GCSE (9-1) Portuguese

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese (1PG0)

First teaching from September 2018
First certification from June 2020

Issue 2
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Original image by Mark Bolitho and Naki Kouyioumtzis

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Summary of Pearson Edexcel Level 1/2 GCSE in Portuguese Sample assessment materials

Issue 2 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 4 Writing, Foundation and Higher tiers</strong></td>
<td></td>
</tr>
<tr>
<td>The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments:</td>
<td>157 - 165</td>
</tr>
<tr>
<td>• the addition of the optional Question 2(b) on the Foundation tier paper</td>
<td>and</td>
</tr>
<tr>
<td>• an addition of 5 minutes to the length of the Foundation tier paper</td>
<td>329 - 340</td>
</tr>
<tr>
<td>• question titles appearing in English instead of the target language for both Foundation and Higher tier papers</td>
<td></td>
</tr>
</tbody>
</table>

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Portuguese is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate’s response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
SECTION A

In town

Question 1

Example

F1: Vou aos correios.

Question 1

F2: Quero comprar fruta e vegetais no mercado.

M1: Quero visitar um museu.

M2: Quero comprar alguns postais de Natal.

Giovanna’s ideal holiday

Question 2

Example

F1: Nas férias, gosto de acampar.

Question 2 Part (i)

F1: Geralmente, vou com duas amigas e minha tia.

Question 2 Part (ii)

F1: À noite, cantamos canções brasileiras famosas.

Question 2 Part (iii)

F1: As melhores férias são quando está calor o tempo todo!
Mobile phones

Question 3

Example

F1: Pedro, como usas o telemóvel?
M1: Para mim, o mais importante são as mensagens.

Question 3

M1: E tu, Cândida?
F1: Gosto de falar com amigos. Que o Joel odeia, não é?
M2: É verdade, não gosto de telefonar. Prefiro páginas de música. E tu, Pedro?
M1: Procuro páginas de desporto.

A better school

Question 4

Example

M1: O Cristiano gostaria de ter muito menos testes.

Question 4

M1: Na opinião da Elsa, as salas de aula são aborrecidas e deveriam ter mais cor. Para a Antónia, a comida da cantina não é boa o suficiente. Deveria melhorar. O Cristiano queria trabalhar em grupo mais vezes.
**My favourite band**

**Question 5**

**Question 5 Part (a)**
F1: Os «Azeitonas» são um grupo português de música rock.

**Question 5 Part (b)**
F1: O próximo concerto é em janeiro.

**Question 5 Part (c)**
F1: Tenho uma camisola com a fotografia deles.

**Question 5 Part (d)**
F1: A minha irmã também os adora.

**School trip to Rio de Janeiro**

**Question 6**

F2: Lara, para onde você vai na próxima visita escolar?


F2: E você, Eduardo, também vai, verdade?

M1: Sim. Vou visitar o monumento Cristo Redentor e à tarde irei passear na praia. Vai ser muito legal!

**Saving water**

**Example**

F1: Tome sempre banhos de chuveiro de apenas dois minutos.

**Question 7**

F1: Podemos poupar água em tudo o que fazemos. Por exemplo, ao lavar os dentes, nunca deixe a água a correr. Lave a roupa uma vez por semana. Vai ver que é suficiente. Além disso, é melhor lavar a louça à mão.
Young Brazilian people and future ambitions

Question 8

M2: Uma entrevista recente mostra que dois terços dos jovens brasileiros com 16 anos prefere trabalhar com computadores. Mais de 50% responde que prefere empresas internacionais. Quais as grandes ambições? As respostas são muitas. Alguns jovens querem ganhar muito dinheiro. Outros querem viajar e conhecer outras culturas.

The Cultural Centre of Belém

Question 9

Example

F1: O Centro Cultural de Belém, ou CCB, está aberto todos os dias até às 20 horas.

Question 9

F1: Neste centro cultural, há muitos tipos de espetáculos, nacionais e internacionais. O melhor para o visitante é ir de autocarro ou de comboio. Não há muitos lugares para estacionar. Se gosta de teatro, dança ou música, pode comprar os bilhetes tanto na bilheteira como online. É mais barato comprar um bilhete para toda a família. Também se podem adquirir bilhetes para todo o ano. As galerias de arte são grátis às segundas.

School exchanges

Question 10

F2: Quero fazer um intercâmbio na Áustria porque poderei praticar a língua. Estudo alemão na escola há já 2 anos. Agora, quero usá-lo.

M1: Bem pensado! Aprendemos muito em contacto com outros povos, não é? Eu queria trabalhar ao mesmo tempo… tomar conta de crianças, por exemplo. Seria ótimo!

F2: Sim, é verdade. O meu irmão está em Itália com uma família e toma conta dos animais de estimação deles.

M1: Excelente! Amanhã vou perguntar na escola o que tenho de fazer para ir no próximo intercâmbio. Estou interessado num país europeu.
Edgar's contribution

Question 11

Example

M2: Olá! Chamo-me Edgar e sou angolano. Sempre gostei de ajudar os outros. Faz-nos ver a vida com outros olhos.

Question 11

M2: Sou voluntário no CACAJ que é um centro de acolhimento que abriga cerca de 130 crianças em Luanda. Esta organização humanitária é muito importante porque há muitas crianças sem abrigo nesta cidade. Ontem, o centro recebeu uma menina de 8 anos que tinha estado na rua sem comer durante três dias. Foi maravilhoso vê-la hoje de manhã a sorrir e a brincar com os outros. Voltei para casa feliz.

Mia Couto

Question 12

F2: Mia Couto nasceu em 1955 na cidade da Beira, a segunda maior cidade moçambicana. Com 16 anos, foi com a família viver para a capital, onde começou a estudar na universidade. No entanto, não terminou os estudos porque começou a trabalhar como jornalista, a sua profissão durante alguns anos. Os seus livros podem ser lidos em muitos países.
SECTION B
A rotina diária em família

Question 13

Example

F1: Me levanto sempre antes de todos. Eles se levantam às sete.

Question 13

F1: De manhã, meu irmão não conversa muito, quase nem diz «bom dia». Meu pai, que é sempre o primeiro a se despachar, põe a mesa do café da manhã. Minha mãe faz sumo para mim e chá para meu irmão. Entretanto, ligamos a rádio para saber o que acontece no mundo. Vou para a escola a pé pois fica perto.

O primeiro emprego

Question 14

Example

M2: O primeiro emprego é sempre complicado porque não temos experiência.

Question 14

M2: É importante levar roupa e calçado confortáveis, porque podemos ter um dia muito longo e cansativo. Além disso, um escritório nem sempre é um local cómodo, onde nos sentimos bem. Devem procurar chegar sempre a horas! Ninguém acha bem se entrarem às 10, quando deveriam estar lá às 9! Lembrem-se de que só é possível conversar com os colegas nos intervalos ao beber o café. Finalmente, fazer sempre o que o chefe manda. É mais simples seguir o que ele diz, principalmente numa fase em que ainda precisamos de ajuda.
Instructions

• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• Answer all questions in Sections A and B.
• Questions in Section A are set in English.
• Questions in Section B are set in Portuguese.
• Answer the questions in the spaces provided – there may be more space than you need.
• You must not use a dictionary.

Information

• You have 5 minutes to read through the paper before the first extract starts.
• You may make notes during these 5 minutes.
• You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
• The total mark for this paper is 50.
• The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Advice

• Read each question carefully before you start to answer it.
• Try to answer every question.
• Check your answers if you have time at the end.
Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Portuguese.
- Answer the questions in the spaces provided
  - *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  - *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ⧫. If you change your mind about an answer, put a line through the box ⧫ and then mark your new answer with a cross ⧫.

SECTION A

In town

1. What do these people want to do?

Listen to the recording and put a cross ⧫ in each one of the three correct boxes.

<table>
<thead>
<tr>
<th></th>
<th>Example</th>
<th>go to the post office</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>A</td>
<td>have a meal</td>
</tr>
<tr>
<td>☐</td>
<td>B</td>
<td>buy a new coat</td>
</tr>
<tr>
<td>☐</td>
<td>C</td>
<td>go to the market</td>
</tr>
<tr>
<td>☐</td>
<td>D</td>
<td>go to the cinema</td>
</tr>
<tr>
<td>☐</td>
<td>E</td>
<td>go to the bank</td>
</tr>
<tr>
<td>☐</td>
<td>F</td>
<td>visit a museum</td>
</tr>
<tr>
<td>☐</td>
<td>G</td>
<td>buy Christmas cards</td>
</tr>
</tbody>
</table>

(Total for Question 1 = 3 marks)
Giovanna’s ideal holiday

2 Giovanna talks to a local Brazilian radio programme about her ideal holiday.

What does she say?

Listen to the recording and complete these statements by putting a cross \(\checkmark\) in the correct box for each question.

**Example:** Giovanna prefers…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>youth hostels.</td>
</tr>
<tr>
<td>B</td>
<td>camping.</td>
</tr>
<tr>
<td>C</td>
<td>hotels.</td>
</tr>
<tr>
<td>D</td>
<td>staying with a family.</td>
</tr>
</tbody>
</table>

(i) She usually goes with her…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>brother.</td>
</tr>
<tr>
<td>B</td>
<td>parents.</td>
</tr>
<tr>
<td>C</td>
<td>sister.</td>
</tr>
<tr>
<td>D</td>
<td>aunt.</td>
</tr>
</tbody>
</table>

(ii) In the evening they…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>chat.</td>
</tr>
<tr>
<td>B</td>
<td>play games.</td>
</tr>
<tr>
<td>C</td>
<td>sing songs.</td>
</tr>
<tr>
<td>D</td>
<td>dance.</td>
</tr>
</tbody>
</table>

(iii) On holiday, the most important thing for Giovanna is the…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>company.</td>
</tr>
<tr>
<td>B</td>
<td>price.</td>
</tr>
<tr>
<td>C</td>
<td>weather.</td>
</tr>
<tr>
<td>D</td>
<td>location.</td>
</tr>
</tbody>
</table>

(Total for Question 2 = 3 marks)
Mobile phones

3 In the school break, three Portuguese friends are talking about how they use their mobile phones. What do they say? Listen to the recording and put a cross \( \Box \) next to each one of the three correct statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Cândida</th>
<th>Joel</th>
<th>Pedro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example I send text messages</td>
<td>□</td>
<td>□</td>
<td>( \Box )</td>
</tr>
<tr>
<td>A I take pictures</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>B I do online shopping</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>C I talk with my friends</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>D I look at music sites</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>E I watch films</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>F I like sports sites</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>G I book tickets</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

(Total for Question 3 = 3 marks)
A better school

4 Renato is reporting on a school council meeting and sharing the results of the recent survey about what makes a better school.

Listen to the recording and put a cross ✓ next to each one of the three correct statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Elsa</th>
<th>Antónia</th>
<th>Cristiano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fewer tests</td>
<td>□</td>
<td>□</td>
<td>✓</td>
</tr>
<tr>
<td>A longer breaks</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>B more colourful classrooms</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>C bigger classrooms</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>D more comfortable chairs</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>E less homework</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>F better food in the canteen</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>G more group work</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

(Total for Question 4 = 3 marks)
My favourite band

5 Paula is talking about her favourite band. What does she tell you?

Listen to the recording and answer the following questions in English.

(a) What kind of music do the ‘Azeitonas’ play? (1)

(b) Why is January mentioned? (1)

(c) What souvenir of the ‘Azeitonas’ does Paula have? (1)

(d) Who else is a fan of this band? (1)

(Total for Question 5 = 4 marks)
School trip to Rio de Janeiro

6 You are listening to an interview of Lara and Eduardo, who are talking about their future school trip to Rio de Janeiro.

What will they do?

Complete the sentences. Use the correct word or phrase from the box.

- go shopping
- go sightseeing
- take photos
- eat ice cream
- visit museums
- buy souvenirs
- taste local food
- go for a walk

(a) Lara will ............................................................... and ............................................................... .  

(b) Eduardo will ............................................................... and ............................................................... .

(Total for Question 6 = 3 marks)
Saving water

7 You are watching a Portuguese TV advert reminding people to save water.

How can people save water?

Listen to the recording and put a cross \( \checkmark \) in each one of the three correct boxes.

<table>
<thead>
<tr>
<th></th>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>have quick showers</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A</strong> remember to turn the taps off</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B</strong> brush your teeth quickly</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong> wash clothes once a week</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>D</strong> avoid using hot water</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>E</strong> do the washing up by hand</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>F</strong> only put the dishwasher on when it is full</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>G</strong> have a smaller bath tub</td>
<td></td>
</tr>
</tbody>
</table>

(Total for Question 7 = 3 marks)
You hear this radio news report on what 16 year-olds in Brazil want to do in the future.

Listen to the report and answer the following questions in **English**.

(a) How many young people prefer working with computers?  

(b) What do we learn about 50% of young Brazilians?  

(c) According to the report, what ambitions do young Brazilians have?  
   Give one example.

(Total for Question 8 = 3 marks)
The Cultural Centre of Belém

9 You hear this advert on the radio about the Cultural Centre of Belém.

Listen to the recording and complete the sentences by putting a cross in the correct box for each question.

Example: The Cultural Centre of Belém is open…

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>after 8 p.m.</td>
<td>until 8 p.m.</td>
<td>from 7 a.m. to 6 p.m.</td>
<td>24 hours.</td>
</tr>
</tbody>
</table>

(i) In the centre there are…

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mostly free shows.</td>
<td>only international shows.</td>
<td>very few national shows.</td>
<td>different kinds of shows.</td>
</tr>
</tbody>
</table>

(ii) It is a good idea to…

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>arrive early.</td>
<td>take public transport.</td>
<td>take a camera.</td>
<td>park closeby.</td>
</tr>
</tbody>
</table>

(iii) It is cheaper to buy tickets…

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>online.</td>
<td>at the ticket office.</td>
<td>for the whole family.</td>
<td>in advance.</td>
</tr>
</tbody>
</table>

(Total for Question 9 = 4 marks)
(iv) Monday is a good day to visit the art galleries because there is free…

- [ ] A entrance.
- [ ] B parking.
- [ ] C transport.
- [ ] D food.

(Total for Question 9 = 4 marks)
School exchanges

10 In a Portuguese TV talk show you hear two students, Paulo and Filipa, talking about exchange experiences abroad.

Listen to the conversation and answer the following questions in English.

(a) Why does Filipa want to go to Austria?

(b) What does Paulo want to do during the school exchange?

(c) What is Filipa's brother doing in Italy?

(d) What will Paulo find out about tomorrow?

(Total for Question 10 = 4 marks)
Edgar’s contribution

11 Edgar is from Luanda and helps in a charity in Angola.

What does he say in his YouTube video?

Listen to the recording and put a cross ☒ in each one of the three correct boxes.

| ☒ | Example | you see life differently |
| ☐ | A       | you have to be strong    |
| ☐ | B       | Luanda has too many people|
| ☐ | C       | many children are homeless|
| ☐ | D       | there are not enough homes|
| ☐ | E       | a child was hungry        |
| ☐ | F       | a girl was scared         |
| ☐ | G       | a smile makes you happy    |

(Total for Question 11 = 3 marks)
Mia Couto

12 You hear this podcast about the Mozambican writer, Mia Couto.

Listen to the report and answer the following questions **in English**.

(a) What do we learn about Beira? Give one detail.

(b) What happened when Mia was 16? Give one detail.

(c) What was the reason Mia did not finish his studies?

(d) How do we know that Mia is a successful writer?

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS
You hear this podcast about the Mozambican writer, Mia Couto. Listen to the report and answer the following questions in English.

(a) What do we learn about Beira? Give one detail.

..........................................................................................................................
..........................................................................................................................

(b) What happened when Mia was 16? Give one detail.

..........................................................................................................................
..........................................................................................................................

(c) What was the reason Mia did not finish his studies?

..........................................................................................................................
..........................................................................................................................

(d) How do we know that Mia is a successful writer?

..........................................................................................................................
..........................................................................................................................

(Total for Question 12 = 4 marks)

SECTION B
A rotina diária em família

13 Num programa de televisão matinal, a Bruna fala sobre a rotina diária em família.

O que é que ela diz?

