

GCE

Portuguese

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

Advanced GCE

Mark Scheme for June 2017

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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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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

| Annotation | |
|---|-----------------------------|
| 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

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) | Pupils and teachers (1) | 1 | Both necessary for one mark. Accept 'students' for 'pupils'. |
| b) | It delayed it (1) | 1 | <u>Accept: It suffered setbacks / headwinds</u> |
| c) | (i) Generators (and fuel) (1) | 1 | Reject 'fuel' alone; reject: internet access |
| | (ii) To keep the computers running (1) when the electricity supply is disrupted (1) | 2 | |
| d) | It destroyed the (country's social and communications) infrastructure (1) | 1 | For 'infrastructure' accept as an alternative 'social / communications structure' |

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) | (i) Vão <u>para o</u> estrangeiro / exterior / Emigram (1) | 1 | Note: throughout paper, old and new spellings are acceptable. |
| | (i) Há melhores oportunidades (1) e salários mais altos (1) | 2 | Note: reject the use of 'imigrante / imigração / imigrar' the first time it is used (but accept subsequently). |
| b) | O número (de emigrantes) com menos de 29 anos (1) está a crescer (1), e o número de (emigrantes) mais velhos (1) fica constante (1) | 4 | Reject 'igual' if used alone. |
| c) | Há quase números iguais de homens e mulheres (1) | 1 | The sense of 'quase' is essential. |
| d) | Qualificações(1) | 1 | Accept: São qualificados (or similar) |
| e) | Querem crescer (1) profissionalmente (1) | 2 | |

| | | | |
|----|--|---|---|
| f) | (Uma vida de) dívidas (1) | 1 | |
| g) | A possibilidade de trabalhar num outro país (1) | 1 | The sense of 'another' is needed. Accept: ficar / ir / viver / morar |
| h) | Porque o país precisa de trabalhadores especializados (1) | 1 | The answer must convey the sense of 'need' AND 'qualified / specialist' for the one mark. Accept mention of at least two of médicos, professores, engenheiros in place of 'trabalhadores especializados'. |
| i) | É mais fácil (1) entrar no mercado de trabalho (1) | 2 | |
| j) | Podem aproveitar os empreendedores (1) para vender (produtos) (1) no estrangeiro (1) | 3 | |
| k) | O desenvolvimento do país (1) pode sofrer (1) a perda dos qualificados (1) | 3 | |

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. |

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

Task 3

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

| Question | Answer | Marks [7] | Guidance |
|----------|--|--|---|
| | <p>(a) havia um sentimento (1)</p> <p>(b) estava a ceder (1)</p> <p>(c) pressões (1)</p> <p>(d) irritava (1)</p> <p>(e) muitos (1)</p> <p>(f) em particular (1)</p> <p>(g) vanguarda (1)</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>1 mark for each correct answer</p> <p>The marks are awarded individually. No annotations are necessary.</p> |

| Question | Answer | Marks [10] | Guidance |
|----------|--------------------------------|---------------|---|
| | (a) terem mudado / mudarem (1) | 1 | <p>Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.</p> <p>(c) Must convey past tense (imperfect acceptable)</p> <p>(g) Accept: a piorar Reject: a surgir</p> <p>(i) Accept: uma pequena parcela (or similar)</p> <p>(j) Accept: a fazer (or similar)</p> |
| | (b) com (1) | 1 | |
| | (c) pararam / acabaram (1) | 1 | |
| | (d) pelo (1) | 1 | |
| | (e) mais (1) | 1 | |
| | (f) parte / partido (1) | 1 | |
| | (g) a aumentar / a crescer (1) | 1 | |
| | (h) ao (1) | 1 | |
| | (i) minoria (1) | 1 | |
| | (j) a causar (1) | 1 | |

