

GCE

Portuguese

Advanced GCE **2897**

Reading and Writing 2

Mark Scheme for June 2010

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

A2 Portuguese June 2010

NB: Where applicable, answers may be written in either Brazilian Portuguese or European Portuguese.

Section A - Part 1

Tarefa 1

No.	EXPECTED ANSWER	ADDITIONAL GUIDANCE
1	Começaram a fazer filmes (1)	
2	Não exibiam muitos filmes (importados) (1) e havia pouco produto nacional (1)	Reject: <i>teve pouca expressão</i> unless alongside mention of <u>exhibition</u> of films and/or limited local <u>production</u>
3	A produção da electricidade (1) e a ajuda de muitos estrangeiros (1) que trouxeram a sua experiência à indústria (1).	
4	Porque cresceram as indústrias cinematográficas doutros países (1) OR Porque a indústria norte-americana começou a dominar o mercado (1) OR Havia dificuldades com a produção e a exibição. OR Produziam anualmente só seis filmes	
5	Apareceram artigos escritos sobre o cinema na imprensa (1)	
6	Any two from: Tentou copiar a indústria norte-americana (1) / introduziu um sistema de estrelas (1) / apareceram estúdios (1) / mudou produzido industrialmente os filmes (1) produzia dramas populares (1)	
7	Mostraram a gente pobre e os seus problemas (1)	
8	Any two of: Produziram filmes simples (1) / produziram filmes de conteúdo escandaloso (1)/deixaram de produzir filmes de qualidade (1)	Accept: deixaram de criticar (1) / (e analisar) problemas nacionais (1)

Tarefa 2

No.	EXPECTED ANSWERS	ADDITIONAL GUIDANCE
1	aparecimento (1)	Accept: chegada (1) / começo (1)
2	caracterizada por uma variedade de assuntos (1)	

Section A, Part 2: Translation

The following is a suggested translation.

PORTUGUESE	REJECT
<p>Quando a emigração se torna um pesadelo</p> <p>Cada vez mais futebolistas portugueses rumam para equipas em outros países europeus, mas são também em maior número os que voltam com histórias de salários em atraso, insultos/ ofensas e ameaças.</p> <p>‘Quando íamos jogar na capital, Bucareste, a 600 quilómetros de distância, viajavamos de avião. Se perdêssemos, o regresso era de comboio/trem. Porém, pior ainda/o que era pior, eram os quatro ou cinco meses sem salário/pagamento,’ reclama Diogo Andrade, que viveu uma época de pesadelo no UT Arad, então na primeira divisão da Roménia.</p> <p>Outro jogador, Bruno Simão, queria alertar outros colegas que estejam a pensar em emigrar.</p> <p>‘Nos primeiros tempos, correu tudo muito bem, mas a partir do momento em que a equipa desceu de divisão, tudo começou a deteriorar-se. Estivemos três meses sem receber e até éramos/fomos insultados na rua e no estádio,’ disse (ele).</p>	

Unit 2891 (Dutch), 2893 (Gujarati), 2895 (Persian), 2897 (Portuguese), 2899 (Turkish): Reading Comprehension and Translation; Topics and Texts (100 marks)

Section A: Reading Comprehension and Translation

(25 marks)

Reading comprehension: point by point mark scheme for reading comprehension):
15 marks (AO2)

accuracy of target language answers:
5 marks (AO3) [Grid 2A]

Translation: translation into target language:

- transfer of meaning: 10 marks (AO3)[Grid 2B]

- and quality of language 5 marks (AO3)[Grid 2A]

This gives a total of 15 raw marks for AO2 and 20 raw marks for AO3. The total raw mark for AO3 is then halved to give a final mark out of 25 (15 for AO2 and 10 for AO3).

Section B: Topics and Texts (75 marks)

Knowledge of topics/texts studied: 20 marks for each of two essays (AO2) [Grid 2C]

Cultural Knowledge and understanding of culture: 10 marks for each of two essays (AO4)
[Grid 2D]

Quality of language:

grammatical accuracy: 5 marks (AO3) [Grid 2E]

variety, appropriateness and range of structures and vocabulary
10 marks (AO3) [Grid 2F]

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content (Grids 2C and 2D) or language. Essays which fall significantly short of the recommended length (that is, under 200 words) should be placed in the categories Adequate or below.

Grid 2A: Accuracy of target language answers/Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Very limited structures. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind. Generally simple language, although some attempt at use of subordinate clauses and more complex sentence patterns. Still errors even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

The grammatical structures of the specification are used with a high and consistent level of accuracy. Confident and correct use of a range of structures. Shows capacity to use more complex language. Only minor errors and slips.