Complete cada uma das frases com as palavras da caixa. Nem todas as palavras deverão ser utilizadas.

música levanta pacífico notícias
prepara longe sandes vestir-se
bebidas perto levantar-se falador

_Exemplo:_ A Bruna é a primeira a levantar-se.

(a) O irmão da Bruna não é muito .................................................. .

(b) O pai ................................................................. a mesa.

(c) A mãe faz as ................................................................. .

(d) À mesa, ouvem ................................................................. .

(e) A escola da Bruna não é ................................................................. .

(Total for Question 13 = 5 marks)
O primeiro emprego

14 O Mário tem um vídeo no YouTube onde dá alguns conselhos sobre o que fazer no primeiro emprego.

Que conselhos dá? Complete as frases, usando uma das seguintes palavras: prático, difícil, correto e fácil.

Cada palavra pode ser usada várias vezes.

**Exemplo:** A falta de experiência pode ser dificil.

(a) O que se veste para ir trabalhar deve ser .......................... .

(b) O local de trabalho pode nem sempre ser .......................... .

(c) Não é .......................... chegar atrasado.

(d) Conversar sem ser no intervalo é .......................... .

(e) É sempre mais .......................... fazer o que o chefe diz.

(Total for Question 14 = 5 marks)
O primeiro emprego

O Mário tem um vídeo no YouTube onde dá alguns conselhos sobre o que fazer no primeiro emprego.

Que conselhos dá? Complete as frases, usando uma das seguintes palavras: prático, difícil, correto e fácil.

Exemplo:
A falta de experiência pode ser dificil.

(a) O que se veste para ir trabalhar deve ser prática.
(b) O local de trabalho pode nem sempre ser fácil.
(c) Não é correto chegar atrasado.
(d) Conversar sem ser no intervalo é difícil.
(e) É sempre mais fácil fazer o que o chefe diz.

Total for Question 14 = 5 marks
<table>
<thead>
<tr>
<th>Question number</th>
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<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (Cristiano)</td>
<td>G</td>
<td></td>
<td>(1)</td>
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</tbody>
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<table>
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<th>Answer</th>
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<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>5(a)</td>
<td>rock music</td>
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</tr>
<tr>
<td>5(b)</td>
<td>(it is when) the next concert is/takes place</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>5(c)</td>
<td>a sweater (with their photo on)</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>5(d)</td>
<td>(her) sister</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>6(a)</td>
<td>visit museums</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>6(b)</td>
<td>go sightseeing (1) go for a walk (1)</td>
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<td>(2)</td>
</tr>
<tr>
<td>7</td>
<td>A, C, E</td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>8(a)</td>
<td>two thirds</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)</td>
<td>they prefer international companies</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>8(c)</td>
<td>Any one of the following: earn a lot of money (1) travel (1) get to know other cultures (1)</td>
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<td>(1)</td>
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<td>Question number</td>
<td>Answer</td>
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<tr>
<td>9(i)</td>
<td>D</td>
<td>(1)</td>
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<tr>
<td>9(ii)</td>
<td>B</td>
<td>(1)</td>
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<tr>
<td>9(iii)</td>
<td>C</td>
<td>(1)</td>
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</tr>
<tr>
<td>9(iv)</td>
<td>A</td>
<td>(1)</td>
<td></td>
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<tr>
<td>10(a)</td>
<td>practise/use the (German) language (1)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>10(b)</td>
<td>Any one of the following: to work (1) to take care of/babysit/look after children (1)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>10(c)</td>
<td>takes care of/looks after pets (of the family he’s staying with)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>10(d)</td>
<td>what (he needs/has) to do (to go on the next exchange)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>C, E, G</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>12(a)</td>
<td>Any one of the following: Mia Couto was born there (1) the second largest city (in Mozambique) (1)</td>
<td>(1)</td>
<td></td>
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<tr>
<td>12(b)</td>
<td>Any one of the following: he moved to the capital city (with his family) (1) he started studying (at the university) (1) he went to university (1)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
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<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>12(c)</td>
<td>(because of) work/(because) he started working (as a journalist)</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>12(d)</td>
<td>his books are/can be read in many countries</td>
<td>he has many books</td>
<td>(1)</td>
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</tbody>
</table>

**SECTION B**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>13(a)</td>
<td>falador</td>
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<tr>
<td>13(b)</td>
<td>prepara</td>
<td>(1)</td>
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<tr>
<td>13(c)</td>
<td>bebidas</td>
<td>(1)</td>
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<td>13(d)</td>
<td>noticias</td>
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<td>13(e)</td>
<td>longe</td>
<td>(1)</td>
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<td>14(a)</td>
<td>práctico</td>
<td>(1)</td>
</tr>
<tr>
<td>14(b)</td>
<td>práctico</td>
<td>(1)</td>
</tr>
<tr>
<td>14(c)</td>
<td>correto</td>
<td>(1)</td>
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<tr>
<td>14(d)</td>
<td>difícil</td>
<td>(1)</td>
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<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>14(e)</td>
<td>fácil</td>
<td>(1)</td>
</tr>
</tbody>
</table>
You do not need any other materials.

Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time
General instructions to the teacher

You do not need any other materials.

Sample assessment material for first teaching
September 2018

Time: 19 to 21 minutes (total), which includes
12 minutes’ preparation time
General instructions to the teacher conducting the assessment

- The examination is made up of three tasks.
- The tasks must be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes’ preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used only to study the stimuli provided. It is not to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover both Task 1 and Task 2. Candidates must not read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 only.
- Candidates must not write on the stimuli.
- Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but before starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher’s responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the Sequencing grid provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.
Task 1: Role play

• The role play is recommended to last between one to one-and-a-half minutes.
• The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
• The set questions and comments must be asked as they are presented.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

• The picture-based task is recommended to last between two-and-a-half to three minutes.
• The purpose of the picture-based task is to assess communication though exchanging opinions, providing descriptions, and narrating events.
• The set questions and comments must be asked as they are presented.
• There must be no rephrasing. The questions may be repeated but no more than twice.
• The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in two parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.
Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.

- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.

- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.

- This topic must be selected by the candidate no later than two weeks before the date of assessment.

- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.

- Part 2 must cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.

- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.

- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.
GCSE Portuguese Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

**Candidate 1** Foundation tier
- Role play FR3
- Picture card FP8
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid
2nd candidate: Candidate 3 grid
3rd candidate: Candidate 4 grid
4th candidate: Candidate 5 grid
5th candidate: Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

**Themes:**
- Theme 1 – Identity and culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension
## Sample sequencing grid

<table>
<thead>
<tr>
<th>Candidate Order</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Candidate Selection*</th>
<th>Task 3</th>
<th>Teacher Selection</th>
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<tbody>
<tr>
<td>Pearson Allocated</td>
<td>Pearson Allocated</td>
<td>Conversation 1</td>
<td>Conversation 2</td>
<td></td>
<td></td>
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<tr>
<td><strong>Role Play</strong></td>
<td><strong>Picture Based</strong></td>
<td><strong>Share</strong></td>
<td><strong>Done</strong></td>
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<td>Theme 3</td>
<td>Theme 1 OR Theme 4</td>
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<td>FP1 (Theme 1)</td>
<td>Theme 4</td>
<td>Theme 3 OR Theme 5</td>
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<td>Theme 5</td>
<td></td>
<td></td>
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</tbody>
</table>

* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, i.e. column ‘Candidate Selection.’
The examination is made up of three tasks: one role play, one picture-based task and a conversation.

You have 12 minutes in total to prepare for the role play and the picture-based task.

Do not make notes on this stimulus card.

Dictionaries and other resources are not allowed at any time.

You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.

You must hand in your notes before completing the final task (conversation).

You may ask for questions to be repeated.

You must not read out whole, prepared sentences in answer to questions.
Instructions

- The examination is made up of three tasks: one role play, one picture-based task, and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR1

Topic: Who am I?

Instructions to candidates

You are at your Portuguese friend's home and are making plans for the day. The teacher will play the role of your friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

Está na casa do seu amigo português em Coimbra e falam sobre onde gostariam de ir hoje.

1. Preferência para a visita – onde
2. Preferência para a visita – razão
3. !
4. Preferência para o almoço – o quê
5. ? Meio de transporte
You are at your Portuguese friend's home and are making plans for the day. The teacher will play the role of your friend and will speak first. Use appropriate language for an informal conversation. You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task
Éstá na casa do seu amigo português em Coimbra e falam sobre onde gostariam de ir hoje.

1. Preferência para a visita – onde
2. Preferência para a visita – razão
3. !
4. Preferência para o almoço – o quê
5. ?

Meio de transporte

Instructions
- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS FR1

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

_Ésta na casa do seu amigo português em Coimbra e falam sobre onde gostariam de ir hoje._

<p>| | |</p>
<table>
<thead>
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</table>
| 1 | _O que vamos fazer hoje de manhã?_
|   | Allow the candidate to say where s/he would like to go today. |
| 2 | _Porque é que quer ir lá?_
|   | Allow the candidate to say why s/he wants to go there. |
| 3 | _Então qual é a melhor hora para sairmos?_
|   | Allow the candidate to say at what time s/he would like to set off. |
| 4 | _O que vamos fazer para o almoço?_
|   | Allow the candidate to say what s/he would like to do for lunch.  
|   | _Está bem._ |
| 5 | _?_
|   | Allow the candidate to ask you how you are getting there.  
|   | _Give an appropriate brief response._ |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
You are talking to your Brazilian friend about your plans for a concert this evening. The teacher will play the part of your friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

Where you see - ? - you must ask a question.

Where you see - ! - you must respond to something you have not prepared.

**Task**

**Está em casa de uma amiga brasileira no Rio de Janeiro e estão a fazer planos para ir a um concerto esta noite.**

1. Concerto – hora (partida)
2. !
3. Música preferida – razão
4. Planos – depois do concerto
5. ? Planos – amanhã
You are talking to your Brazilian friend about your plans for a concert this evening. The teacher will play the part of your friend and will speak first. Use appropriate language for an informal conversation. You will talk to the teacher using the five prompts below.

Where you see ‘?’ - you must ask a question.
Where you see ‘!’ - you must respond to something you have not prepared.

Task
Está em casa de uma amiga brasileira no Rio de Janeiro e estão a fazer planos para ir a um concerto esta noite.

1. Concerto – hora (partida)
2. !
3. Música preferida – razão
4. Planos – depois do concerto
5. ?

Planos – amanhã

Instructions
• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS FR2

Topic: Cultural life

Instructions to teacher

• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está em casa de uma amiga brasileira no Rio de Janeiro e estão a fazer planos para ir a um concerto esta noite.

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
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</table>
| 1 | **Olá. Qual é a melhor hora para sairmos?**  
  | Allow the candidate to say what time s/he wishes to leave for the concert. |
| 2 | **Com que frequência vai a concertos?**  
  | Allow the candidate to say how often s/he goes to concerts. |
| 3 | **Qual é a sua música favorita e porquê?**  
  | Allow the candidate to say what his/her favourite music is and why. |
| 4 | **O que é que gostaria de fazer depois do concerto?**  
  | Allow the candidate to say what s/he wants to do after the concert.  
  | **OK.** |
| 5 | **?**  
  | Allow the candidate to ask you what your plans are for tomorrow.  
  | *Give an appropriate brief response.* |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to candidates

You are in a tourist information office in Praia, the capital of Cabo Verde, with your family. The teacher will play the role of an employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

Você está na cidade da Praia, em Cabo Verde, onde vai passar duas semanas de férias. No aeroporto, vê um centro de turismo e entra. Dirige-se ao funcionário.

1. Transporte para o hotel
2. Alojamento na cidade – onde
3. !
4. Nesta cidade – razão
5. ? Mapa – pedido
You are in a tourist information office in Praia, the capital of Cabo Verde, with your family. The teacher will play the role of an employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- **Where you see **?** - you must ask a question.**
- **Where you see **!** - you must respond to something you have not prepared.**

**Task**

Você está na cidade da Praia, em Cabo Verde, onde vai passar duas semanas de férias. No aeroporto, vê um centro de turismo e entra. Dirige-se ao funcionário.

1. **Transporte para o hotel**
2. **Alojamento na cidade** – onde
3. 
4. **Nesta cidade** – razão
5. **Mapa** – pedido

**Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
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<td><strong>STIMULUS FR3</strong></td>
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<tr>
<td><strong>Topic:</strong> Travel and tourist transactions</td>
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<tr>
<td><strong>Instructions to teacher</strong></td>
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<tr>
<td>• Use appropriate language for an informal conversation.</td>
<td></td>
</tr>
<tr>
<td>• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.</td>
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<tr>
<td><strong>Begin the role play with the following introduction.</strong></td>
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<tr>
<td><strong>Você está na cidade da Praia, em Cabo Verde, onde vai passar duas semanas de férias. No aeroporto, vé um centro de turismo e entra. Dirige-se ao funcionário.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | **Como posso ajudar?**  
Allow the candidate to say how s/he wants to get to the hotel. |
| 2 | **Onde é que vai ficar na cidade?**  
Allow the candidate to say where s/he is staying.  
**Give an appropriate brief response.** |
| 3 | **Que tipo de atividades gosta normalmente de fazer nas férias?**  
Allow the candidate to say what type of activity s/he likes to do on holiday.  
**Give an appropriate brief response.** |
| 4 | **Porque é que está nesta cidade?**  
Allow the candidate to say why s/he is in this town.  
**OK.** |
| 5 | ?  
Allow the candidate to ask for a map.  
**Give an appropriate brief response.** |
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR4

Topic: Holidays

Instructions to candidates

You are visiting a local gym while on holiday in Portugal and would like to book some activities. The teacher will play the role of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está a visitar um ginásio local durante as férias no Algarve e gostaria de marcar algumas atividades.

1. Atividade – qual
2. Atividade – razão
3. !
4. Instrutor – descrição
5. ? Instrutor – nome
You are visiting a local gym while on holiday in Portugal and would like to book some activities. The teacher will play the role of the receptionist and will speak first. Use appropriate language for a formal conversation. You will talk to the teacher using the five prompts below.

• Where you see - you must ask a question.
• Where you see - you must respond to something you have not prepared.

Task
Você está a visitar um ginásio local durante as férias no Algarve e gostaria de marcar algumas atividades.

1. Atividade – qual
2. Atividade – razão
3. !
4. Instrutor – descrição
5. ?

Instructions
• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

You do not need any other materials.
STIMULUS FR4

Topic: Holidays

Instructions to teacher

• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está a visitar um ginásio local durante as férias no Algarve e gostaria de marcar algumas atividades.

<p>| | |</p>
<table>
<thead>
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</table>
| 1 | Posso ajudar?  
Allow the candidate to say which activity s/he wants to do. |
| 2 | Porque é que está interessado nesta atividade?  
Allow the candidate to say why s/he wants to do this activity. |
| 3 | Com que frequência quer ter aulas?  
Allow the candidate to say how often s/he wishes to have a lesson. |
| 4 | Que tipo de instrutor gostaria de ter?  
Allow the candidate to describe the type of sports coach s/he would like.  
*Está bem, temos um instrutor adequado para si.* |
| 5 | ?  
Allow the candidate to ask you the name of the sports coach.  
*Give an appropriate brief response.* |
Instructions to the teacher:

• Use appropriate language for an informal conversation.

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

• Begin the role play with the following introduction.

Você está a visitar um ginásio local durante as férias no Algarve e gostaria de marcar algumas atividades.

1. Posso ajudar?

Allow the candidate to say which activity s/he wants to do.

2. Porque é que está interessado nesta atividade?

Allow the candidate to say why s/he wants to do this activity.

3. Com que frequência quer ter aulas?

Allow the candidate to say how often s/he wishes to have a lesson.

4. Que tipo de instrutor gostaria de ter?

Allow the candidate to describe the type of sports coach s/he would like.

Está bem, temos um instrutor adequado para si.

5. ?

Allow the candidate to ask you the name of the sports coach.

Give an appropriate brief response.
Instructions to candidates

You are telephoning a hotel in Brazil to book accommodation for your family. The teacher will play the part of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Telefona para um hotel em São Paulo, uma cidade no Brasil, para reservar alguns quartos para a sua família. O rececionista do hotel atende o telefone.

