

# **Mark Scheme for June 2013**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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1. 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

## 2. **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.
- Throughout paper, old and new spellings are acceptable.

## 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 *{insert Target language}* get no marks.

Question		Answer	Marks	Guidance
1	(a)	It may overtake (that of) Great Britain (1)	1	Accept: GB, UK Must mention GB/UK.
	(b)	It will be difficult	1	Accept: it will <u>not</u> be impossible
	(c)	Put an end to corruption (1) Reduce inequality of income (1)	2	Accept: move towards equal pay Do not accept: rent
	(d)	High taxes (1) Very high cost of living (1)	2	Sense of 'very' must be conveyed
		<b>Total</b>	<b>6</b>	

## 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		Answer	Marks	Guidance
2	(a)	A cultura (1), a política (1), a globalização (1)	3	(b) Accept mention of becoming a rapper (1)  (c) Reject no reference to book or lyrics.  (d) For 2 marks mention “not identify with the country” and “no cultural identity”.  (e) Accept: “Não pode identificar-se...” and an appropriate word that conveys the meaning of ‘confusa’.
	(b)	Editou / escreveu um livro de rap (1)	1	
	(c)	Que musicassem as letras do livro (1)	1	
	(d)	Mora nas margens da sociedade / num gueto / num bairro marginalizado (1)	1	
	(e)	Não consegue identificar-se com o país(1) e acha a sua situação confusa (1)	2	
	(f)	<b>Two from:</b> São cheias de raiva (1) São introspetivas (1) São melancólicas (1)	2	
	(g)	(A) pobreza (1) (a) opressão (1) e (a) rebelião (1)	3	
	(h)	Porque pode melhor representar a sociedade moderna (1) pela linguagem rápida (1) pelas rimas ácidas (1) e pela gíria (1)	4	

Question		Answer	Marks	Guidance
	(i)	Não gostou muito (1) (mas) vai publicá-lo (1)	2	
	(j)	Os brasileiros recebem-nas bem (1) (mas) os portugueses são menos positivos (1)	2	
	(k)	Pensam que a poesia dele os embaraça (1)	1	
			<b>Total</b>	<b>22</b>

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. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE – ACCURACY</b> <b>10 marks AO3</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.</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>
<b>3–4</b>	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.
<b>0–2</b>	<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.

## Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

### Tarefa 3

Question		Answer	Marks	Guidance
3	(a)	D	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	A	1	
	(c)	H	1	
	(d)	B	1	
	(e)	F	1	
	(f)	G	1	
	(g)	I	1	
	(h)	E	1	
		<b>Total</b>	<b>8</b>	

**Tarefa 4**

Question		Answer	Marks	Guidance
4	(a)	considera (1)	1	<b>1 mark for each correct answer</b> The marks are awarded individually. No annotations are necessary.
	(b)	incondicional (1)	1	
	(c)	a incentivar (1) (must include preposition)	1	
	(d)	enquanto (isso) (1)	1	
	(e)	a política (1)	1	
	(f)	o domínio (1)	1	
	(g)	ao direcionar (1) (must include preposition)	1	
		<b>Total</b>	<b>7</b>	

**Tarefa 5**

Question		Answer	Marks	Guidance
5	(a)	três (1)	1	<p><b>Gap-fill</b>            No annotation is necessary. Enter 1, 0 or NR as appropriate.            Ignore mis-spellings.</p> <p>Where applicable, accept reasonable synonyms.</p>
	(b)	caracterizada (1)	1	
	(c)	diferente (1)	1	
	(d)	combatem (1)	1	
	(e)	armas (1)	1	
	(f)	traficam (1)	1	
	(g)	defender (1)	1	
	(h)	polícia (1)	1	
	(i)	atos (1)	1	
	(j)	comuns (1)	1	
		<b>Total</b>	<b>10</b>	

## Task 6

### Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- 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.
  - b) Marks are awarded on a point by point basis, according to the mark scheme.
  - c) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - d) For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

### Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross(x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance
6	(a)	(decidiu adotar) os mesmos métodos (1) Para combater todos os cartéis (1) ao mesmo tempo (1)	3	Use a tick (✓) to indicate where you have awarded the marks.  Answer needs to be in past tense for QL, but present tense acceptable for communication. (1) Accept “métodos” or similar. (1) Accept “cartéis” or similar. (1) Accept “igual”, “incondicional” or similar synonym.
	(b)	(i) Foram ainda mais violentos (1)	1	Accept ‘Cortaram cabeças’     Mention “less violence” for one mark.
		(ii) Para ameaçar (or similar) (1)	1	
	(c)	Deixa-os em paz (1)	1	
	(d)	Podem traficar (1) e podem ficar com (uma parte do) dinheiro ganho (1)	2	
	(e)	Anima os traficantes (1) a renunciar à violência (1)	2	
<b>Total</b>			<b>10</b>	