Grid 2B: Transfer of meaning**10 marks****0-2 Very Poor**

Very limited transfer of meaning with little rewardable language. Occasional communication.

3-4 Poor

Limited transfer of meaning with evidence of misunderstanding and glossing over of details. Communication is sometimes achieved but with little fluency, although occasionally uses appropriate vocabulary.

5-6 Adequate

Adequate transfer of meaning but with some errors of transmission. Sometimes lacks flow, but generally satisfactory use of appropriate vocabulary.

7-8 Good

Good transfer of meaning skills with some awareness of nuance and idiom. Good use of appropriate vocabulary.

9-10 Very Good

Excellent transfer of meaning showing awareness of nuance and idiom. Apt use of a wide range of vocabulary. Confident and fluent use of a wide range of complex sentence patterns and structures.

Grid 2C: Knowledge of topics/texts studied**20 marks**

As with other grids concerned with assessing AO4, it is not possible to include all possible cultural references within the scope of a single grid. The variability of topics and cultures requires refinement of these general statements to meet the specific requirements of particular questions and topic areas. Setters for this section in the different languages will indicate the specific areas of knowledge and understanding to be addressed by the general descriptors of the following grid.

Each essay is marked out of 20 on the following grid.

0-3 Very Poor

Extremely brief and/or very inadequate answer. May have great difficulty communicating at this level in the foreign language. Frequent irrelevance. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

4-7 Poor

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion.

8-11 Adequate

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Ideas generally organised in a structured way and some ability to organise into paragraphs and sequence the argument.

12-15 Good

Evidence of thought and preparation. Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

16-18 Very Good

The essay has an argument and develops a case. There is a clear line of thought. The text/topic is used and pointed to the question. There may be some limitations in scope, but the general issues pertinent to the text/topic and the question have been taken into account. Evidence of an ability to draw conclusions.

19-20 Excellent

Intelligent use of material, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. Well-balanced and coherent piece with an excellent introduction and good organisation. Ideas clearly linked and well-developed. Thoughtful evaluation and conclusions.

Grid 2D: Cultural Knowledge and Understanding of Culture**10 marks**

Each essay is marked out of 10 on the following grid.

0-2 Very Poor

Extremely brief and/or very inadequate answer. May have great difficulty communicating at this level in the foreign language. Minimal knowledge and understanding of cultural issues.

3-4 Poor

The candidate has a limited grasp of the cultural issues informing the topic. Some material but little attempt to organise it or answer the question.

5-6 Adequate

Evidence that the candidate has understood the cultural issues informing the topic presented. The work shows evidence of ability to recognise the central issues.

7-8 Good

Some ability to develop ideas and opinions about the cultural issues informing the topic, to analyse the material and draw appropriate conclusions.

9-10 Very Good

Intelligent use of material, clarity, sense of control. Clear evidence of knowledge and understanding and thoughtful evaluation of cultural issues informing the topic. Shows a degree of independent judgement.

Quality of language (AO3)

Quality of language (AO3) is assessed in Unit 2891/2893/2895/2897/2899 Section 2 by scoring each essay out of 15 according to the following Grids, 2E for Grammatical Accuracy (5 marks) and 2F for Variety, Appropriateness and Range of Structures and Vocabulary (10 marks). Adding marks from the two grids together will give a total for AO3 out of 30 which will be divided by 2 to give a mark out of 15 for overall quality of language.

Grid 2E: Grammatical Accuracy**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

1 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Oxford Cambridge and RSA Examinations

2 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

3 Good

Generally accurate. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

4 Very good

High and consistent level of accuracy. Mainly minor errors.

Grid 2F: Variety, Appropriateness and Range of Structures and Vocabulary**10 marks****0-2 Very Poor**

Very limited vocabulary. Very repetitive. Frequent anglicisms/invented words. Very limited range of structures. Only simplest sentence patterns, and those mainly incorrect.

3-4 Poor

Narrow range of vocabulary, with frequent repetition of common words. A number of anglicisms/invented words. Some attempt at use of subordinate clauses and more complex sentence patterns, but still errors even in common structures.

5-6 Adequate

Some attempt to extend range of vocabulary, but still rather repetitive. A few anglicisms/invented words. Limited range of structures but some attempt to vary sentence patterns.

7-8 Good

Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in using complex sentence patterns, though not always successful in choosing the appropriate structures.

9-10 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553