1. Reserva – número de quartos
2. Quartos – tipo
3. !
4. Serviços do hotel – informação
5. ? Café da manhã – preço
You are telephoning a hotel in Brazil to book accommodation for your family. The teacher will play the part of the receptionist and will speak first.

Use appropriate language for a formal conversation. You will talk to the teacher using the five prompts below.

• Where you see - you must ask a question.
• Where you see - you must respond to something you have not prepared.

Task
Telefona para um hotel em São Paulo, uma cidade no Brasil, para reservar alguns quartos para a sua família. O rececionista do hotel atende o telefone.

1. Reserva – número de quartos
2. Quartos – tipo
3. !
4. Serviços do hotel – informação
5. ?

Café da manhã – preço

Instructions
• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to teacher

• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

_Telefona para um hotel em São Paulo, uma cidade no Brasil, para reservar alguns quartos para a sua família. O rececionista do hotel atende o telefone._

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1** | **Olá. Hotel Real Parque. Como posso ajudar?**  
Allow the candidate to say how many rooms s/he wants. |
| **2** | **Que tipo de quartos deseja?**  
Allow the candidate to say which type of room s/he wants. |
| **3** | **Qual é a sua data de chegada?**  
Allow the candidate to provide the arrival date. |
| **4** | **O que é que gostaria de saber sobre os serviços do nosso hotel?**  
Allow the candidate to say what s/he would like to know about the hotel facilities.  
_Give an appropriate brief response._ |
| **5** | **?**  
Allow the candidate to ask the price of breakfast.  
_Give an appropriate brief response._ |
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Sample assessment material for first teaching
September 2018

Time: 19 to 21 minutes (total), which includes
12 minutes’ preparation time

Foundation tier

You do not need any other materials.

Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR6

Topic: School activities

Instructions to candidates

You are in your school talking to your Mozambican exchange partner about a school trip your school is organising. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

Está a conversar com a sua colega moçambicana do intercâmbio sobre uma visita escolar à sua cidade em que vão participar.

1. Viagem – quando
2. Viagem – durante quanto tempo
3. 
4. Visitas escolares – opinião
5. ? Visitas escolares – com que frequência
Task

Está a conversar com a sua colega moçambicana do intercâmbio sobre uma visita escolar à sua cidade em que vão participar.

1. Viagem – quando
2. Viagem – durante quanto tempo
3. Visitas escolares – opinião
4. Visitas escolares – com que frequência

Instructions

• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS FR6

Topic: School activities

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

_Éstá a conversar com a sua colega moçambicana do intercâmbio sobre uma visita escolar à sua cidade em que vão participar._

<table>
<thead>
<tr>
<th></th>
<th><strong>Vamos fazer uma viagem com a sua escola?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allow the candidate to say when the trip is.</td>
</tr>
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</table>

<table>
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<th></th>
<th><strong>A viagem dura quanto tempo?</strong></th>
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<tr>
<td>2</td>
<td>Allow the candidate to say how long the trip lasts.</td>
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<tr>
<th></th>
<th><strong>Onde é que nos vamos encontrar?</strong></th>
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<tr>
<td>3</td>
<td>Allow the candidate to say where to meet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>O que é que pensa sobre as visitas escolares?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Allow the candidate to give his/her opinion of school trips.</td>
</tr>
</tbody>
</table>

*Give an appropriate brief response.*

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<tbody>
<tr>
<td>5</td>
<td><strong>?</strong></td>
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</tbody>
</table>

*Give an appropriate brief response.*

Allow the candidate to ask how often you go on school trips.

*Give an appropriate brief response.*
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
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- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Instructions to candidates

You are talking to a Portuguese friend about school. The teacher will play the part of your Portuguese friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está em casa de um amigo português, em Lisboa. Estão a conversar sobre a escola dele.

1. Aulas – início
2. Disciplina favorita – razão
3. !
4. Intervalos – atividades
5. ? Matemática – por semana
Portuguese
Paper 2: Speaking in Portuguese
Task 1: Role play
Instructions to the teacher

Foundation tier

You do not need any other materials.

Instructions

• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS FR7

Topic: What school is like

Instructions to teacher

• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está em casa de um amigo português, em Lisboa. Estão a conversar sobre a escola dele.

1. **Eu começo as aulas à 1:30. E tu?**
   Allow the candidate to say what time his/her classes start.

2. **Qual é a tua disciplina favorita e porquê?**
   Allow the candidate to say what his/her favourite subject is and why.

3. **Fala-me do professor que mais gostas na tua escola.**
   Allow the candidate to describe his/her favourite teacher.

4. **O que é que fazes nos intervalos?**
   Allow the candidate to say what s/he does during break time.
   **Certo.**

5. **?**
   Allow the candidate to ask how often you have Maths lessons each week.
   *Give an appropriate brief response.*
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR8

Topic: Ambitions

Instructions to candidates

You would like to volunteer at a youth centre in the south of London. The teacher will play the role of a youth worker and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

Você gostaria de ajudar num centro de juventude no sul de Londres que acolhe muitos jovens falantes de português. Entra no centro e dirige-se ao funcionário.

1. Trabalho – tipo procurado
2. Trabalho voluntário – razão
3. !
4. Pontos fortes – quais
5. ? Início – quando
You would like to volunteer at a youth centre in the south of London. The teacher will play the role of a youth worker and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see – you must ask a question.
• Where you see – you must respond to something you have not prepared.

Task
Você gostaria de ajudar num centro de juventude no sul de Londres que acolhe muitos jovens falantes de português. Entra no centro e dirige-se ao funcionário.

1. Trabalho – tipo procurado
2. Trabalho voluntário – razão
3. !
4. Pontos fortes – quais
5. ?

Início – quando

Instructions
• You should open the role play with the introduction provided.
• The role play is recommended to last between one to one-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS FR8
Topic: Ambitions

Instructions to teacher
• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você gostaria de ajudar num centro de juventude no sul de Londres que acolhe muitos jovens falantes de português. Entra no centro e dirige-se ao funcionário.

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<tbody>
<tr>
<td>1</td>
<td>Olá. Como posso ajudar?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what kind of work s/he is looking for.</td>
</tr>
<tr>
<td>2</td>
<td>Porque é que quer fazer trabalho voluntário?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say why s/he is interested in voluntary work.</td>
</tr>
<tr>
<td>3</td>
<td>Durante a semana, em que dias pode trabalhar no centro?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to state his/her availability.</td>
</tr>
<tr>
<td></td>
<td>Ótimo!</td>
</tr>
<tr>
<td>4</td>
<td>Quais os seus pontos fortes para ajudar no centro?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to describe his/her strengths.</td>
</tr>
<tr>
<td></td>
<td>Está bem.</td>
</tr>
<tr>
<td>5</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask when s/he can start work.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
You want to register for a Portuguese language course at a language institute in Manchester. The teacher will play the role of the course administrator and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

1. Where you see - ? - you must ask a question.
2. Where you see - ! - you must respond to something you have not prepared.

Task

Você quer aprender Português num instituto de línguas em Manchester. Vai falar com a responsável.

1. Instituto de língua – porquê
2. Curso – duração
3. !
4. Português – uso futuro
5. ? Professor – de onde
You want to register for a Portuguese language course at a language institute in Manchester. The teacher will play the role of the course administrator and will speak first. Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see _- _ you must ask a question.
- Where you see _! _ you must respond to something you have not prepared.

**Task**

Você quer aprender Português num instituto de línguas em Manchester. Vai falar com a responsável.

1. Instituto de língua – porquê
2. Curso – duração
3. !
4. Português – uso futuro
5. ?

Professor – de onde

**Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS FR9

Topic: Ambitions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você quer aprender Português num instituto de línguas em Manchester. Vai falar com a responsável.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | Olá. Posso ajudar?  
Allow the candidate to say why s/he has come to the language institute. |
| 2 | Durante quanto tempo gostaria de estudar aqui?  
Allow the candidate to say how long s/he would like to study. |
| 3 | O que é que gosta de estudar em Português?  
Allow the candidate to say what s/he likes about studying Portuguese. |
| 4 | O que é que gostaria de fazer com o que vai aprender no curso?  
Allow the candidate to tell you what s/he would like to do with his/her Portuguese.  
Muito bem. |
| 5 | ?  
Allow the candidate to ask where the teacher is from.  
Give an appropriate brief response. |
Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2018

Time: 19 to 21 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
A local hotel attracts lots of tourists from Portuguese-speaking countries during the summer. You are asking for a holiday job there and the manager tests your Portuguese. The teacher will play the role of the hotel manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

**Task**

**Está à procura de um trabalho de verão num hotel local e vai falar com o gerente do hotel.**

1. Visita ao hotel – razão
2. Trabalhar no verão – razão
3. !
4. Tarefas possíveis – hotel
5. ? Salário – quanto
You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS FR10

Topic: Using languages beyond the classroom

Instructions to teacher

• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está à procura de um trabalho de verão num hotel local e vai falar com o gerente do hotel.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Olá. Como posso ajudar?</strong>&lt;br&gt; Allow the candidate to say why s/he has come to the hotel.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Por que razão quer trabalhar neste verão?</strong>&lt;br&gt; Allow the candidate to tell you why s/he wants to work this summer.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Que outros planos tem para o verão?</strong>&lt;br&gt; Allow the candidate to say what his/her other plans are for the summer.&lt;br&gt; <em>Give an appropriate brief response.</em></td>
</tr>
<tr>
<td>4</td>
<td><strong>O que é que se imagina a fazer num hotel?</strong>&lt;br&gt; Allow the candidate to tell you what s/he could do at the hotel.&lt;br&gt; <em>Temos o trabalho ideal para si.</em></td>
</tr>
<tr>
<td>5</td>
<td><strong>?</strong>&lt;br&gt; Allow the candidate to ask you how much the salary is.&lt;br&gt; <em>Give an appropriate brief response.</em></td>
</tr>
</tbody>
</table>
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- o que é que pensa sobre o seu telemóvel
- que uso fez do computador na escola recentemente
- como é que vai usar as redes sociais esta semana
- a sua opinião sobre a internet.
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.

   [Algo mais?]

2. Eu gosto do meu telemóvel. O que acha do seu?

   [Porquê (Porque não)?/Algo mais?]

3. Fale-me do uso que fez do computador na escola recentemente.

   [Algo mais?]

4. Como é que irá usar as redes sociais esta semana?

   [Porquê?/Algo mais?]

5. O que é que pensa da internet?

   [Porquê (Porque não)?/Algo mais?]
1. Descreva esta foto.
2. Eu gosto do meu telemóvel. O que acha do seu?
3. Fale-me do uso que fez do computador na escola recentemente.
4. Como é que irá usar as redes sociais esta semana?
5. O que é que pensa da internet?
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre sair com os amigos
- coisas que fez quando era criança
- o que é que vai fazer com os seus amigos no próximo fim de semana
- o/a seu/sua amigo/a ideal.
Portuguese
Paper 2: Speaking in Portuguese
Task 2: Picture-based task
Instructions to the teacher

Sample assessment material for first teaching
September 2018
Time: 19 to 21 minutes (total), which includes
12 minutes’ preparation time

You do not need any other materials.

Instructions
- You should begin the picture-based task by asking the candidate the
  compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to
  three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer
  to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are
  able. To enable each candidate to do this, prompts have been given in each
  question. Only these exact prompts may be used. There must be no other
  supplementary questions.
1. Descreva esta foto.

[Algo mais?]

2. Acho que sair com os amigos é importante. O que é que pensa?

[Porquê (Porque não)?/Algo mais?]

3. Que tipo de coisas fazia com os seus amigos quando era criança? Fale-me sobre isso.

[Algo mais?]

4. O que é que irá fazer com os seus amigos no próximo fim de semana?

[Porquê/?Algo mais?]

5. Como é que é o/a amigo/a ideal?

[Porquê (Porque não)?/Algo mais?]
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

You do not need any other materials.
Olhe para a foto e prepare-se para falar do seguinte:

• descrição da foto
• a sua opinião sobre atividades para jovens na sua região
• o que fez na última vez que você foi ao centro de uma cidade
• uma cidade que gostaria de visitar no futuro
• a sua opinião sobre viver no campo.
You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP3

Topic: Town, region and country

1. Descreva esta foto.
   [Algo mais?]

2. Eu penso que há muitas coisas para os jovens na minha região. E na sua?
   [Porquê (Porque não)?/Algo mais?]

3. O que é que fez na última vez que foi ao centro de uma cidade?
   [Algo mais?]

4. Que cidade gostaria de visitar no futuro?
   [Porquê/?Algo mais?]

5. O que acha de viver no campo?
   [Porquê/?Algo mais?]
1. Descreva esta foto.
2. Eu penso que há muitas coisas para os jovens na minha região. E na sua?
3. O que é que fez na última vez que foi ao centro de uma cidade?
4. Que cidade gostaria de visitar no futuro?
5. O que acha de viver no campo?
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre as férias à beira-mar
- o que menos gostou nas suas últimas férias
- as suas próximas férias de verão
- a sua opinião sobre as longas férias escolares de verão.
Olhe para a foto e prepare-se para falar do seguinte:

• descrição da foto
• a sua opinião sobre as férias à beira-mar
• o que menos gostou nas suas últimas férias
• as suas próximas férias de verão
• a sua opinião sobre as longas férias escolares de verão.
STIMULUS FP4

Topic: Holidays

1. Descreva esta foto.
   [Algo mais?]

2. Acho que as férias à beira-mar são excelentes. O que é que lhe parece?
   [Porquê (Porque não)?/Algo mais?]

3. O que é menos gostou nas últimas férias? Fale-me sobre isso.
   [Algo mais?]

4. O que é que vai fazer nas próximas férias de verão?
   [Porquê?/Algo mais?]

5. O que é que pensa sobre as longas férias escolares de verão?
   [Porquê (Porque não)?/Algo mais?]
1. Descreva esta foto.

2. Acho que as férias à beira-mar são excelentes. O que é que lhe parece?

3. O que é menos gostou nas últimas férias? Fale-me sobre isso.

4. O que é que vai fazer nas próximas férias de verão?

5. O que é que pensa sobre as longas férias escolares de verão?
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre as visitas escolares
- uma visita escolar em que participou
- um clube escolar que irá frequentar no futuro
- outras atividades escolares de que mais gosta
Sample assessment material for first teaching September 2018
Time: 19 to 21 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.
   [Algo mais?]

2. Penso que as visitas escolares são aborrecidas. O que é que pensa?
   [Porquê (Porque não)?/Algo mais?]

3. Em que visita escolar participou? Como é que foi?
   [Algo mais?]

4. Que clube escolar irá frequentar no futuro?
   [Porquê?/Algo mais?]

5. Além das visitas escolares, quais são as atividades escolares de que mais gosta?
   [Porquê (Porque não)?/Algo mais?]
You do not need any other materials.

Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
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• Do not make notes on this stimulus card.
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• You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
• You must hand in your notes before completing Task 3 (conversation).
• Respond to each question as fully as possible.
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre o uniforme escolar
- o que fez ontem na escola
- como irá celebrar o fim dos exames
- as suas atividades escolares favoritas.
You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.
   [Algo mais?]

2. Considero que o uniforme escolar é uma boa ideia. O que é que você pensa?
   [Porquê (Porque não)?/Algo mais?]

3. O que é que fez na escola ontem? Fale-me sobre isso.
   [Algo mais?]

4. Como vai celebrar o fim dos exames?
   [Porquê?/Algo mais?]

5. O que é que gosta de fazer na escola?
   [Porquê?/Algo mais?]
Instructions

● The examination is made up of three tasks: one role play, one picture-based task and a conversation.
● You have 12 minutes in total to prepare for the picture-based task and the role play.
● Do not make notes on this stimulus card.
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● You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
● You must hand in your notes before completing Task 3 (conversation).
● Respond to each question as fully as possible.
● You may ask for questions to be repeated.
● You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- opinião sobre dificuldade do ano escolar
- a disciplina que mais gostou de estudar este ano
- os seus planos para agosto
- a sua opinião sobre estudar na universidade
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.
   [Algo mais?]
2. Considero que o ano escolar é muito difícil e exige muito trabalho. O que acha?
   [Porquê (Porque não)?/Algo mais?]
3. Que disciplina gostou mais de estudar este ano?
   [Porquê?/Algo mais?]
4. Quais são os seus planos para agosto este ano?
   [Porquê?/Algo mais?]
5. Parece-lhe importante estudar na universidade?
   [Porquê (Porque não)?/Algo mais?]
Portuguese
Paper 2: Speaking in Portuguese
Task 2: Picture-based task
Instructions to the candidate

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- o que é que pensa sobre trabalhar em equipa
- atividade preferida realizada através da escola
- em que é que irá trabalhar no futuro
- trabalhar no que gosta ou ganhar muito dinheiro.
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.
   