## 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.

## Tarefa 7

Question		TL	English	Reject
7	1	Embora Angola seja a segunda maior produtora de petróleo em África	Although Angola is the second largest oil producer in Africa	
	2	(só perde para a Nigéria),	(losing out only to Nigeria), / (being beaten only by Nigeria),	
	3	um dos maiores desafios para suportar o seu crescimento econômico	one of the biggest challenges to keeping up her economic growth	Reject 'supporting' Accept 'sustaining', 'maintaining'
	4	é fazer chegar eletricidade em todo o território nacional.	is to get electricity supplied across the whole country.	
	5	Apenas 30% da população tem acesso à rede elétrica, dos quais 70% se encontra na capital.	Only 30% of the people have access to the electricity network, and 70% of them are in the capital.	
		<b>Total</b>	<b>10</b>	

## Tarefa 8

Question		Answer	Marks	Guidance Sentence Completion
8	(a)	reduzir (ao mínimo) (1)		<p>Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.</p> <p>(a) Accept only answers which convey the idea of 'minimum'</p> <p>For (c) a suitable rendering of the preposition 'em' must be included; or appropriate verb fitting into sentence.</p> <p>d) Do not accept "eficaz".</p> <p>e) Do not accept "adequada".</p> <p>f) Reject "querer" on its own.</p> <p>Accept 'insistir em', 'tornar obrigatório' or similar</p>
	(b)	faltas (do que é preciso) / necessidades / o que não há / o que falta (1)		
	(c)	conta com / confia em / apoia a ideia de (1)		
	(d)	aceitável / apropriada (1)		
	(e)	eficiente / efectivo (1)		
	(f)	requerer (1)		
<b>Total</b>			<b>6</b>	

**Tarefa 9**

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
<b>9</b>	<b>(a)</b>	...cada... (1) ...criados.../...gerados... (1)	2	
	<b>(b)</b>	...mostrar... (1) ...saber... (1) ...montar... (1) ...cuidar.. (1)	4	Where applicable, accept reasonable synonyms.
		<b>Total</b>	<b>6</b>	

## Task 10

### Task Specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - 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.

**Tarefa 10**

Question		Answer	Marks	Guidance
		The following points should be included:		
10	(a)	Têm de investir muito dinheiro (1) no início (1) para adquirir os painéis e baterias (1)	3	
	(b)	Custa muito pouco (1) manter as instalações (1) que duram muito tempo (1)	3	
	(c)	Oferecer-lhes instrução técnica (1) e convencê-los / persuadi-los da importância das energias renováveis (1)	2	
	(d)	Há eletricidade agora (1) onde não havia antes (1)	2	
<b>Total</b>			<b>10</b>	

Assessing **Quality of Language** across Section B

- 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.
- Apply Grid C.2 and enter the mark.
- *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	<b>QUALITY OF LANGUAGE – ACCURACY</b> <b>10 marks AO3</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 there may be some inconsistency and errors in more complex areas.
<b>5–6</b>	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> .
<b>3–4</b>	Evidence of <b>gaps in basic grammar</b> . Frequent errors 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>0–2</b>	<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 11–18**

**Task specific guidance**

**Mark one essay using the grids N, O, C.2 and F.2.**

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> 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.
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> 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 <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
5–6	The <b>information</b> given is <b>mainly relevant</b> 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 <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.

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 <b>may be some errors</b> .	9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> 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).
5–6	Shows evidence of <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .	5–6	<b>Attempts to extend the range of vocabulary</b> , 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 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.
0–2	<b>Little evidence of grammatical awareness</b> . Persistent, serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .

## APPENDIX 2

## F888 Portuguese A2 – Transcripts of Listening Texts

## Task 1

## A BRITISH IMMIGRANT'S VIEWS ON THE BRAZILIAN ECONOMY

*Interviewer: female Portuguese*

*Rob Murray: male Brazilian*

*Both speakers should sound **lively** and **expressive**, and neither speaker should speak too quickly.*

**Entrevistadora**

Projeções recentes indicam que o Brasil pode ultrapassar a Grã-Bretanha como a sexta maior economia do mundo!

Mas para o britânico Rob Murray, ... que faz parte de um grupo crescente de estrangeiros a viver no Brasil, ... o país terá de percorrer um caminho difícil, porém não impossível, ... para atingir o nível de desenvolvimento da Grã-Bretanha.

