

GCE

Portuguese

Unit **F888**: Listening, Reading and Writing 2

Advanced GCE

Mark Scheme for June 2016

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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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Annotation	Meaning of annotation
	Unclear word or sentence.
	Omission of word or point.
	Wrong answer.
	Odd or incorrect grammar.
	Inaccurate language.
	Good language.
	Correct answer.
	Lifted material.
	Irrelevant point or detail.
	Benefit of doubt.
	Invalid answer.
	Repetition

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

MARK SCHEME

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.

A suggestion for making a slightly more user friendly version of this Mark Scheme would be to put the pages in plastic pockets in a ring binder, making sure that the answers and appropriate grids are opposite one another, then you don't need to flip backwards and forwards.

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	Answer	Marks [6]	Guidance
a)	Promote Portuguese (and European) technology (1)	1	'and European' not required
b)	They want to get access to the Chinese market (1)	1	Accept: They plan / intend to enter the Chinese market
c)	Portuguese is (still) spoken there (1); It is a stepping stone to China (1); It is where foreign companies can adapt (to the Chinese market) (1)	3	Accept reasonable interpretations of 'lusofonia', eg Portuguese community, influence... Alternatives to 'stepping stone' include springboard, gateway. 'China' or 'Chinese' need not be in third point if already mentioned in the second.
d)	They have potential / We can check out their potential OR They are not yet widespread / mass-produced (1)	1	Reject: It / Portuguese technology will continue to develop

Task 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 [22]	Guidance
a)	A linguagem é acessível (1) e o conteúdo é (muito) interessante (1)	2	Note: throughout the paper old and new spellings are acceptable. Throughout the paper accept any suitable variant of the Portuguese language where applicable.
b)	(A monarquia) representava uma forma de governo antiquada (1) que já não correspondia às mudanças sociais (1)	2	
c)	Para que o país avançasse (1) em termos políticos e sociais (1)	2	
d)	Interferia nos assuntos religiosos / nos seus assuntos (1)	1	
e)	Queria participar mais na vida política (do país) (1)	1	
f)	Dependiam (muito) da mão de obra escrava (1)	1	

Question	Answer	Marks [22]	Guidance
g)	Sentiram-se abandonados (1) depois de anos de sustentarem a monarquia (1)	2	Reject: Apoiaram os republicanos (or similar), as this is not answering the question.
h)	Estava isolado das decisões políticas (1)	1	
i)	A oposição dos militares (1)	1	
j)	(i) Que o país se dividisse (1) (ii) Tinha acontecido nas colónias espanholas (1)	2	
k)	Era um foco de integração (1) das elites nas regiões (1) e quando havia rebeliões (1)	3	
l)	(Porque) havia planos de mudar a capital (1) antes da república / quando o Brasil era uma colónia (1)	2	Accept: Os planos de mudar a capital (1) eram antigos (1)
m)	A família imperial é marcada por rivalidades internas (1) quanto à reivindicação do trono (1)	2	Accept: 'real' for 'imperial'; accept 'rei' or 'monarca' for 'imperador' if used

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 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.
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.

Task 3

Question	Answer	Marks [8]	Guidance
	(a) J	1	Multi-choice Marks entered individually. No need for annotations. Enter 1, 0 or NR as appropriate.
	(b) E	1	
	(c) H	1	
	(d) C	1	
	(e) G	1	
	(f) A	1	
	(g) D	1	
	(h) F	1	

Task 4:

Question	Answer	Marks [7]	Guidance
	<p>(a) reconhece (1)</p> <p>(b) assevera (1)</p> <p>(c) assiduidade (1)</p> <p>(d) é difícil (1)</p> <p>(e) tentar (1)</p> <p>(f) o que se verificou nos anos anteriores (1)</p> <p>(g) evoluíram (1)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p><i>1 mark for each correct answer</i></p> <p>The marks are awarded individually. No annotations are necessary. Answers must be EXACTLY as in the Mark Scheme.</p>

Task 5

Question	Answer	Marks [10]	Guidance
	(a) que (1)	1	Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings. Reject: este tipo de If 'quando' is used in (d), 'têm' or 'é com' is appropriate for (e) Reject: tem – without the circumflex this is not grammatical.
	(b) positivos / bons / benéficos(1)	1	
	(c) esta / essa (1)	1	
	(d) se OR quando (1)	1	
	(e) com OR têm / é com (1)	1	
	(f) de (1)	1	
	(g) aos (1)	1	
	(h) de (1)	1	
	(i) menos (1)	1	
	(j) académicos (1)	1	