   [Algo mais?]

2. Eu gosto de trabalhar em equipa. O que é que você pensa?
   
   [Porquê (Porque não)?/Algo mais?]

3. Fale-me da atividade mais interessante que já fez organizada pela sua escola.
   
   [Algo mais?]

4. Que tipo de emprego irá ter no futuro?
   
   [Porquê?/Algo mais?]

5. Acha que é mais importante trabalhar no que gosta ou ganhar muito dinheiro?
   
   [Porquê (Porque não)?/Algo mais?]
1. Descreva esta foto.
2. Eu gosto de trabalhar em equipa. O que é que você pensa?
3. Fale-me da atividade mais interessante que já fez organizada pela sua escola.
4. Que tipo de emprego irá ter no futuro?
5. Acha que é mais importante trabalhar no que gosta ou ganhar muito dinheiro?
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- o que é que pensa sobre concertos de música
- um espetáculo que viu recentemente
- um evento futuro em que gostaria de participar
- o seu estilo de música favorito.
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP9

Topic: Bringing the world together

1. Descreva esta foto.
   [Algo mais?]

2. Eu gosto de concertos. E você?
   [Porquê (Porque não)?/Algo mais?]

3. Fale-me de um espetáculo que viu recentemente.
   [Algo mais?]

4. Há algum evento em que gostaria de participar no futuro?
   [Porquê (Porque não)?/Algo mais?]

5. De que estilo de música gosta mais?
   [Porquê (Porque não)?/Algo mais?]
1. Descreva esta foto.
2. Eu gosto de concertos. E você?
3. Fale-me de um espetáculo que viu recentemente.
4. Há algum evento em que gostaria de participar no futuro?
5. De que estilo de música gosta mais?

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre o que fazer ao que já não precisamos
- coisas recicladas pela sua família na semana passada
- o que poderá fazer para ajudar o meio ambiente
- se considera o seu bairro um bairro limpo.
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.
STIMULUS FP10

Topic: Environmental issues

1. Descreva esta foto.
   [Algo mais?]

2. O que devemos fazer ao que já não precisamos?
   [Porquê (Porque não)?/Algo mais?]

3. O que é que a sua família reciclou a semana passada?
   [Algo mais?]

4. O que mais poderá fazer para ajudar o meio ambiente no futuro?
   [Porquê?/Algo mais?]

5. Acha que o seu bairro é suficientemente limpo?
   [Porquê (Porque não)?/Algo mais?]
GCSE Portuguese Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Additional guidance on the mark scheme

*Appropriate*: relevant response related to the prompt, uses appropriate register for the scenario.

*Informal register*: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

*Formal register*: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts. However, tu with a verb conjugated in the second person singular is only acceptable in informal contexts.

*Partially clear/pronunciation may affect clarity of communication*: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

**Guidance on application of role play mark grid**

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.
Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>No rewardable communication</strong> because response communicates the required message using the incorrect structures “ir” and “ó”. They have also used the English phrase “shopping centre” to respond. No rewardable communication because response communicates the required message using the incorrect structures “ir” and “ó”. They have also used the English phrase “shopping centre” to respond. Highly ambiguous. Incorrect elements in the sentence make it unclear as to what the candidate’s purpose is.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Vamos à centro comercial.</strong> Passear pela cidade. <strong>Communication is partially clear but not entirely because despite the incorrect use of the preposition, it does not prevent communication.</strong> Communication is only partially clear due to the inappropriate use of the verb.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Podíamos ir ao centro comercial.</strong> Gostaria de passear pela cidade. <strong>Clearly communicated.</strong> Clearly communicated.</td>
</tr>
</tbody>
</table>

Foundation card 1 (FR1)

Está na casa do seu amigo português em Coimbra e falam sobre onde gostariam de ir hoje.

**Prompt 1: Preferência para a visita – onde**

**Question 1: O que vamos fazer hoje de manhã?**
Prompt 2: Preferência para a visita – razão

Question 2: Porque é que quer ir lá?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Compras.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication because response does not communicate the required message: use of the noun for shopping, instead of a verb, makes the meaning highly ambiguous.</td>
</tr>
<tr>
<td>1</td>
<td>Quero compras.</td>
</tr>
<tr>
<td></td>
<td>The meaning is understandable within the context of the role play due to the use of the word “Quero” to indicate intention. However, the statement is ambiguous due to the lack of either of the verbs “fazer” or “ir”, as well as the lack of “porque”.</td>
</tr>
<tr>
<td>2</td>
<td>Porque gostava de fazer umas compras e de levar umas recordações para os meus amigos.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated and complete response to the prompt.</td>
</tr>
</tbody>
</table>

Prompt 3: !

Question 3: Então qual é a melhor hora para sairmos?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Rápido.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication: this is not a response to the question asked.</td>
</tr>
<tr>
<td>1</td>
<td>Em meia hora.</td>
</tr>
<tr>
<td></td>
<td>Ambiguous because of the use of the incorrect preposition makes it unclear the exact time of departure. However in the context of the role play the statement still has some meaning.</td>
</tr>
<tr>
<td>2</td>
<td>Seria melhor sairmos cedo, daqui a meia hora.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated.</td>
</tr>
</tbody>
</table>
Question 4: Preferência para o almoço – o quê

Mark | Descriptor                                           | Lanchar no hamburger.
--- | -----------------------------------------------------|---------------------------------------------------------------
0 | Comer comida.                                        | No rewardable communication. The response is not meaningful as it states the obvious. |
1 | Almoçar num restaurante de comida da área.           | Partially appropriate because it conveys an answer related to the question. However, although it has some meaning, the use of the word “área” instead of “região” creates ambiguity. |
2 | Eu acho que podemos ir almoçar a um restaurante de comida típica da região. Pode ser? | Clearly communicated. This response is unambiguous and complete. |

Prompt 5: ? Meio de transporte

Mark | Descriptor                                           | Que tu fazer para chegar lá?
--- | -----------------------------------------------------|---------------------------------------------------------------
0 | E para ir lá?                                        | Highly ambiguous. The candidate has failed to ask the required question. |
1 | Como chegar ao restaurante?                         | Ambiguous as candidate did not conjugate the verb. Although it has some meaning, the question is not complete. |
2 | Como é que chegamos ao restaurante?                 | Clearly communicated. Has asked a clear and appropriate question. |

| Mark | Descriptor                                           | Como pretende o senhor dirigir-se ao restaurante? |
--- | -----------------------------------------------------|---------------------------------------------------------------|
1 | Ambiguous as candidate did not conjugate the verb. Although it has some meaning, the question is not complete. | Communication is only partially appropriate within the context of the role play due to the use of formal register by the candidate. |
2 | Clearly communicated. Has asked a clear and appropriate question. | Clearly communicated, despite the unnecessary use of “fazer”. |
Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

**Picture-based task: communication and content – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4  | • Limited response to set questions, likely to consist of single-word answers.  
      • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.  
      • A straightforward opinion may be expressed but without justification.  
      • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication. |
| 5–8  | • Responds briefly to set questions, there is much hesitation and continuous prompting needed.  
      • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.  
      • Straightforward, brief opinions are given but without justification.  
      • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication. |
| 9–12 | • Responds to set questions with some development, some hesitation and some prompting necessary.  
      • Some effective adaptation of language to describe, narrate and inform in response to the set questions.  
      • Expresses opinions with occasional, brief justification.  
      • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 13–16| • Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.  
     • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.  
     • Expresses opinions and gives justification with some development.  
     • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |

**Additional guidance**

**Adaptation of/adapting language to describe, narrate and inform**: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.
Picture-based task: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.  
• Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation. |
| 3–4  | • Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.  
• Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed. |
| 5–6  | • Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.  
• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 7–8  | • Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.  
• Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |

Additional guidance

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

**Errors that do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

**Errors that hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.
Errors that **prevent meaning being conveyed**:  
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Assessment criteria for the Foundation tier – Part 3**

**Conversation – Foundation tier (36 marks)**

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

**Conversation: communication and content – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates limited information relevant to the topics and questions.  
     | - Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.  
     | - Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.  
     | - Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication. |
| 4–6  | - Communicates brief information relevant to the topics and questions.  
     | - Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.  
     | - Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.  
     | - Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication. |
| 7–9  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.  
     | - Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.  
     | - Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.  
     | - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 10–12| - Communicates information relevant to the topics and questions, with some extended sequences of speech.  
     | - Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.  
     | - Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.  
     | - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
Additional guidance

**Uses language creatively** – examples of creative language use are:
- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
Conversation: interaction and spontaneity - Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.  
- Short, undeveloped responses, many incomplete.  
- Isolated examples of ability to sustain communication, pace is slow and hesitant throughout. |
| 4–6  | - Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.  
- Short responses, any development depends on teacher prompting.  
- Limited ability to sustain communication, pace is mostly slow and hesitant. |
| 7–9  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.  
- Occasionally able to initiate and develop responses independently but regular prompting needed.  
- Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 10–12 | - Responds spontaneously to some questions, interacting naturally for parts of the conversation.  
- Sometimes able to initiate and develop the conversation independently, some prompting needed.  
- Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |

Additional guidance

**Rephrasing/repair strategies**: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously**: gives a relevant, impromptu response based on what they have heard.

**Rehearsed language**: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
**Conversation: linguistic knowledge and accuracy – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • Uses straightforward, individual words/phrases; limited evidence of language manipulation.  
      • Limited accuracy, minimal success when referring to past, present and future events.  
      • Individual words and phrases are coherent; high frequency of errors prevent meaning being conveyed throughout much of the conversation. |
| 4–6  | • Uses straightforward, repetitive, grammatical structures.  
      • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.  
      • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed. |
| 7–9  | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.  
      • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.  
      • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 10–12| • Manipulates grammatical structures with occasional variation, complex structures used but repetitive.  
      • Generally accurate grammatical structures, generally successful references to past, present and future events.  
      • Generally coherent speech although errors occur that sometimes hinder clarity of communication. |

**Additional guidance**

**Complex grammatical structures** are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Turn over

You do not need any other materials.

Portuguese

Paper 3: Reading and understanding in Portuguese

Foundation Tier

Sample assessment material for first teaching

September 2018

Time: 45 minutes

Instructions

• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• Answer all questions from sections A, B and C.
• Questions in Sections A and C are set in English.
• Questions in Section B are set in Portuguese.
• Answer the questions in the spaces provided – there may be more space than you need.
• You must not use a dictionary.

Information

• The total mark for this paper is 50.
• The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question – you should spend approximately 10 minutes on the translation question.

Advice

• Read each question carefully before you start to answer it.
• Try to answer every question.
• Check your answers if you have time at the end.
You do not need any other materials.

Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions from sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Portuguese.
- Answer the questions in the spaces provided – there may be more space than you need.
- You must not use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question – you should spend approximately 10 minutes on the translation question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☐ and then mark your new answer with a cross ☒.

Saturday

1. Read your friends’ emails about what they like to do on a Saturday.

<table>
<thead>
<tr>
<th>Isabel:</th>
<th>Eu vou ao cinema com a minha família e depois passeamos pelo centro da cidade!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipe:</td>
<td>Quando está calor eu fico em casa e jogo no computador. Os meus jogos favoritos são os de desporto.</td>
</tr>
<tr>
<td>Renato:</td>
<td>Primeiro vou comer ao restaurante com um grupo de amigos e depois vamos dançar até tarde.</td>
</tr>
<tr>
<td>Rosa:</td>
<td>Geralmente vou à biblioteca. Tem lá todos os livros novos!</td>
</tr>
</tbody>
</table>

What do they say? Enter Isabel, Filipe, Renato or Rosa.
You can use each person more than once.

Example: Isabel likes the cinema.

(a) ___________________________________________ likes dancing. (1)

(b) ___________________________________________ likes to be with family. (1)

(c) ___________________________________________ likes to eat out. (1)

(d) ___________________________________________ likes video games. (1)

(e) ___________________________________________ likes to read. (1)

(f) ___________________________________________ does not like to go out when it is hot. (1)

(Total for Question 1 = 6 marks)
Public transport

2 Read this article about public transport.

Os transportes públicos de Lisboa são bons mas andam vazios.
Para aumentar o número de utilizadores, a Câmara Municipal quer reduzir os preços dos bilhetes e passes até 2017.
A partir de hoje, as viagens são gratuitas para crianças até aos 12 anos.
Os jovens entre os 13 e os 18 anos continuam a pagar um passe mensal de €26,75.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

<table>
<thead>
<tr>
<th>transport</th>
<th>average</th>
<th>fares</th>
<th>alone</th>
<th>good</th>
<th>users</th>
<th>free</th>
<th>monthly</th>
<th>daily</th>
<th>today</th>
<th>staff</th>
<th>empty</th>
</tr>
</thead>
</table>

Example: Public transport in Lisbon is .............................................................. .

(a) The quality of public transport is .............................................................. .

(b) They want to increase the number of .............................................................. .

(c) There will be a reduction in .............................................................. .

(d) Children up to 12 travel .............................................................. .

(e) Teenagers still pay for a .............................................................. pass.

(Total for Question 2 = 5 marks)
Media and technology

3 (a) Read this blog post by Marinho about technology.

A tecnologia tem mudado a nossa vida diária. A invenção que mais mudou a minha vida foi certamente o computador.

Graças à internet posso navegar nos sítios de internet, jogar com amigos e encontrar informação útil para a escola.

Também posso usar a Internet para a música: no YouTube posso encontrar todas as canções recentes.

Com outros websites posso enviar fotos gratuitamente.

Answer the following questions in English. You do not need to write in full sentences.

(i) What is the most important invention according to Marinho?

(ii) Why does he like YouTube?

(iii) What can he send for free?
(b) The blog post continues.

Acima de tudo, eu gosto das redes sociais. Graças ao Facebook, posso estar em contacto com amigos que vivem longe e posso baixar jogos.

Infelizmente, às vezes, prefiro ficar em casa a conversar no computador em vez de sair com os meus amigos.

(i) Name one reason why Marinho likes Facebook. 

(ii) What is the downside of using social networks, according to Marinho?

(Total for Question 3 = 5 marks)
Read the extract below. In Japan there once was a beautiful tree that everyone admired.

Era uma vez uma árvore enorme que crescia numa ilha muito pequenina do Japão. Os japoneses têm um grande amor e respeito pelo meio ambiente e tratam todas as árvores e flores com um grande cuidado e carinho.

Assim, o povo dessa ilha sentia-se feliz por possuir uma árvore tão grande e tão bela. Até os viajantes que passavam por ali diziam que nunca tinham visto uma árvore tão alta.

E, nas tardes de verão, as pessoas vinham sentar-se debaixo da larga sombra, admiravam o tamanho da árvore e maravilhavam-se com a leve frescura da sombra e das folhas.

Assim foi durante várias gerações. Mas com o tempo surgiu um problema.

---

**Put a cross ✗ in the correct box.**

**Example:** This extract is about a…

- [ ] A beach.
- [X] B tree.
- [ ] C village.
- [ ] D mountain.

(i) The island was…

- [ ] A big.
- [ ] B in Europe.
- [ ] C very small.
- [ ] D very beautiful.
(ii) Japanese people...

- A cut down trees.
- B look after the environment.
- C plant trees.
- D pick flowers.

(iii) Having the tree made villagers feel...

- A joyful.
- B sad.
- C cold.
- D important.

(iv) People sat under the tree when...

