no que (1) acontecerá no futuro (1)	[2]	
Total			[7]	

Tarefa 5

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	claro	[1]	
	(b)	impossível	[1]	
	(c)	já	[1]	
Total			[3]	

Tarefa 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 (✗) 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		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	O número de pessoas (1) que não votam (1)	[2]	
	(b)	Fazer as compras pela Internet (1) em vez de ir às lojas / sem sair de casa (1) vai ser muito mais comum (1)	[3]	
	(c)	Será possível ter aulas (1) em casa (1) no computador / <i>online</i> (1)	[3]	
	(d)	O contacto social deixará de ser presencial (1) e passará a ser virtual (1)	[2]	Accept: falta de interacção social (1)
		Total	[10]	

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.

	Portuguese	English	Rationale/Additional Guidance
1	A migração em massa para a Amazônia é coisa relativamente nova -	Large-scale migration to Amazônia is a relatively new phenomenon/thing -	Accept 'Amazon'. Accept concept of 'mass migration'.
2	iniciou-se com os grandes programas de colonização dos anos 70.	It began with the great colonisation programmes of the 1970s.	Accept 'seventies' for '1970s'.
3	Mas, já naquela época viviam espalhados pela selva grupos indígenas,	But living scattered throughout the jungle even then were indigenous groups,	Accept 'back then' for 'even then'. Accept 'forest' for 'jungle'. Accept 'Indians' for 'grupos indígenas'.
4	vilas remanescentes de antigos escravos fugitivos, gerações de lavradores,	Surviving settlements of former runaway slaves, generations of farm workers.	Accept 'workers' or 'labourers' for 'lavradores'. Accept 'towns', 'villages' for 'settlements'. Reject 'reminiscent'.
5	e populações ribeirinhas vivendo da pesca e da agricultura de subsistência.	and riverside communities making a living from fishing and subsistence farming.	Reject 'population', 'populations' for 'communities'. Accept 'living off' for 'making a living'. Accept 'peoples' and 'people' for 'communities'. Accept 'subsistence agriculture' for 'subsistence farming'.

Total: 10 marks

Tarefa 8

Tarefa 1			Expected Answer		Mark	Rationale/Additional Guidance
				Accept	Reject	
	(a)		tradicional / indígena nativo			[4]
			medo receio			
			território	(anything similar)		
			propõe pretende quer		exige	
	(b)		dá atribuí confere			[6]
			às para as			
			determinam demarcam delimitam	(anything similar)	desmarcar	
			tempo			
			realizam fazem conduzem	(anything similar)		
			exigidas necessárias	(anything similar)		
	(c)		elevadas	(anything similar)		[2]
			ficarem / terminarem	(anything similar)		
			Total			[12]

Tarefa 9

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 (✗) 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.

The following points should be included:

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(a)	Pode ganhar mais dinheiro (1)	[1]	
	(b)	(Os que moram na Gleba Nova Olinda) creem (1) possuir o território (1) atualmente (1) sob o domínio do Estado (1)	[4]	
	(c)	Os indígenas estão a perder (1) os seus recursos naturais (1) e querem proteger o que têm (1)	[3]	
	(d)	Agrediram-no / ameaçaram-no (1)	[1]	Reject: 'assaltado' Accept: 'reagiram com violência'
	(e)	Têm mais influência (1)	[1]	
		Total	[10]	
		Quality of Language, Grid C.2	[10]	
		Total for Section B	[77]	

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

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of 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 10-17

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.

GRID N RELEVANCE AND POINTS OF VIEW 10 marks AO2		GRID O STRUCTURE AND ANALYSIS 15 marks AO2	
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
Grid N guidance		Grid O guidance	
3–4 – No specific example from TL = cap 4		6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9	
5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative			
7–8 – Imaginative and/or original response to task – applies mainly to imaginative			

Task 10-17 – Language (QWC) – Grids C.2 and F.2: [20 marks]

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

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

TRANSCRIPTS FOR F888 A2 PORTUGUESE, JUNE 2011

Task 1: BRAZILIAN MIGRANTS IN SPAIN ARE GOING HOME

Entrevistador: Senhora Araújo do Carmo, por que é que tantos brasileiros que moram em Espanha querem voltar para o Brasil?

Senhora Araújo do Carmo: A crise econômica e o alto índice de desemprego - que em abril chegou a 17,36% - estão fazendo com que mais imigrantes brasileiros decidam deixar a Espanha e voltar para casa.

Sou funcionária da Organização Internacional para a Migração, que ajuda imigrantes que queiram voltar para casa, pagando sua passagem, e posso dizer que o número de imigrantes querendo ajuda para voltar para casa aumentou muito.

Entrevistador: Por que foram os brasileiros para Espanha?

Senhora Araújo do Carmo: Desde o ano 2000, a ampla oferta de empregos - principalmente nos setores que os espanhóis não queriam ocupar - vinham atraindo imigrantes para a Espanha. Mas refletindo a crise mundial, o país entrou em dificuldades em meados do ano passado e hoje seu índice de desemprego é duas vezes maior do que o dos outros países da União Europeia. A crise e o desemprego também aumentaram a tensão entre os espanhóis e os imigrantes..

Tarefa 2: UMA FAMÍLIA FALA SOBRE O DESAFIO DE APAGAR AS LUZES

Locutor: A jornalista paulista Rosa Silva e seu marido lisboeta Jorge relatam como foi uma semana em novembro, em que sua família, a convite da BBC, começou a seguir sugestões de como reduzir o impacto de seu estilo de vida sobre o meio ambiente. Vamos ouvir o que dizem a Rosa e o Jorge.

Rosa: O primeiro fim de semana, estive no supermercado para fazer as compras semanais e decidi diminuir a quantidade de alimentos na cesta, pois observei que as frutas, principalmente, nessa temperatura de verão, ficam boas por menos tempo. A melhor coisa a fazer é repor o estoque no meio da semana e assim evitar desperdício.

Porém, temos que ter cuidado com os aparelhos que permanecem ligados por longos períodos.

Também assumimos o compromisso de chamar a atenção de cada um quando virmos luzes acesas desnecessariamente.

As dicas para melhorar nossos hábitos foram muito interessantes para as crianças, não é, Jorge?

Jorge: Sim, querida, pois adquirir o hábito de apagar as luzes continua sendo o principal desafio para eles.

Hoje vamos ler textos sobre o efeito estufa, que é tema da prova de ciências da nossa filha Isadora, ou seja, a prática cotidiana será uma espécie de reforço escolar. Temos a esperança de ver os nossos esforços refletidos no boletim escolar.

A Isadora e o nosso filho Ângelo divertem-se com a ideia de se verem na web como protagonistas das mudanças de hábitos para preservar a vida no planeta.

Esta tarde vamos visitar as páginas da internet nas quais aparecemos. A nossa expectativa é que os nossos colegas também vejam e se inspirem para replicarem o que nós fazemos.

Rosa: O tempo do banho também foi consenso: vamos abreviar ao máximo! Isadora conseguiu até lavar os cabelos em apenas dez minutos!

Meu filho, inclusive, que não curte muito um chuveiro disse que é capaz de tomar banho em 20 segundos ou menos. Mas não creio que seja uma decisão muito saudável!

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