Task 6

Taskspecific 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 |
|------------|--|---------------|--|
| (a) | (i) Com (muita) violência (1) (ii) Sem muito entusiasmo / indecisamente / sem vigor /sem interesse (or similar) (1) | 2 | Use a tick (✓) to indicate where you have awarded the marks. |
| (b) | Gastavam demais (nos eventos) (1) e não investiam / gastavam dinheiro (1) na saúde (1) e na educação (1) | 4 | Reject the idea of 'spending less' for the second mark. |
| (c) | Demolia / removia (1) casas ilegais / construídas às ocultas (1) | 2 | |
| (d) | Que identificasse / reconhecesse (1) os valores dos protestos (1) | 2 | |

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 | <ul style="list-style-type: none"> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. |
| 1 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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:

- 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.
- 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 | Guidance |
|---|--|---|---|
| 1 | Wang Xiaokang, presidente da principal empresa chinesa do setor de conservação energética e proteção ambiental | Wang Xiaokang, chairman of the leading Chinese company in the field of energy conservation and environmental protection | Accept: president / CEO Accept: business |
| 2 | visitou Macau com a confessada missão | visited Macao with a special mission | |
| 3 | de partilhar o que a China tem feito | to share what China has been doing | Accept: has done |
| 4 | em prol de atitudes e práticas amigas do meio ambiente. | to foster environmentally friendly attitudes and practices. | |
| 5 | Também questionou as autoridades macaenses sobre as suas atuais políticas ambientais. | He also questioned the authorities in Macau about their current environmental policies. | |

Total: 10 marks

| Question | Answer | Marks [6] | Guidance |
|----------|--|--------------|--|
| | | | <p>Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.</p> |
| | (a) crê / acredita / convence-se / está convencido (1) | 1 | (a) Accept: percebe |
| | (b) tornar-se / transformar-se em / virar (1) | 1 | (b) Accept: criar / construir |
| | (c) a princípio / inicialmente / no início / no começo (1) | 1 | (c) Accept: à primeira vista; Reject: em princípio |
| | (d) harmonizar / equilibrar (1) | 1 | (d) Accept: balançar / balancear |
| | (e) medidas (1) | 1 | (e): Accept: passos / arranjos / métodos / ações |
| | (f) seguir / pisar / andar (1) | 1 | (f) Accept: construir / criar / tomar Reject: fazer |

Task 9:

| Question | Answer | Marks [6] | Guidance |
|----------|--|-------------------|--|
| | <p>(a) ...que... (1)</p> <p>...mantenha... (1)</p> <p>...futuro... (1)</p> <p>...energéticas... (1)</p> <p>(b) ...seja... (1)</p> <p>...terão... (1)</p> | <p>4</p> <p>2</p> | <p>Subjunctive required; Accept: preserve / garanta</p> <p>Accept: tempo / momento / período</p> <p>Accept: energias / de energia</p> <p>Subjunctive required</p> <p>Accept: têm / necessitam / precisam</p> |

Taskspecific 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 |
|----------|--|---------------|---|
| | The following points should be included: | | |
| | (a) É difícil realizar (1) modificações ambientais / amigas do ambiente (1) em (novos) prédios (1) depois de eles serem construídos (1) | 4 | |
| | (b) Para ver se na prática (1) as políticas dariam bons resultados (1) | 2 | (b) Accept for one mark : Tem os meios financeiros |
| | (c) O trabalho poderia perder-se (1) | 1 | (c) Accept: O plano poderia ser ignorado |
| | (d) É necessário (1) que todos trabalhem em conjunto (1) | 2 | (d) Accept: É desejável (or similar) |
| | (e) A língua portuguesa / A mesma língua (1) | 1 | |

- 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.

| GRID N | RELEVANCE AND POINTS OF VIEW 10 marks AO2 |
|--------|--|
|--------|--|

| | |
|-----|--|
| 0–2 | The response to the task is likely to be very short and/or irrelevant and/or very superficial. |
|-----|--|

| GRID O | STRUCTURE AND ANALYSIS 15 marks AO2 |
|--------|--|
|--------|--|

| | |
|-----|---|
| 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 | |
|----------|--|--|--|
| 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

Notes for recording:

These two texts should be read in a natural, conversational manner, with appropriate pauses for breath and with due emphasis on appropriate words.