- A it was cold.
- B it was windy.
- C travellers came.
- D it was hot.

(v) The village continued this way...

- A for a short period of time.
- B for many years.
- C until the tree fell.
- D until the next summer.

(Total for Question 4 = 5 marks)
An international event

5 Read the blog post below.

Em setembro há um festival de música internacional com o objetivo de juntar jovens músicos sul-americanos para celebrar a música dos diferentes países.

No ano passado, o festival decorreu no sul do Brasil, mas este ano irá mudar-se para o norte. O festival começou em 2012 com cinco grupos, mas agora a organização convidou mais de vinte.

Não está sempre calor nesta região do Brasil, por isso, para os visitantes há mais do que uma opção: acampar, claro, ou passar o tempo de maneira mais confortável num hotel, apesar de ser mais caro.

Answer the following questions in English. You do not need to write in full sentences.

(a) Where will the festival be held this year? (1)

(b) How many groups will there be? (1)

(c) What will the weather probably be like? (1)

(Total for Question 5 = 3 marks)
Certa manhã, Xisto e Bruzo saíram pelo mato à procura de frutos silvestres. Tanto andaram que ficaram com fome e resolveram entrar numa gruta. Estavam acabando a merenda quando ouviram um ruído de passos. Alguém se aproximava e, por isso, esconderam-se rapidamente. De imediato, surgiu uma extravagante figura com uma capa negra e de gola levantada. Tinha ainda um grande chapéu preto que cobria o rosto. Colocou num canto, ao fundo, uma pequena caixa. Olhou à volta e saiu com ar suspeito.

- Aquele sujeito parece bruxo! – exclamou Xisto. – Você não viu o jeitão dele?
- Vamos desvendar o mistério e espreitar o que está naquela caixa! respondeu Bruzo, de olhos arregalados.

(a) Why did the boys go into a cave? (1)

(b) What noise did they hear? (1)

(c) Give one detail that made Xisto think the figure was a witch. (1)

(d) What action did they take in the end? (1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS
SECTION B
Estágio profissional

7 A Cristina escreve-lhe um correio eletrónico sobre o estágio dela.

Vem aí o verão e eu mal posso esperar! Não só iremos ter as férias grandes de verão, mas também irei ter um estágio profissional em Inglaterra.

Eu decidi fazer este estágio noutro país porque eu quero trabalhar e estudar ao mesmo tempo. Eu estudei inglês na escola e gosto muito porque a professora é simpática.

Vou trabalhar durante duas semanas com um advogado num escritório grande, mesmo no centro de Londres. Vai ser fantástico! Além disso, vou poder visitar muitos museus e ir ao teatro ao final do dia.

Preenche os espaços em cada frase usando uma palavra da caixa abaixo. Há mais palavras do que espaços.

Exemplo: Ela está a aguardar pelo verão ......... alegremente ..........

(a) Ela gosta do verão porque ela não tem .............................................................

(b) Nas férias ela irá ............................................................. no estrangeiro.

(c) Ela ............................................................. de estudar inglês.

(d) Ela vai estar em Londres durante ............................................................. dias.

(e) Ela pensa que o estágio será .............................................................

(Total for Question 7 = 5 marks)
A Cristina escreve-lhe um correio eletrónico sobre o estágio dela.

Vem aí o verão e eu mal posso esperar! Não só iremos ter as férias grandes de verão, mas também irei ter um estágio profissional em Inglaterra.

Eu decidi fazer este estágio noutro país porque eu quero trabalhar e estudar ao mesmo tempo. Eu estudei inglês na escola e gosto muito porque a professora é simpática.

Vou trabalhar durante duas semanas com um advogado num escritório grande, mesmo no centro de Londres. Vai ser fantástico! Além disso, vou poder visitar muitos museus e ir ao teatro ao final do dia.

Exemplo:

Ela está a aguardar pelo verão .............................................................. .

(a) Ela gosta do verão porque ela não tem ............................................................................................. .

(b) Nas férias ela irá .............................................................................................  no estrangeiro.

(c) Ela .............................................................................................  de estudar inglês.

(d) Ela vai estar em Londres durante .............................................................................................  dias.

(e) Ela pensa que o estágio será ............................................................................................. .
Férias de verão

8 Leia blog do Emílio sobre as suas férias de verão.

O ano passado, eu e os meus amigos decidimos passar as férias de verão num acampamento na floresta. Para chegarmos lá demoramos quase um dia. Tivemos de apanhar o comboio e um autocarro. Eu tinha uma afeição especial pelo sol, pelo ar fresco e pela linda floresta. Enquanto acampava conheci outros rapazes e raparigas. A minha estadia lá foi muito interessante – nós íamos ao lago, à floresta, apanhávamos cogumelos. Também jogávamos voleibol e apanhávamos banhos de sol. À noite nós viajávamos desenhos animados ou filmes, dançávamos e conversávamos. Tudo era fantástico!

Coloca uma cruz na caixa correta.

Exemplo: As férias foram...

☐ A há um mês.
☐ B há duas semanas.
☐ C há dois dias.
☒ D há um ano.

(i) O parque de campismo era...

☐ A no campo.
☐ B na cidade.
☐ C junto ao rio.
☐ D na praia.
(ii) Para chegar ao acampamento, o Emílio…

☐ A usou transporte privado.
☐ B foi com o seu amigo de carro.
☐ C usou transporte público.
☐ D viajou de bicicleta.

(iii) O tempo esteve…

☐ A péssimo.
☐ B frio.
☐ C bom.
☐ D nublado.

(iv) À noite eles…

☐ A faziam desporto.
☐ B ficavam no acampamento.
☐ C brigavam.
☐ D nadavam.

(v) As férias no campismo foram…

☐ A um pesadelo.
☐ B muito caras.
☐ C sem interesse.
☐ D muito agradáveis.

(Total for Question 8 = 5 marks)
Protege o nosso planeta

9 Leia esta informação sobre projetos ambientais.

**Projeto Rio**
Durante este agosto uma equipa vai limpar o rio local. Vais precisar de calças impermeáveis. Apenas para gente que sabe nadar bem. Não é adequado para menores de dezasseis anos.

**Projeto Praia**
A primavera é o tempo perfeito para limpar a nossa praia. Trabalhando sozinho vais recolher todo o tipo de lixo. Para a tua segurança, tens que ter mais de catorze anos.

**Projeto Bosque**
Estás preocupado com os habitats da fauna local? Durante o outono vamos trabalhar no bosque, limpando a área e plantando árvores para ajudar as diferentes espécies.

**Projeto Cidade**
Em dezembro vamos limpar o lixo das ruas em preparação para o Natal. Também há atividades especiais para os mais pequenos.

Qual é o projeto ideal? Escolha entre Rio, Praia, Bosque ou Cidade. Pode usar as palavras mais de uma vez.

**Exemplo:** Só pode ajudar em maio ou abril: Praia

(a) Nada sem problema: ................................................................. (1)

(b) Não gosta de trabalhar com outras pessoas: ................................................... (1)

(c) Tem dois irmãos de cinco e seis anos: .................................................. (1)

(d) Está interessado/a em proteger os animais: ............................................... (1)

(e) Vai precisar de roupa especial: ................................................................. (1)

*(Total for Question 9 = 5 marks)*

**TOTAL FOR SECTION B = 15 MARKS**
SECTION C
Translation

10 Translate this passage into English.

Eu vou a pé para a escola. O meu professor de Português é simpático mas às vezes é rigoroso. Eu estive a fazer os deveres ontem à noite até tarde. Nem sequer tive tempo de ver o meu programa de televisão favorito.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>Renato</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>Isabel</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>Renato</td>
<td>(1)</td>
</tr>
<tr>
<td>1(d)</td>
<td>Filipe</td>
<td>(1)</td>
</tr>
<tr>
<td>1(e)</td>
<td>Rosa</td>
<td>(1)</td>
</tr>
<tr>
<td>1(f)</td>
<td>Filipe</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>good</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>users</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>prices</td>
<td>(1)</td>
</tr>
<tr>
<td>2(d)</td>
<td>free</td>
<td>(1)</td>
</tr>
<tr>
<td>2(e)</td>
<td>monthly</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(i)</td>
<td>computer</td>
<td>(1)</td>
</tr>
</tbody>
</table>

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### GCSE Portuguese Foundation tier

**Paper 3 mark scheme**

#### SECTION A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>Renato</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>Isabel</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>Renato</td>
<td>(1)</td>
</tr>
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<td>1(d)</td>
<td>Filipe</td>
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<tr>
<td>1(e)</td>
<td>Rosa</td>
<td>(1)</td>
</tr>
<tr>
<td>1(f)</td>
<td>Filipe</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>good</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>users</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>prices</td>
<td>(1)</td>
</tr>
<tr>
<td>2(d)</td>
<td>free</td>
<td>(1)</td>
</tr>
<tr>
<td>2(e)</td>
<td>monthly</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(i)</td>
<td>computer</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3(a)(ii)</td>
<td>find songs/music</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(iii)</td>
<td>photographs/photos</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)(i)</td>
<td>stay in touch with friends (who live far away) OR download games</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)(ii)</td>
<td>staying at home (chatting to friends) OR not going out with his friends</td>
<td>(1)</td>
</tr>
<tr>
<td>4(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iv)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>4(v)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>5(a)</td>
<td>north (of Brazil)</td>
<td>(1)</td>
</tr>
<tr>
<td>5(b)</td>
<td>more than twenty</td>
<td>(1)</td>
</tr>
<tr>
<td>5(c)</td>
<td>bad (also accept: not great, mixed, not always fine, not sunny, rainy)</td>
<td>(1)</td>
</tr>
<tr>
<td>6(a)</td>
<td>they were hungry/they wanted to eat</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6(b)</td>
<td>footsteps</td>
<td>(1)</td>
</tr>
</tbody>
</table>
| 6(c)            | Accept one answer from:  
                  - covered by a black cape  
                  - (face was covered by) a big hat  
                  - his manner/way  
                  - he looked suspicious  
                  - how he looked        | extravagant figure         | (1)  |
| 6(d)            | to open the box/see what was in the box                                | (1)  |

**SECTION B**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(a)</td>
<td>escola</td>
<td>(1)</td>
</tr>
<tr>
<td>7(b)</td>
<td>trabalhar</td>
<td>(1)</td>
</tr>
<tr>
<td>7(c)</td>
<td>gosta</td>
<td>(1)</td>
</tr>
<tr>
<td>7(d)</td>
<td>catorze</td>
<td>(1)</td>
</tr>
<tr>
<td>7(e)</td>
<td>bom</td>
<td>(1)</td>
</tr>
<tr>
<td>8(i)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>8(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>8(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>8(iv)</td>
<td>B</td>
<td>(1)</td>
</tr>
</tbody>
</table>

*Answer:* Accept one answer from:  
- covered by a black cape  
- (face was covered by) a big hat  
- his manner/way  
- he looked suspicious  
- how he looked  
- extravagant figure
### SECTION C

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>I walk to school. My Portuguese teacher is nice. However, sometimes he is strict. I was doing homework last night until late. I did not even get time to watch my favourite TV show.</td>
<td>(7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication.</td>
</tr>
<tr>
<td>1–2</td>
<td>Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.</td>
</tr>
<tr>
<td>3–4</td>
<td>The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.</td>
</tr>
<tr>
<td>5–6</td>
<td>The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.</td>
</tr>
<tr>
<td>7</td>
<td>The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.</td>
</tr>
</tbody>
</table>
I walk to school. My Portuguese teacher is nice. However, sometimes he is strict. I was doing homework last night until late. I did not even get time to watch my favourite TV show.
1 Você está de férias em Lisboa. Envie esta fotografia por e-mail aos seus amigos.

Descreva a foto e diga o que pensa sobre férias.

Escreva aproximadamente 20–30 palavras em português.

(Total for Question 1 = 12 marks)
Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box.

A study visit

2 (a) Um grupo de estudantes portugueses quer visitar a sua escola. O seu professor pede-lhe para escrever um relatório formal sobre a sua escola para o professor responsável pela visita escolar.

Deve incluir os pontos seguintes:

- uma descrição da sua escola
- o melhor momento para fazer a visita
- onde vão ficar alojados
- uma viagem que irão fazer todos juntos.

Escreva aproximadamente 40–50 palavras em português.
(b) Um grupo de estudantes portugueses quer fazer uma revista de música. O seu professor pede-lhe para escrever um relatório formal sobre o seu estilo de música preferido.

- Deve incluir os pontos seguintes:
- uma descrição do seu estilo de música preferido
- quando gosta de ouvir música
- o próximo evento musical em que vai participar
- um instrumento musical que irá aprender.

Escreva aproximadamente 40–50 palavras em português.

(Total for Question 2 = 16 marks)
Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box ☐.

Employment

3 (a) A Carolina, uma amiga angolana, enviou-lhe uma carta sobre o emprego para os jovens em Angola.

Escrava uma carta informal à Carolina.

Deve incluir os pontos seguintes:

- as disciplinas que mais gostou de estudar
- os empregos que interessam aos jovens
- por que os jovens devem trabalhar
- o que você gostaria de fazer no futuro.

Escrava aproximadamente 80–90 palavras em português.

(20)
Deve escrever um e-mail informal de resposta ao Márcio.

- uma atividade desportiva que irá fazer num futuro próximo.
- por que é importante para os jovens fazer desporto
- como é que se informou sobre este evento
(b) Recebeu um e-mail do Márcio, um amigo brasileiro, perguntando sobre o último evento desportivo internacional que viu.

Escreva um e-mail informal de resposta ao Márcio.

Deve incluir os pontos seguintes:

- como é que se informou sobre este evento
- um desporto popular no seu país
- por que é importante para os jovens fazer desporto
- uma atividade desportiva que irá fazer num futuro próximo.

Escreva aproximadamente 80–90 palavras em português.
(b) I listen to music.

(d) They play sports.

(3) Traduza as seguintes frases para português:

1. I dance with friends.
2. I eat at a restaurant.
3. They work in the office.
4. They read a book.

(Total for Question 3 = 20 marks)
Free time

4 Traduza as seguintes frases para português.

(a) I like football. (2)

(b) I often watch television. (2)

(c) I relax at the beach. (2)

(d) My favourite sport is basketball, but I never play it. (3)

(e) On Saturday I listened to rock music; however, I prefer pop music when I go dancing with friends. (3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS
Step 1 Decide on a band

• First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

• When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

• Once you have decided on a band you will then need to decide on a mark within the band.

• You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

• You will modify the mark based on how securely the trait descriptors are met at that band.