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).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross(x) when a word in the response invalidates an otherwise acceptable answer.
- 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 [10]	Guidance
	<p>(a) Questiona –o (1)</p> <p>(b) Integrar / interagir</p> <p>(c) Investir nos alunos (ciganos)</p> <p>(d) Não acreditam que possam aprender (1) os conhecimentos fundamentais (1)</p> <p>(e) (i) (Acreditam que) é um sítio inimigo (1) cujas regras não reconhecem (1)</p> <p>(ii) (Muitos deles) não vão à escola (1)</p> <p>(f) (As escolas devem reconhecer que) as diferenças de raça não importam (1) porque todos os alunos são iguais (1)</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p> <p>2</p>	<p>Use a tick (✓) to indicate where you have awarded the marks.</p> <p>Accept answers that suggest Maria’s negativity or the negative consequences she sees</p> <p>‘ciganos’ not necessary</p> <p>Accept: ‘...não conhecem’</p> <p>Accept any reasonable interpretation of the text which alludes to the two points made in the mark scheme. Accept: A cor da pele não importa</p>

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.

	TL	English	Reject
1	A entrada do reassentamento, ou bairro novo, de Jatobá, em Altamira,	The entrance to the Jatobá resettlement estate, or new suburb, in Altamira	Accept: housing estate / estate / development
2	está quase totalmente às escuras desde o início do ano,	has been in almost total darkness since the start of the year,	
3	quando os novos moradores começaram a chegar ao local.	when the new residents began to arrive there.	
4	O bairro foi erguido do zero para alojar parte das cinco mil famílias	The neighbourhood was built from scratch to house some of the five thousand families	
5	das áreas que serão alagadas pela barragem da hidrelétrica Belo Monte.	from the areas that will be flooded by the dam for the Belo Monte hydroelectric power station.	

Total: 10 marks

Task 8

Question	Answer	Marks [6]	Guidance
	<p>(a) somente / só (1)</p> <p>(b) reclama / lamenta-se (1)</p> <p>(c) produzida / causada / criada / provocada(1)</p> <p>(d) atravessa (1)</p> <p>(e) pode (1)</p> <p>(f) terror / medo (1)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.</p> <p>Accept: resmungo</p> <p>Reject: feita</p> <p>Accept: divide / parte / rasga / racha / or responses implying similar</p> <p>Accept: é possível</p>

Task 9:

Question	Answer	Marks [6]	Guidance
	<p>(a) ...foi construído... (1)</p> <p>...escolheu... (1)</p> <p>(b) ...excedem... / ...ultrapassam(1)</p> <p>...decididos / estabelecidos... (1)</p> <p>(c) ...carece... (1)</p> <p>...destruíram ... (1)</p>	<p>2</p> <p>2</p> <p>2</p>	<p>Accept: passam / vão contra</p> <p>Accept: aceites / aceitos / citados Reject: aceitáveis</p> <p>Accept: vandalisaram / partiram</p>

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**.
 - 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(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	Comprehension points	Marks [10]	Guidance
	<p>The following points should be included:</p> <p>(a) Empregou técnicos (1) que vistoriam as casas (1) e que fazem reparações (1)</p> <p>(b) (Porque) há moradores de Altamira (1) que não arranjam um acordo (de indenização) (1)</p> <p>(c) Não é suficiente / é baixo; (1) por isso há uma demanda elevada (1) para casas nos reassentamentos (1)</p> <p>(d) Pode alojar os antigos vizinhos (1) próximos / no mesmo sítio (1)</p>	<p>3</p> <p>2</p> <p>3</p> <p>2</p>	<p>Use annotations for quality of language.</p> <p>Reject: visitar / visitas – the second point requires a reference to inspection</p> <p>Accept: perto</p>

- 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 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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

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.

Full range of appropriate annotations to be used when marking the essay.

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

3–4 – No specific example from TL = cap 4

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

Grid O guidance

6–9 – Straight narration = more 6/7

Evidence of some argument = more 8/9

Task 11-18 – 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.
- b. 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 of Listening Texts

Task 1

Announcer: Female Brazilian Portuguese

TECHNOLOGY ON SHOW IN MACAO

A *loginPT*, plataforma de promoção de tecnologia portuguesa e de outros países europeus, inaugura esta semana em Macau uma exposição tecnológica com a participação de doze empresas portuguesas que pretendem entrar no mercado chinês.