The mark (...) suggests a very brief pause, as in the natural flow of a conversation. A slightly longer pause for breath should come after every full stop. This is indicated with an unbracketed three dots

Task 1

Announcer: Male Brazilian

TECHNOLOGY IN EAST TIMOR

Há mais de cinco anos que alunos e professores de Timor-Leste passaram a ter Internet nas salas de aula, (...) com o projeto *Net Timor*. ...

O *Net Timor* foi resultado de uma parceria entre os governos português, brasileiro e timorense, (...) lançado há nove anos, (...) mas devido à crise política vivida em 2006 (...) acabou por registrar atrasos. ...

Ao todo (...) são onze escolas e dois centros de formação de professores (...) espalhados pelo país que agora dispõem de acesso gratuito à Internet. ...

O projeto representa um investimento superior a 126 mil euros (...) e inclui o fornecimento de computadores, geradores elétricos e combustível para garantir a continuidade dos serviços onde a rede elétrica não é contínua. ...

No entanto, Timor-Leste fica limitado em termos de acesso a tecnologias de informação e comunicações. ...

O país enfrentou longos períodos de ocupação (...) e teve que lutar pela sua independência. A violência devastou a infra-estrutura social e de comunicação.

Tarefa 2

Interviewer: Male Brazilian

Margarida Marques, socióloga: Female European Portuguese

JOVENS PORTUGUESES À PROCURA DE EMPREGO

Entrevistador

Muitos jovens portugueses estão optando cada vez mais por fazer carreira em outros países..
Mas (...) por que é que estão saindo? ... A socióloga Margarida Marques explica:

Margarida Marques:

É simples. ... É devido às melhores oportunidades e aos salários mais altos. ... Mas é interessante reconhecer o que está a passar neste novo ciclo de emigração nacional. ... Verifica-se uma tendência ao aumento da população emigrante com menos de 29 anos de idade, (...) enquanto que a taxa de emigração da população mais velha tende a manter-se constante. ...

Entrevistador:

E são mais os homens que saem? ...

Margarida Marques:

Na emigração permanente, (...) há uma quase paridade entre os dois sexos, (...) enquanto que a emigração temporária permanece essencialmente masculina. ... A emigração de trabalhadores qualificados tende a crescer mais do que a dos trabalhadores não qualificados. ...

Atualmente, (...) são sobretudo jovens quadros técnicos e científicos que procuram oportunidades de enriquecimento profissional, (...) o que também reflete a evolução do país. ... Viver e trabalhar noutro país continuará a ser um contributo importante para o seu crescimento profissional e pessoal. ...

Há também os que não querem emigrar, (...) mas o problema é que Portugal lhes oferece poucas perspetivas de ter um emprego bem remunerado. ... Sabem que no seu país natal (...) só se vive na plenitude com bastante dinheiro no bolso, (...) e quando a única solução de vida que têm é a de endividar-se, (...) isso parece empurrá-los para fora. ...

Além dos que saem por uma questão de sobrevivência, (...) há também os que saem porque a multinacional em que trabalham lhes dá a possibilidade de irem para outro país. ...

E há um conjunto de países com economias emergentes, (...) como os do continente africano, onde há muito ainda por fazer, (...) e falta mão-de-obra qualificada. ...

Entrevistador

Por ejemplo? ...

Margarida Marques

Pois claro, (...) temos o caso de Angola, (...) onde estão milhares de emigrantes portugueses, e que precisa de tudo, desde médicos a professores e engenheiros. ...

Estudos de vários países têm demonstrado que o auto-emprego (...) e o empreendedorismo migrante (...) têm facilitado acesso ao mercado de trabalho. ... Os empresários nacionais têm aproveitado os emigrantes empreendedores (...) para vender os seus produtos fora do país. ...

Entrevistador:

Há quem classifique este movimento emigratório de quadros qualificados como uma (...) "fuga de cérebros", (...) com tudo o que de negativo tal implica (...) para o desenvolvimento de Portugal. ... Você o que pensa?

Margarida Marques:

A realidade migratória é altamente dinâmica, (...) está sempre em movimento. ... Isto é extremamente positivo (...) e é bom que os portugueses sejam apreciados e reconhecidos no exterior.

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