• You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

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- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | Some relevant, basic information without development  
     | Uses language to inform, give short descriptions and express opinions with limited success  
     | Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4  | Mostly relevant information, minimal extra detail  
     | Uses language to give short descriptions, simple information and opinions with variable success  
     | Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6  | Relevant information with occasional extra detail  
     | Uses language to give short descriptions, simple information and opinions with some success  
     | Uses small selection of common, familiar vocabulary and expression with little repetition |
Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Produces simple, short sentences in isolation  
• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4  | • Produces simple, short sentences with little linking  
• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6  | • Produces simple sentences with some linking  
• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

Additional guidance

**Straightforward** grammatical structures are considered to be:
• repetitive, simple word order  
• short, simple sentences that use a repetitive range of common, high-frequency structures  
• simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
• errors that do not affect meaning, for example gender, adjectival agreements  
• infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
• errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
• frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
• errors that mean the reader cannot understand the message  
• errors that convey the wrong message  
• errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
• mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 2 – Foundation tier (16 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see Additional guidance).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>Limited information given, likely to consist of single words and phrases</td>
</tr>
<tr>
<td></td>
<td>Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</td>
</tr>
<tr>
<td></td>
<td>Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts</td>
</tr>
<tr>
<td></td>
<td>Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</td>
</tr>
<tr>
<td>3–4</td>
<td>Some brief information given, basic points made without development</td>
</tr>
<tr>
<td></td>
<td>Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</td>
</tr>
<tr>
<td></td>
<td>Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts</td>
</tr>
<tr>
<td></td>
<td>Occasional appropriate use of register and style</td>
</tr>
<tr>
<td>5–6</td>
<td>Some relevant information given appropriate to the task, basic points made with little development</td>
</tr>
<tr>
<td></td>
<td>Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</td>
</tr>
<tr>
<td></td>
<td>Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material</td>
</tr>
<tr>
<td></td>
<td>Mostly appropriate use of register and style, mostly sustained</td>
</tr>
<tr>
<td>7–8</td>
<td>Relevant information given appropriate to the task, basic points made with some development</td>
</tr>
<tr>
<td></td>
<td>Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</td>
</tr>
<tr>
<td></td>
<td>Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style sustained</td>
</tr>
</tbody>
</table>

Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, ‘textspeak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
Additional guidance

**Independently selected vocabulary and expression**: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

**Register and style definition**: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Repetitive use of minimal selection of straightforward grammatical structures  
     • Produces individual words/set phrases  
     • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | • Use of a restricted range of straightforward grammatical structures, frequent repetition  
     • Produces simple, short sentences, which are not linked  
     • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | • Uses straightforward grammatical structures, some repetition  
     • Produces simple, short sentences with minimal linking  
     • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8  | • Uses straightforward grammatical structures, occasional repetition  
     • Produces predominantly simple sentences occasionally linked together  
     • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

### Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 3 – Foundation tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>- Communicates brief information relevant to the task with little development&lt;br&gt;- Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification&lt;br&gt;- Expresses straightforward thoughts and ideas; uses common, familiar language with repetition&lt;br&gt;- Variable use of appropriate register and style</td>
</tr>
<tr>
<td>4–6</td>
<td>- Communicates information relevant to the task, with development of the occasional key point and idea&lt;br&gt;- Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful&lt;br&gt;- Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language&lt;br&gt;- Appropriate use of register and style is evident but with inconsistencies</td>
</tr>
<tr>
<td>7–9</td>
<td>- Communicates information relevant to the task, with development of some key points and ideas&lt;br&gt;- Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions&lt;br&gt;- Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language&lt;br&gt;- Appropriate use of register and style is evident but with occasional inconsistency</td>
</tr>
</tbody>
</table>
The student is expected to produce 80–90 words for this task. The number of words is
This question requires students to write in an informal style (see
recommended in the word count. All work produced by the student must be marked.
approximate and students will not be penalised for writing more or fewer words than
band, students must refer to all bullet points and meet the other assessment criteria in
coverage of the bullet points in any band. However, in order to access marks in the top
of the two mark grids for this question (see below). There is no requirement for even
four bullet points will impact on the marks that can be awarded against the requirements
This question contains four bullet points that form part of the task. Failure to cover all

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 10–12 | • Communicates information relevant to the task with expansion of key points and ideas  
• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
• Appropriate use of register and style throughout with minimal inconsistency |

**Additional guidance**

**Creative language use** – examples of creative language use are:
• using language to create an effect 
• using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes 
• using language to express thoughts, ideas, feelings and emotions 
• using language to inform and narrate ideas, thoughts and points of view to maintain interest 
• applying a variety of vocabulary and structures to maintain interest 
• using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: informal register and style** – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
**Question 3: linguistic knowledge and accuracy mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Uses straightforward grammatical structures, some repetition  
- Produces brief, simple sentences, limited linking of sentences  
- Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | - Uses mostly straightforward grammatical structures, occasional repetition  
- Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
- Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | - Different examples of straightforward grammatical structures are evident  
- Produces some extended sentences that are linked with familiar, straightforward conjunctions  
- Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | - Some variation of grammatical structures, occasional complex structure  
- Produces frequently extended sentences, well linked together  
- Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

*Complex* grammatical structures are considered to be:  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

*Straightforward* grammatical structures are considered to be:  
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**

- students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

- **Errors that do not hinder clarity**:
  - errors that do not affect meaning, for example gender, adjectival agreements  
  - infrequent errors that do not distract the reader from the content and which result in coherent writing.

- **Errors that hinder clarity**:
  - errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
  - frequent errors hinder clarity as they will distract the reader from the content of the writing.

- **Errors that prevent meaning being conveyed**:
  - errors that mean the reader cannot understand the message  
  - errors that convey the wrong message  
  - errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb.  
  - mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
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- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Question 4 – Foundation tier (12 marks)**

**Translation mark grids and example responses**

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a)</td>
<td>(Eu) gosto de futebol.</td>
</tr>
<tr>
<td>4(b)</td>
<td>(Eu) vejo televisão frequentemente/com frequência.</td>
</tr>
<tr>
<td>4(c)</td>
<td>(Eu) relaxo/descanso/descontraio-me/me descontraio/me relaxo na praia.</td>
</tr>
</tbody>
</table>

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>• Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
</tbody>
</table>
| 2    | • The meaning of the sentence is partially communicated  
• Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3    | • The meaning of the sentence is fully communicated  
• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(d)</td>
<td>O meu desporto favorito é o basquetebol, mas eu nunca jogo.</td>
</tr>
<tr>
<td>4(e)</td>
<td>No sábado (eu) ouvi música rock, mas eu prefiro música pop quando vou dançar com (os meus) amigos.</td>
</tr>
</tbody>
</table>

Errors:
- Students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Additional guidance

*Errors*: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Portuguese

Paper 1: Listening and understanding in Portuguese

Transcript

Do not return the transcript with the question paper.
SECTION A
A rotina diária em família

Question 1

Example

F1: Me levanto sempre antes de todos. Eles se levantam às sete.

Question 1

F1: De manhã, meu irmão não conversa muito, quase nem diz «bom dia». Meu pai, que é sempre o primeiro a se despachar, põe a mesa do café da manhã. Minha mãe faz sumo para mim e chá para meu irmão. Entretanto, ligamos a rádio para saber o que acontece no mundo. Vou para a escola a pé pois fica perto.

O primeiro emprego

Question 2

Example

M2: O primeiro emprego é sempre complicado porque não temos experiência.

Question 2

M2: É importante levar roupa e calçado confortáveis, porque podemos ter um dia muito longo e cansativo. Além disso, um escritório nem sempre é um local cómodo, onde nos sentimos bem. Devem procurar chegar sempre a horas! Ninguém acha bem se entrarem às 10, quando deveriam estar lá às 9! Lembrem-se de que só é possível conversar com os colegas nos intervalos ao beber o café. Finalmente, fazer sempre o que o chefe manda. É mais simples seguir o que ele diz, principalmente numa fase em que ainda precisamos de ajuda.

The Cultural Centre of Belém

Question 3

Example

F1: O Centro Cultural de Belém, ou CCB, está aberto todos os dias até às 20 horas.

Question 3

F1: Neste centro cultural, há muitos tipos de espetáculos, nacionais e internacionais. O melhor para o visitante é ir de autocarro ou de comboio. Não há muitos lugares para estacionar. Se gosta de teatro, dança ou música, pode comprar os bilhetes tanto na bilheteira como online. É mais barato comprar um bilhete para toda a família. Também se podem adquirir bilhetes para todo o ano. As galerias de arte são grátis às segundas.

Edgar's contribution

Question 4

Example

M2: Olá! Chamo-me Edgar e sou angolano. Sempre gostei de ajudar os outros. Faz-nos ver a vida com outros olhos.

Question 4

M2: Sou voluntário no CACAJ que é um centro de acolhimento que abriga cerca de 130 crianças em Luanda. Esta organização humanitária é muito importante porque há muitas crianças sem abrigo nesta cidade. Ontem, o centro recebeu uma menina de 8 anos que tinha estado na rua sem comer durante três dias. Foi maravilhoso vê-la hoje de manhã a sorrir e a brincar com os outros. Voltei para casa feliz.
SECTION B
The Cultural Centre of Belém

Question 3

Example

F1: O Centro Cultural de Belém, ou CCB, está aberto todos os dias até às 20 horas.

Question 3

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Edgar’s contribution

Question 4

Example

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Volunteering at the Azgo Festival

Question 5

Example

F2: Durante dois dias em maio, a cidade de Maputo enche-se de música com o Festival Azgo. Se queres inscrever-te como voluntário, preenche primeiro o formulário online.

Question 5

F2: À chegada, os voluntários recebem uma t-shirt amarela fluorescente para serem vistos, quer pelos colegas quer pelo público. Para dar informações corretas, os voluntários deverão ler um pequeno folheto informativo. Este está disponível à entrada. Pedimos desculpa por não estar online. Não te esqueças que a ambição do bom voluntário é um recinto limpo. Recolhe o lixo, por favor, como copos de plástico ou papéis atirados para o chão.

Social media

Question 6

F1: Marisa, como você usa as redes sociais?

F2: Porque me interessam as questões ambientais, ponho no Facebook fotografias ou links importantes sobre este tema. Além disso, escrevo um blogue com dicas ecológicas. Aqui aprendo mais com as respostas das outras pessoas do que com as leituras que faço para poder escrever!

F1: Carlos?

M1: Creio que as redes sociais são uma forma de criar relações. Gosto de entrar em salas de chat internacionais e trocar ideias sobre filmes de ficção científica. Mas, claro, é importante proteger sempre a nossa identidade. Nunca digo meu nome verdadeiro, número de telefone ou morada. Também é importante proteger a identidade dos outros – nunca lhes peço o nome, o telefone ou a morada. É uma regra básica!
A holiday to remember

Question 7

M1: Me conte umas férias de que você se recorda bem.

F2: Quando tinha 15 anos, minha avó estava sozinha e fui passar as férias de verão a casa dela no sul do Brasil. Estava muito calor e, claro, íamos muitas vezes tomar banhos de sol. Um dia, na praia, minha avó me apresentou um primo que não conhecia. Descobrimos que fazíamos as mesmas atividades de lazer – montanhismo e equitação. A partir daí, estivemos sempre juntos.

M1: Que fizeram mais?

F2: Andámos de barco. Foi inesquecível! Que maravilhosa sensação de estar livre do barulho da cidade!

M1: Que legal! E mais?

F2: Sentávamo-nos a conversar sobre tudo um pouco até que minha avó me dizia que já era tarde e tínhamos de regressar a casa.

M1: Ainda mantêm contato?

F2: Mantivemos durante alguns anos mas agora já não. Tenho pena que assim seja!

Animal rights

Question 8

Example

M1: Carla?

F1: Para ter um cão não chega ter tempo para o levar ao veterinário. Temos de ter uma casa que seja grande o suficiente para que o animal se sinta bem.

Question 8 Part (a)

M1: Francisco, como ajudar a Liga Portuguesa dos Direitos do Animal?

M2: Com um donativo. Por pouco que seja, os animais agradecem.

M1: Gabriel?

M2: Esta organização divulga histórias emocionantes sobre o seu trabalho para que o público saiba. Ontem ouvimos que um cão salvou uma família num tremor de terra no Algarve.

M1: Luísa?

F2: Na loja online, pode-se comprar uma grande variedade de coisas que contribuem para o divertimento dos animais.
Question 8 Part (b)

M1: Catarina?

F1: Os membros têm um desconto em hotéis para animais, para que possam ir de férias relaxados.

M1: Sílvio?

M2: Tenho um gato muito brincalhão. Fico zangado se alguém deixa o seu animal em casa sozinho durante muito tempo. É horrível! Porque não pedir a um vizinho e solucionar o problema? O ideal seria que os práticos hotéis para animais não custassem tanto.

College of Catering and Tourism in Douro-Lamego

Question 9

Question 9 Part (a)

F1: A Escola de Hotelaria e Turismo do Douro-Lamego tem como objetivo principal dar formação no setor do turismo. Os cursos dão aos formandos as competências necessárias para entrarem no mercado de trabalho. No ano passado, 30 jovens obtiveram as suas licenciaturas, dos quais 22 começaram imediatamente a trabalhar na região. Uma escola com sucesso! Através de intercâmbios com escolas de prestígio internacional, os alunos partilham conhecimentos e melhoram o seu trabalho. Todos os anos, a escola recebe professores de outros países. Com as competições anuais nacionais entre escolas, aprende-se a acreditar em nós próprios.

Question 9 Part (b)

F1: Para ser um bom cozinheiro não basta cozinhar bem! É necessário conhecer quem vai provar os nossos pratos. É também importante estar pronto para enfrentar problemas. Um dos nossos alunos recebeu um prémio, não apenas por ter preparado um fabuloso arroz doce mas especialmente por o ter tornado numa sobremesa saudável. Esta escola pretende que os seus alunos reconheçam os seus erros para poderem ter a ambição de fazer sempre melhor.
Cities in the future

Question 10

Example

M1: No futuro, não haverá engarrafamentos porque muito do transporte será aéreo.

Question 10 Part (i)

M1: Todos os meios de transporte, sem exceção, não poluirão o meio ambiente, porque usarão somente recursos naturais. O petróleo terá chegado ao fim e o aquecimento global já não será um problema tão grande para resolver. Por outro lado, a circulação dos peões será muito mais segura. As passadeiras nas cidades emitirão um sinal sonoro, para avisar sempre que seja perigoso atravessar a rua. Na minha opinião, a proteção das pessoas será um tema muito sério.

Question 10 Part (ii)

M1: Haverá mais gente a viver nas cidades. Mas isso não será um problema ou uma ameaça à qualidade de vida das pessoas, porque não haverá falta de espaços verdes. Todas as florestas estarão protegidas por uma camada de gás protetor especial que será inventado no futuro. Além disso, os edifícios serão, na sua maioria, muito altos e coloridos. As pessoas serão tão felizes que não pensarão mais em violência e guerras.
Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions in Sections A and B.
- Questions in Section A are set in Portuguese.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided - there may be more space than you need.
- You must not use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
  There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for each question are shown in brackets - use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
Answer ALL questions. Write your answers in the spaces provided.
Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A
A rotina diária em família

1 Num programa de televisão matinal, a Bruna fala sobre a rotina diária em família.
O que é que ela diz?

Complete cada uma das frases com as palavras da caixa. Nem todas as palavras deverão ser utilizadas.

música   levanta   pacífico   notícias
prepara   longe   sandes   vestir-se
bebidas   perto   levantar-se   falador

Exemplo: A Bruna é a primeira a ................................................................. levantar-se ................................................................. .

(a) O irmão da Bruna não é muito ................................................................. .

(b) O pai ................................................................. a mesa .

(c) A mãe faz as ................................................................. .

(d) À mesa, ouvem ................................................................. .

(e) A escola da Bruna não é ................................................................. .

(Total for Question 1 = 5 marks)
O primeiro emprego

2 O Mário tem um vídeo no YouTube onde dá alguns conselhos sobre o que fazer no primeiro emprego.

Que conselhos dá? Complete as frases, usando uma das seguintes palavras: **prático, difícil, correto e fácil**.

Cada palavra pode ser usada várias vezes.

**Exemplo:** A falta de experiência pode ser **dificil**.

(a) O que se veste para ir trabalhar deve ser .................................................. . (1)

(b) O local de trabalho pode nem sempre ser .................................................. . (1)

(c) **Não** é ............................................................... chegar atrasado. (1)

(d) Conversar sem ser no intervalo é .................................................. . (1)

(e) É sempre mais ............................................................... fazer o que o chefe diz. (1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS
SECTION B
The Cultural Centre of Belém

You hear this advert on the radio about the Cultural Centre of Belém.

Listen to the recording and complete the sentences by putting a cross √ in the correct box for each question.

Example: The Cultural Centre of Belém is open…

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>after 8 p.m.</td>
<td>until 8 p.m.</td>
<td>from 7 a.m. to 6 p.m.</td>
<td>24 hours.</td>
</tr>
</tbody>
</table>

(i) In the centre there are…

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mostly free shows.</td>
<td>only international shows.</td>
<td>very few national shows.</td>
<td>different kinds of shows.</td>
</tr>
</tbody>
</table>

(ii) It is a good idea to…

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>arrive early.</td>
<td>take public transport.</td>
<td>take a camera.</td>
<td>park closeby.</td>
</tr>
</tbody>
</table>

(iii) It is cheaper to buy tickets…

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>online.</td>
<td>at the ticket office.</td>
<td>for the whole family.</td>
<td>in advance.</td>
</tr>
</tbody>
</table>

(Total for Question 3 = 4 marks)
(iv) Monday is a good day to visit the art galleries because there is free…

- [ ] A entrance.
- [ ] B parking.
- [ ] C transport.
- [ ] D food.