Segundo António Costa, da Associação Nacional das Empresas das Tecnologias, a primeira razão da mostra em Macau é porque continua a existir localmente uma 'lusofonia'; em segundo lugar, porque a Região Administrativa Especial de Macau é, de facto, um portão, um trampolim, uma plataforma para a China; e em terceiro lugar, fica uma zona de adaptação para as empresas que estão a ponto de chegar ao mercado chinês.

O responsável disse que, durante a exposição, será possível verificar as potencialidades de tecnologias que estão disponíveis, mas que ainda não são massificadas. Declarou que a inovação portuguesa continuará a evoluir para apresentar novos produtos e novas soluções.

Word count: 140, excluding title

Tarefa 2

Interviewer: Female European Portuguese
Laurentino Gomes: Male Brazilian

E SE O BRASIL CONTINUASSE SENDO UMA MONARQUIA?

Entrevistadora

O que teria acontecido se a República não tivesse sido proclamada no Brasil em 1889? Fazemos essa pergunta ao jornalista **Laurentino Gomes**, que acaba de lançar o seu último livro que se chama *1889*. Os seus dois primeiros livros – *1808* e *1822* - já atingiram quase dois milhões de exemplares vendidos, uma popularidade realizada ao aliar um conteúdo histórico absorvente a uma linguagem acessível.

Laurentino, sabemos que, no final da década de 1880, a monarquia brasileira encontrava-se numa situação de crise, por representar uma forma de governo fora de moda, já não compatível com as mudanças sociais em processo. Pode dizer-nos, como é que o Brasil deixou de ser uma monarquia?

Laurentino Gomes

Muita gente desejava uma nova forma de governo, que fosse capaz de fazer o país avançar nas questões políticas e sociais.

Podemos explicar a crise do sistema monárquico brasileiro através de algumas circunstâncias que são consideradas importantes no surgimento da república.

Primeiro, temos que considerar a interferência do imperador Dom Pedro II nos assuntos religiosos, o que provocou um descontentamento na Igreja Católica.

Segundo, a classe média estava crescendo nas grandes cidades e desejava mais participação nos assuntos políticos do país. Assim, identificava-se cada vez mais com os ideais republicanos.

Terceiro, os grandes fazendeiros não concordavam com a abolição da escravidão, sendo eles extremamente dependentes de mão de obra escrava. Foram uma das forças históricas de apoio da monarquia, mas esses senhores donos de escravos, por se sentirem abandonados pela monarquia, acabaram abandonando-a, passando a apoiar a causa republicana.

Além disso, com a sua saúde debilitada, Dom Pedro II estava cada vez mais afastado das decisões políticas do país.

No entanto, decisivo mesmo foi o fato que os militares foram se colocando contra a monarquia.

E foi assim que em novembro de 1889, o Marechal Deodoro da Fonseca assinou o manifesto proclamando a República no Brasil.

Entrevistadora

E o Brasil é uma república até hoje, claro. Mas, se o Brasil ainda fosse uma monarquia, o país seria do mesmo tamanho?

Laurentino Gomes

O Império foi responsável por manter unido o país. O Brasil não se dividiu em três ou quatro países diferentes como se temia na época da Independência, ao contrário das vizinhas colônias espanholas. O motivo foi a presença da corte imperial no Rio de Janeiro, que funcionava como um foco de integração das elites regionais dispersas pelo país; e também era uma força que impôs a unidade territorial toda vez que ela foi ameaçada por rebeliões regionais.

Entrevistadora

A capital ainda seria no Rio de Janeiro, como na época do Império?

Laurentino Gomes

Provavelmente, não. O plano de mudar a capital do Brasil para o interior do país é muito antigo e bem anterior à proclamação da república. Esse projeto já era discutido quando o Brasil ainda era colônia de Portugal. Imagino que o palácio do imperador seria num prédio desenhado por Oscar Niemeyer em meio ao cerrado do Planalto Central

Entrevistadora

E quem seria este imperador se o Brasil continuasse sendo uma monarquia?

Laurentino Gomes

Difícil dizer dado que a família imperial brasileira sempre foi marcada por desacordos e rivalidades internas. Até hoje há desentendimentos entre os dois ramos da família, cada qual reivindicando para si o suposto direito ao trono.

Word count: 528, excluding title

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