Depois de cinco anos no Rio de Janeiro, Rob Murray recomenda que o Brasil combata dois dos seus maiores problemas, ... se quiser alcançar os britânicos. ... Diga, Senhor Murray:

**Rob Murray**

É preciso acabar com a corrupção ... e diminuir a desigualdade de renda. ... Vai ser um grande desafio, mas, em 20 anos, as coisas podem mudar.

**Entrevistadora**

*(Tone of voice: talking **about** Murray)*

Adaptado ao país, ... o Senhor Murray trabalha como engenheiro de uma grande multinacional do petróleo. ...

*(Tone of voice: addressing Murray)*

\  
Senhor Murray, o senhor sabe que não tem o mesmo estilo de vida de um brasileiro médio, ... ou seja, destinado a encarar serviços públicos **muito diferentes** dos oferecidos na Grã-Bretanha. ... Senhor Murray, porque é que gosta do Brasil?

**Rob Murray**

Eu gosto de morar aqui no Rio porque tenho dinheiro, ... mas se não tivesse, seria muito diferente. ... Os impostos altos no Brasil me deixaram impressionado. ... Os problemas sociais não me afetam diretamente, ... mas o custo de vida altíssimo aqui ... bem, representa o dobro do que eu gastaria vivendo em qualquer cidade do Reino Unido!!

## Tarefa 2

### POETA UTILIZA 'RAP' PARA CRITICAR A SOCIEDADE MODERNA

**Interviewer: female Brazilian**

**Boaventura de Sousa Santos: male Portuguese**

**Entrevistadora**

*(In the first three paragraphs, the interviewer is talking about Boaventura)*

Boaventura de Sousa Santos é poeta e cientista social português, ... e já escreveu livros sobre assuntos culturais e políticos, inclusive a globalização. ... Mas o sociólogo (*tone of mild surprise*) se revelou recentemente também um **rapper**, ... tendo editado no Brasil um livro de letras que chamou **Rap Global**, supostamente as palavras de **Quéni**, um jovem que mora com sua família nas margens da sociedade. ... Alguns rappers brasileiros já as musicaram, e ele gostaria que os portugueses fizessem o mesmo. ...

Em *Rap Global* o adolescente Quéni nasceu na África ... e contra sua vontade ... vai para Lisboa, onde a família tem de morar num **gueto** da cidade, chamado Barreiro. ... Sem identidade cultural e identificação com Portugal, ... Quéni passa a questionar aquele país e sua situação nele. ... Para escrever suas poesias, Quéni se baseia **na ira, na reflexão e na melancolia**. ...

Os versos encontrados no livro não diferem muito dos temas já encontrados nos rap feitos no mundo inteiro. ... Palavras que combatem a miséria, denunciam a opressão e convocam à revolta. ...

Boaventura, o que levou você a escrever seu Rap Global?

*(The interviewer changes tone of voice to indicate that she is speaking to Boaventura)*

**Boaventura de Sousa Santos**

É tudo aquilo que não posso dizer cientificamente sobre a modernidade ocidental, ... a partir de uma perspectiva pós-colonial. ... Mas posso dizê-lo literariamente. ... Por isso, decidi fazer um livro de Rap porque acredito que a **linguagem rápida**, ... as **rimas ácidas** e cheias de **gírias** ...eram a melhor forma para retratar a sociedade moderna ocidental.

**Entrevistadora**

Quem é o rapper que você criou?

**Boaventura de Sousa Santos** É o aportuguesamento do grande rapper americano **Kanye West**, um dos meus **grandes** ídolos. (*Slightly jocular tone of voice*) Espero que ele não se chateie!! ... Transformei-o num filho de um retornado a viver no Barreiro.

**Entrevistadora** O livro vai ser publicado em Portugal?

**Boaventura de Sousa Santos** Já o mostrei à minha editora, a **Afrontamento**, e eles ficaram desconcertados. ... Mas ... disseram-me que vão publicá-lo. ... É muito transgressivo. ...O que tenho preparado agora para sair no Brasil, onde normalmente publico, é outro livro de poemas.

- Entrevistadora** Porquê sempre no Brasil?
- Boaventura de Sousa Santos** Sou mais bem recebido. Aqui em Portugal toleram-me, pelo silêncio.
- Entrevistadora** Então, por ser bom cientista você não pode ser bom poeta?
- Boaventura de Sousa Santos** Exatamente. E prejudica-me publicar livros de poesia. ... Ninguém é capaz de imaginar que um cientista social seja um poeta razoável. Muitos colegas acham que é um embaraço. Mas para mim o rap acaba por ser a possibilidade de me dar uma dimensão artística e ao mesmo tempo política. ... Nunca fui capaz, porém, de fazer poesia política ou de combate. Pelo contrário, na poesia não procuro nada disso.

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