(Total for Question 3 = 4 marks)
**Edgar’s contribution**

4 Edgar is from Luanda and helps in a charity in Angola.

What does he say in his YouTube video?

Listen to the recording and put a cross \(\checkmark\) in each one of the **three** correct boxes.

<table>
<thead>
<tr>
<th></th>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>you see life differently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>you have to be strong</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Luanda has too many people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>many children are homeless</td>
<td></td>
</tr>
<tr>
<td></td>
<td>there are not enough homes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a child was hungry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a girl was scared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a smile makes you happy</td>
<td></td>
</tr>
</tbody>
</table>

*(Total for Question 4 = 3 marks)*
Volunteering at the Azgo Festival

5 In a podcast, Manuela talks about how to volunteer at the Azgo Festival in Mozambique.

What does she say?

Listen to the recording and put a cross \(\square\) in the correct box for each question.

**Example:** To volunteer, you should…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>phone.</td>
</tr>
<tr>
<td>X</td>
<td>apply online.</td>
</tr>
<tr>
<td></td>
<td>apply by post.</td>
</tr>
<tr>
<td></td>
<td>enquire in person.</td>
</tr>
</tbody>
</table>

(i) For visitors to find you easily, you will…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>always be with other colleagues.</td>
</tr>
<tr>
<td>B</td>
<td>work in just one area.</td>
</tr>
<tr>
<td>C</td>
<td>wear special clothing.</td>
</tr>
<tr>
<td></td>
<td>need a phone at all times.</td>
</tr>
</tbody>
</table>

(ii) The brochure…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>is sent out before the event.</td>
</tr>
<tr>
<td>B</td>
<td>tells you all you need to know.</td>
</tr>
<tr>
<td>C</td>
<td>can be downloaded.</td>
</tr>
<tr>
<td>D</td>
<td>includes two free tickets.</td>
</tr>
</tbody>
</table>

(iii) Part of being a volunteer includes…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>cleaning up.</td>
</tr>
<tr>
<td>B</td>
<td>recycling plastic.</td>
</tr>
<tr>
<td>C</td>
<td>giving out programmes.</td>
</tr>
<tr>
<td>D</td>
<td>washing glasses.</td>
</tr>
</tbody>
</table>

*(Total for Question 5 = 3 marks)*
Social media

6 Two Brazilian 16-year-olds are being interviewed on the radio about social media.

Listen to the recording and answer the following questions in English.

(a) What motivates Marisa to post photos and links on Facebook?

..........................................................................................................................
..........................................................................................................................

(1)

(b) What does Marisa like about the comments on her blog?

..........................................................................................................................
..........................................................................................................................

(1)

(c) Why does Carlos have a special interest in chatrooms?

..........................................................................................................................
..........................................................................................................................

(1)

(d) How can you stay safe in chatrooms? Give two examples.

..........................................................................................................................
..........................................................................................................................

(2)

(Total for Question 6 = 5 marks)
A holiday to remember

7 A Brazilian radio programme interviewed Patrícia Poeta, a famous TV presenter, to talk about a holiday to remember.

Listen to the interview and answer the following questions in English.

(a) Why did Patrícia travel to the south of Brazil in the summer? (1)

(b) Why were Patrícia and her cousin always together? (1)

(c) How does Patrícia feel about city noise? (1)

(d) What would put an end to conversations between Patrícia and her cousin? (1)

(e) According to Patrícia, what should not have happened? (1)

(Total for Question 7 = 5 marks)
Animal rights

8 You hear this discussion among some young people on a Portuguese radio phone-in.

Listen to the recording and put a cross [x] in the correct box for each question.

Example: Carla thinks that before getting a dog you need to…

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>check with the neighbours.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>choose the right breed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>think about the vet’s bills.</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>D</td>
<td>have enough space.</td>
<td></td>
</tr>
</tbody>
</table>

(a) (i) In order to help the association, it is not necessary to…

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>be a member.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>volunteer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>give a lot of money.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>adopt an animal.</td>
<td></td>
</tr>
</tbody>
</table>

(ii) The Portuguese Association for Animal Rights wants to…

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>be known in the Algarve.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>raise awareness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>save animals from forest fires.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>focus only on caring for dogs.</td>
<td></td>
</tr>
</tbody>
</table>

(iii) In the shop you can buy a wide range of…

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>collars.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>beds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>cages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>toys.</td>
<td></td>
</tr>
</tbody>
</table>
(b) (i) By being a member you will not need to worry about…

- [ ] A going on holiday.
- [ ] B the cost of feed.
- [ ] C exercising your pet.
- [ ] D training your pet.

(ii) Sílvio gets angry when animals are left…

- [ ] A alone.
- [ ] B without shelter.
- [ ] C with neighbours.
- [ ] D without food.

(iii) Pet-minding services should be…

- [ ] A more practical.
- [ ] B easier to book.
- [ ] C more common.
- [ ] D cheaper.

(Total for Question 8 = 6 marks)
College of Catering and Tourism in Douro-Lamego

9 You hear this report on TV about the Escola de Hotelaria e Turismo do Douro-Lamego. Listen to the report and answer the following questions in English.

(a) (i) What benefits do students get from attending this school? Give one detail. (1)

(ii) What is the number of the graduates who started to work last year? (1)

(iii) How do students benefit from international exchanges? Give two details. (2)

(iv) What happens every year? (1)

(v) What is the advantage of the national competitions? (1)

The report continues.

(b) (i) In addition to cooking well, what does a good chef need to do? Give two details. (2)

(ii) What was the main reason a student received a prize? (1)

(iii) How can students keep improving? (1)

(Total for Question 9 = 10 marks)
Cities in the future

10 You hear Dário talking about what he thinks cities in the future will look like.

Put a cross ✓ in each one of the two correct boxes for each question.

(i) What does Dário say about transport and traffic?

- Example  There will be no traffic jams.
- A  There will be fewer traffic lights.
- B  Transport will be environmentally friendly.
- C  Transport will be safer.
- D  Pedestrians will be safer.
- E  There will be more pedestrian crossings.

(ii) What does Dário say about quality of life?

- A  The population will fall.
- B  Green spaces will be under threat.
- C  There will be more green spaces.
- D  Buildings will look less attractive.
- E  There will be more peace.

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 50 MARKS
There are no marks for quality of language or spelling in this paper, therefore errors in the Portuguese script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied a Portuguese word or name.

SECTION A

Question number Answer Mark
1 (a) falador (1)
1 (b) prepara (1)
1 (c) bebidas (1)
1 (d) notícias (1)
1 (e) longe (1)
2 (a) prático (1)
2 (b) prático (1)
2 (c) correto (1)
2 (d) difícil (1)
2 (e) fácil (1)
**GCSE Portuguese Higher tier**

**Paper 1 mark scheme**

There are no marks for quality of language or spelling in this paper, therefore errors in the Portuguese script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied a Portuguese word or name.

**SECTION A**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>falador</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>prepara</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>bebidas</td>
<td>(1)</td>
</tr>
<tr>
<td>1(d)</td>
<td>noticias</td>
<td>(1)</td>
</tr>
<tr>
<td>1(e)</td>
<td>longe</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>práctico</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>práctico</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>correto</td>
<td>(1)</td>
</tr>
<tr>
<td>2(d)</td>
<td>difícil</td>
<td>(1)</td>
</tr>
<tr>
<td>2(e)</td>
<td>fácil</td>
<td>(1)</td>
</tr>
</tbody>
</table>
### SECTION B

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(i)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>3(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>3(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>3(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>4</td>
<td>C, E, G</td>
<td>(3)</td>
</tr>
<tr>
<td>5(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>5(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>5(iii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>6(a)</td>
<td>(her interest in) the environment</td>
<td>(1)</td>
</tr>
<tr>
<td>6(b)</td>
<td>she learns a lot from the answers (of other people)/she learns more</td>
<td>(1)</td>
</tr>
<tr>
<td>6(c)</td>
<td>he can chat/exchange ideas about science-fiction films/he can form relationships</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6(d)</td>
<td>Any <strong>two</strong> of the following: protect your identity (1) protect the others’ identity (1) never give your real name/telephone/address (1) never ask for real names/telephones/addresses (1)</td>
<td>(2)</td>
</tr>
<tr>
<td>7(a)</td>
<td>to spend her holiday with her grandmother (who was alone)/to keep company to her grandmother/ because her grandmother was alone</td>
<td>(1)</td>
</tr>
<tr>
<td>7(b)</td>
<td>they liked the same things/leisure activities</td>
<td>(1)</td>
</tr>
<tr>
<td>7(c)</td>
<td>she doesn’t like it/ she likes to be away from it</td>
<td>(1)</td>
</tr>
<tr>
<td>7(d)</td>
<td>Any <strong>one</strong> of the following: when it was time to go home (1) grandmother saying it was time to go home (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>7(e)</td>
<td>they shouldn’t have lost contact</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(iii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(i)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(ii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>8(b)(iii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(i)</td>
<td>Any one of the following: training (in the tourism sector) (1) (learn/get/new) skills (to enter job market) (1)</td>
<td>provide training</td>
</tr>
<tr>
<td>9(a)(ii)</td>
<td>22</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(iii)</td>
<td>share knowledge (1) improve their work (1)</td>
<td>(2)</td>
</tr>
<tr>
<td>9(a)(iv)</td>
<td>school hosts/receives teachers from abroad/other countries</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(v)</td>
<td>Any one of the following: one learns to believe in oneself (1) you learn to believe in yourself (1) they learn to believe in themselves (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>9(b)(i)</td>
<td>to know what kind of people are going to eat/taste the food (1) to be able to face problems (1)</td>
<td>(2)</td>
</tr>
<tr>
<td>9(b)(ii)</td>
<td>he managed/was able to turn a rice pudding into a healthy dessert/he created a healthy dessert/rice pudding</td>
<td>(1)</td>
</tr>
<tr>
<td>9(b)(iii)</td>
<td>by recognising their mistakes</td>
<td>(1)</td>
</tr>
<tr>
<td>10(i)</td>
<td>B, D</td>
<td>(2)</td>
</tr>
<tr>
<td>10(ii)</td>
<td>C, E</td>
<td>(2)</td>
</tr>
</tbody>
</table>
Mark 8(b)(iii) D

Question number Answer
9(a)(i) Reject

Mark 9(a)(i)

Any

one

of

the

following:

training (in the tourism sector)

(1)

(learn/get/new) skills (to enter

job market) (1)

provide training

(1)

Mark 9(a)(ii)

22

(1)

Mark 9(a)(iii)

share knowledge

improve their

work

(1)

(2)

Mark 9(a)(iv)

school hosts/receives

teachers from abroad

(1)

Mark 9(a)(v)

Any

one

of

the

following:

one learns to believe in oneself

you learn to believe in yourself

they learn to believe in themselves

(1)

(1)

Mark 9(b)(i)

to

know

what kind of people are going to

eat/taste

the

food

(1)

to

be able to face problems

(1)

Mark 9(b)(ii)

he

managed/was able to

turn a rice pudding into

a healthy dessert

he created a healthy dessert/rice pudding

(1)

Mark 9(b)(ii)

by

recognising
	heir mistakes

(1)
General instructions to the teacher conducting the assessment

• The examination is made up of three tasks.

• The tasks must be conducted in the following order: role play, picture-based task, conversation.

• The total examination will last between 10 to 12 minutes.

• Candidates must be allowed 12 minutes’ preparation time under supervised conditions to prepare for the role play and the picture-based task.

• The preparation time must be immediately before the examination time.

• The preparation time must be used only to study the stimuli provided. It is not to be used to prepare for the conversation (Task 3).

• Candidates can make notes of up to a maximum of one side of A4 paper to cover both Task 1 and Task 2. Candidates must not read out whole, prepared sentences in answer to questions.

• Candidates may refer to their notes during Task 1 and Task 2 only.

• Candidates must not write on the stimuli.

• Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.

• Candidates must return their notes and the stimuli after completing Task 2 but before starting Task 3.

• Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

• It is the teacher’s responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.

• Teachers must use the Sequencing grid provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.

• The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.
Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move next to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these exact prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in two parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.
Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.

- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.

- An equal amount of time must be allocated to each of the two themes.

**Conversation Part 1**

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.

- This topic must be selected by the candidate no later than two weeks before the date of assessment.

- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

**Conversation Part 2**

- For each candidate, there is a choice of two themes on the sequencing grid.

- Part 2 must cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.

- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.

- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.
GCSE Portuguese Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

**Candidate 1 Higher tier**
- Role play HR3
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. **Candidate 2**

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

<table>
<thead>
<tr>
<th>1st candidate:</th>
<th>Candidate 1 grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd candidate:</td>
<td>Candidate 3 grid</td>
</tr>
<tr>
<td>3rd candidate:</td>
<td>Candidate 4 grid</td>
</tr>
<tr>
<td>4th candidate:</td>
<td>Candidate 5 grid</td>
</tr>
<tr>
<td>5th candidate:</td>
<td>Candidate 7 grid</td>
</tr>
</tbody>
</table>

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

**Themes:**
- **Theme 1** – Identity and culture
- **Theme 2** – Local area, holiday and travel
- **Theme 3** – School
- **Theme 4** – Future aspirations, work and study
- **Theme 5** – International and global dimension
### Sample sequencing grid

<table>
<thead>
<tr>
<th>Candidate Order</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Allocated</strong></td>
<td><strong>Role Play</strong></td>
<td><strong>Picture Based</strong></td>
<td><strong>Candidate Selection</strong></td>
</tr>
<tr>
<td><strong>Candidate 1</strong></td>
<td>HR3 (Theme 2)</td>
<td>HP7 (Theme 4)</td>
<td>Conversation 1</td>
</tr>
<tr>
<td><strong>Candidate 2</strong></td>
<td>HR7 (Theme 3)</td>
<td>HP1 (Theme 1)</td>
<td>Conversation 2</td>
</tr>
<tr>
<td><strong>Candidate 3</strong></td>
<td>HR1 (Theme 1)</td>
<td>HP5 (Theme 3)</td>
<td>Conversation 2</td>
</tr>
<tr>
<td><strong>Candidate 4</strong></td>
<td>HR4 (Theme 2)</td>
<td>HP1 (Theme 1)</td>
<td>Conversation 2</td>
</tr>
<tr>
<td><strong>Candidate 5</strong></td>
<td>HR9 (Theme 4)</td>
<td>HP9 (Theme 5)</td>
<td>Conversation 2</td>
</tr>
</tbody>
</table>

* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection'.

---

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Portuguese – Sample Assessment Materials – Issue 2
December 2022 © Pearson Education Limited 2022
| Candidate 1 | HR1 (Theme 1) | HP8 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| Candidate 2 | HR7 (Theme 3) | HP5 (Theme 3) | Theme 2 | Theme 4 OR Theme 5 |
| Candidate 3 | HR1 (Theme 1) | HP9 (Theme 5) | Theme 2 | Theme 4 OR Theme 5 |
| Candidate 4 | HR4 (Theme 2) | HP1 (Theme 1) | Theme 2 | Theme 4 OR Theme 5 |

* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'
Task 1: Role play

Instructions to the candidate

Higher tier

You do not need any other materials.

12 minutes in total to prepare for the role play and the picture-based task.

Do not make notes on this stimulus card.

Dictionaries and other resources are not allowed at any time.

You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.

You must hand in your notes before completing the final task (conversation).

You may ask for questions to be repeated.

You must not read out whole, prepared sentences in answer to questions.

Sample assessment material for first teaching

Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time
Portuguese
Paper 2: Speaking in Portuguese
Task 1: Role play
Instructions to the candidate

Sample assessment material for first teaching September 2018
Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions
• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR1

Topic: Who am I?

Instructions to candidates

You are talking about your friends and family with your Portuguese friend. The teacher will play the part of the friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está a falar sobre a sua família e os seus amigos com um amigo português num café.

1. Relação com os seus familiares – descreva
2. Melhor amigo/a – descrição
3. !
4. ? Amigos – importância
5. ? Família e amigos – opinião
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS HR1

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está a falar sobre a sua família e os seus amigos com um amigo português num café.

<table>
<thead>
<tr>
<th></th>
<th>Como é a sua relação com a sua família?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allow the candidate to describe his/her relationship with his/her family.</td>
</tr>
<tr>
<td></td>
<td>Descreva o/a seu/sua melhor amigo/a.</td>
</tr>
<tr>
<td>2</td>
<td>Allow candidate to describe his/her best friend.</td>
</tr>
<tr>
<td></td>
<td>O que é que fez recentemente com os seus amigos?</td>
</tr>
<tr>
<td>3</td>
<td>Allow the candidate to say what s/he has recently done with friends.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
<tr>
<td></td>
<td>?</td>
</tr>
<tr>
<td>4</td>
<td>Allow the candidate to ask you about the importance of friends.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
<tr>
<td></td>
<td>?</td>
</tr>
<tr>
<td>5</td>
<td>Allow the candidate to ask your opinion of family and friends.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
**Portuguese**

**Paper 2: Speaking in Portuguese**

**Task 1: Role play**

**Instructions to the candidate**

**Sample assessment material for first teaching September 2018**

**Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time**

### Higher tier

---

**You do not need any other materials.**

---

**Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

---

**Turn over**
**STIMULUS HR2**

**Topic: Cultural life**

**Instructions to candidates**

You are at the gym in a leisure centre in Cardiff speaking to a young Brazilian person you have met there. The teacher will play the part of the young Brazilian and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

**Task**

Está no ginásio de um centro de lazer e tempos livres em Cardiff, à conversa com uma jovem brasileira que conheceu no centro.

1. Este centro de lazer – porquê
2. Exercício – razão
3. !
4. ? Exercício – com que frequência
5. ? Vida saudável – importância
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS HR2

Topic: Cultural life

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*Está no ginásio de um centro de lazer e tempos livres em Cardiff, à conversa com uma jovem brasileira que conheceu no centro.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | *Porque é que vem a este centro de lazer?*  
   | Allow the candidate to say why s/he has come to the leisure centre. |
| 2 | *Porque é que é importante fazer exercício físico?*  
   | Allow the candidate to say why it is important to exercise. |
| 3 | *O que é que fez até agora para se manter em forma?*  
   | Allow the candidate to describe what s/he has previously done to keep fit. |
   | Give an appropriate brief response. |
| 4 | ?  
   | Allow the candidate to ask you how often you exercise. |
   | Give an appropriate brief response. |
| 5 | ?  
   | Allow the candidate to ask your opinion on living healthily. |
   | Give an appropriate brief response. |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR3

Topic: Town, region and country

Instructions to candidates

You are on holiday in Luanda, the capital of Angola, and go to the tourist office for some information about activities. The teacher will play the role of the employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está no posto de turismo em Luanda, a capital de Angola. Está a falar com o funcionário.

1. Atividades – informação
2. !
3. Atividade noturna preferida e razão
4. ? Restaurantes – recomendação
5. ? Último comboio – quando
Instructions to candidates

You are on holiday in Luanda, the capital of Angola, and go to the tourist office for some information about activities. The teacher will play the role of the employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see – ? – you must ask a question.
• Where you see – ! – you must respond to something you have not prepared.

Task

Você está no posto de turismo em Luanda, a capital de Angola. Está a falar com o funcionário.

1. Atividades – informação
2. !
3. Atividade noturna preferida e razão
4. ?
5. Restaurantes – recomendação
6. ?
7. Último comboio – quando

You do not need any other materials.
STIMULUS HR3

Topic: Town, region and country

Instructions to teacher

• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está no posto de turismo em Luanda, a capital de Angola. Está a falar com o funcionário.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Posso ajudá-lo/a?</em>&lt;br&gt;Allow the candidate to ask for information on local activities.&lt;br&gt;<em>Give an appropriate brief response.</em></td>
</tr>
<tr>
<td>2</td>
<td><em>O que é que já fez durante as suas férias em Angola?</em>&lt;br&gt;Allow the candidate to say what s/he has already done during the holidays in Angola.&lt;br&gt;<em>Ah, interessante.</em></td>
</tr>
<tr>
<td>3</td>
<td><em>O que é que gosta de fazer à noite e porquê?</em>&lt;br&gt;Allow the candidate to explain what s/he likes doing in the evening and why.&lt;br&gt;<em>Muito bem.</em></td>
</tr>
<tr>
<td>4</td>
<td><em>?</em>&lt;br&gt;Allow the candidate to ask for information on restaurants.&lt;br&gt;<em>Give an appropriate brief response.</em></td>
</tr>
<tr>
<td>5</td>
<td><em>?</em>&lt;br&gt;Allow the candidate to ask you the time of the last train.&lt;br&gt;<em>Give an appropriate brief response.</em></td>
</tr>
</tbody>
</table>
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates

You are on holiday in Lisbon and want to return an article of clothing at a shopping centre. The teacher will play the part of the shop assistant and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

Vous êtes dans un centre commercial en Lisbonne. Vous voulez retourner une pièce de vêtement et vous parlez au personnel.

1. Retour - article de vêtement
2. Problème - description
3. !
4. ? Vêtements - échange
5. ? Présentoirs - où
Instructions to the teacher

You are on holiday in Lisbon and want to return an article of clothing at a shopping centre. The teacher will play the part of the shop assistant and will speak first. Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? you must ask a question.
• Where you see - ! you must respond to something you have not prepared.

Task
Você está num centro comercial em Lisboa. Quer devolver uma peça de roupa e está a conversar com o funcionário.

1. Devolução – item de roupa
2. Problema – descrição
3. !
4. ?
5. ?

Roupa – troca
Provadores – onde
STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está num centro comercial em Lisboa. Quer devolver uma peça de roupa e está a conversar com o funcionário.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | Como posso ajudá-lo/a?  
Allow the candidate to say s/he wishes to return an item of clothing. |
| 2 | Qual é o problema?  
Allow the candidate to say what the problem is. |
| 3 | Entre a roupa que comprou recentemente, descreva-me a que tem usado mais.  
Allow the candidate to describe an item of clothing s/he has been wearing recently.  
Só um momento, por favor. Vou buscar um item de que vai gostar. |
| 4 | ?  
Allow the candidate to ask you about the possibility of changing the item.  
Claro que sim. |
| 5 | ?  
Allow the candidate to ask you where the changing rooms are.  
Give an appropriate brief response. |
Instructions to the teacher

• Use appropriate language for an informal conversation.

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está num centro comercial em Lisboa. Quer devolver uma peça de roupa e está a conversar com o funcionário.

1 Como posso ajudá-lo/a?

Allow the candidate to say s/he wishes to return an item of clothing.

2 Qual é o problema?

Allow the candidate to say what the problem is.

Entre a roupa que comprou recentemente, descreva-me a que tem usado mais.

Allow the candidate to describe an item of clothing s/he has been wearing recently.

Só um momento, por favor. Vou buscar um item de que vai gostar.

4 ?

Allow the candidate to ask you about the possibility of changing the item.

Claro que sim.

5 ?

Allow the candidate to ask you where the changing rooms are.

Give an appropriate brief response.
STIMULUS HR5

Topic: Holidays

Instructions to candidates

You are on holiday in Portugal with your family. You are at the information desk of a national museum. The teacher will play the role of the employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see -? - you must ask a question.
• Where you see -! - you must respond to something you have not prepared.

Task

Você dirige-se ao centro de informações de um museu nacional em Portugal. Fala com o funcionário.

1. Comprar bilhetes – número de pessoas
2. Jovens no museu – opinião
3. !
4. ? Exposição – recomendação
5. ? Loja de recordações do museu – onde
Topic: Holidays

Instructions to candidates

You are on holiday in Portugal with your family. You are at the information desk of a national museum. The teacher will play the role of the employee and will speak first. Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see – ? – you must ask a question.
• Where you see – ! – you must respond to something you have not prepared.

Task

Você dirige-se ao centro de informações de um museu nacional em Portugal. Fala com o funcionário.

1. Comprar bilhetes – número de pessoas
2. Jovens no museu – opinião
3. !
4. ?
5. ?

Exposição – recomendação

? Loja de recordações do museu – onde

You do not need any other materials.

Instructions

• You should open the role play with the introduction provided.
• The role play is recommended to last between two to two-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS HR5

Topic: Holidays

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*Você dirige-se ao centro de informações de um museu nacional em Portugal. Fala com o funcionário.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | *Posso ajudá-lo/a?*  
Allow the candidate to ask for tickets for… (number of) people.  
*Com certeza.* |
| 2 | *Acho ótimo ver jovens no museu. O que lhe parece?*  
Allow the candidate to give his/her opinion about young people visiting museums. |
| 3 | *O que é que já fez desde que chegou a Portugal?*  
Allow the candidate to say what s/he has done since arriving in Portugal.  
*Ah, estou a ver.* |
| 4 | *?*  
Allow the candidate to ask you to recommend an exhibition.  
*Give an appropriate brief response.* |
| 5 | *?*  
Allow the candidate to ask you the location of the museum’s souvenir shop.  
*Give an appropriate brief response.* |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR6

Topic: School activities

Instructions to candidates

You are talking to your Brazilian exchange partner about extracurricular activities in each of your schools. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

Está a falar com uma amiga brasileira sobre atividades extracurriculares.

1. Atividades extracurriculares – usuais
2. Atividade extracurricular favorita – razão
3. !
4. ? Intercâmbios escolares – opinião
5. ? Último projeto escolar – tema
Instructions to candidates

You are talking to your Brazilian exchange partner about extracurricular activities in each of your schools. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

• Where you see -? - you must ask a question.
• Where you see -! - you must respond to something you have not prepared.

Task

1. Atividades extracurriculares – usuais
2. Atividade extracurricular favorita – razão
3. !
4. ?
5. ?

Intercâmbios escolares – opinião
6.
7. ?

Último projeto escolar – tema
8.
9. ?

You do not need any other materials.
STIMULUS HR6

Topic: School activities

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

*Está a falar com uma amiga brasileira sobre atividades extracurriculares.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Em que atividades extracurriculares é que participa geralmente?</strong>&lt;br&gt;Allow the candidate to say what extracurricular activities s/he usually does.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Qual é a sua atividade extracurricular favorita e porquê?</strong>&lt;br&gt;Allow the candidate to say what his/her favourite extracurricular activity is and why.</td>
</tr>
</tbody>
</table>
| 3 | !  
**Gosto de visitas escolares. Fale-me da última visita escolar que fez.**<br>Allow the candidate to describe the last school trip s/he went on.<br>Give an appropriate brief response. |
| 4 | ?<br>Allow the candidate to ask your opinion of school exchanges.<br>Give an appropriate brief response. |
| 5 | ?<br>Allow the candidate to ask you the theme of the last school project you were involved in.<br>Give an appropriate brief response. |
Portuguese
Paper 2: Speaking in Portuguese
Task 1: Role play
Instructions to the candidate

Sample assessment material for first teaching September 2018
Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR7

Topic: What school is like

Instructions to candidates

You are at a school in Porto during an exchange visit, talking to your exchange partner about school. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

Você está em uma escola na cidade do Porto num intercâmbio entre escolas, a conversar com o aluno que o/a recebe.

1. Uniforme – descrição
2. Exames – utilidade para aprender
3. !
4. ? Deveres de casa – importância
5. ? Regras de disciplina aqui – opinião
You are at a school in Porto during an exchange visit, talking to your exchange partner about school. The teacher will play the role of the exchange partner and will speak first. Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - you must ask a question.
• Where you see - you must respond to something you have not prepared.

**Task**

1. Uniforme – descrição
2. Exames – utilidade para aprender
3. !
4. ?
5. ?

Deveres de casa – importância

Regras de disciplina aqui – opinião

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Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS HR7

Topic: What school is like

Instructions to teacher

• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está numa escola na cidade do Porto num intercâmbio entre escolas, a conversar com o aluno que o/a recebe.

1. Como é o uniforme na sua escola?
   Allow the candidate to talk about his/her school uniform.
   Nós não temos, mas os nossos exames são difíceis.

2. No entanto, penso que os exames nos ajudam a melhorar. O que é que acha?
   Allow the candidate to give his/her opinion on how useful exams are.

3. Como é que se preparou para o último exame que fez?
   Allow the candidate to tell you how s/he prepared for his/her last exam.
   Give an appropriate brief response.

4. ?
   Allow the candidate to ask you about the importance of homework.
   Give an appropriate brief response.

5. ?
   Allow the candidate to ask you for your opinion of the discipline in your school.
   Give an appropriate brief response.
Portuguese Paper 2: Speaking in Portuguese
Task 1: Role play
Instructions to the candidate

1. Como é o uniforme na sua escola?
2. No entanto, penso que os exames nos ajudam a melhorar. O que é que acha?
3. Como é que se preparou para o último exame que fez?
4. ?
5. ?

Turn over
Instructions to candidates

You are looking for a summer job at a shopping centre in London that has a lot of Portuguese-speaking customers. You speak to one of the managers at the shopping centre on the phone. The teacher will play the role of the manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está à procura de um trabalho de verão num centro comercial em Londres. Está ao telefone com o gerente brasileiro.

1. Tipo de trabalho procurado
2. Trabalhar neste centro comercial – razão
3. !
4. ? Trabalho – salário
5. ? Data de início
You are looking for a summer job at a shopping centre in London that has a lot of Portuguese-speaking customers. You speak to one of the managers at the shopping centre on the phone. The teacher will play the role of the manager and will speak first.

Instructions to candidates

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

• Tipo de trabalho procurado
• Trabalhar neste centro comercial – razão
• Trabalho – salário
• Data de início

You do not need any other materials.

Instructions

• You should open the role play with the introduction provided.
• The role play is recommended to last between two to two-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.

The statements/questions may be repeated but no more than twice.
Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está à procura de um trabalho de verão num centro comercial em Londres. Está ao telefone com o gerente brasileiro.

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
</table>
| 1 | Como posso ajudá-lo/a?  
  | Allow the candidate to say what type of work s/he is interested in. |
| 2 | Por que é que quer trabalhar aqui?  
  | Allow the candidate to say why s/he wants to work in the shopping centre. |
| 3 | !  
  | Precisamos de jovens que saibam trabalhar com computadores. Que uso tem feito do computador?  
  | Allow the candidate to tell you how good they are with computers.  
  | Temos o trabalho ideal para si. |
| 4 | ?  
  | Allow the candidate to ask you how much the job pays.  
  | Give an appropriate brief response. |
| 5 | ?  
  | Allow the candidate to ask about the start date.  
  | Give an appropriate brief response. |
Instructions to the candidate

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR9

Topic: Ambitions

Instructions to candidates

You are on holiday in Portugal and want to become a volunteer at an organisation which cleans beaches. You speak to the organiser. The teacher will play the role of the organiser and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - ? - you must ask a question.
• Where you see - ! - you must respond to something you have not prepared.

Task

Você está de férias em Portugal e quer ser voluntário/a numa organização que limpa as praias. Fala com o responsável.

1. Voluntariado – porquê
2. Trabalhar com outras pessoas – opinião
3. !
4. ? Voluntários – idade
5. ? Início
You are on holiday in Portugal and want to become a volunteer at an organisation which cleans beaches. You speak to the organiser. The teacher will play the role of the organiser and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see - you must ask a question.
• Where you see - you must respond to something you have not prepared.

Task

Você está de férias em Portugal e quer ser voluntário/a numa organização que limpa as praias. Fala com o responsável.

1. Voluntariado – porquê
2. Trabalhar com outras pessoas – opinião
3. !
4. ?
5. ?

Voluntários – idade

Início
STIMULUS HR9

Topic: Ambitions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está de férias em Portugal e quer ser voluntário/a numa organização que limpa as praias. Fala com o responsável.

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
</table>
| 1 | *Porque é que quer ser voluntário/a?*  
Allow the candidate to state why s/he wants to be a volunteer. |
| 2 | *O que é que pensa sobre o trabalho em equipa?*  
Allow the candidate to say what s/he thinks about teamwork. |
| 3 | *É importante ajudar a comunidade. Fale-me de uma boa ação que já fez pelos outros.*  
Allow the candidate to tell you something s/he has done to help others.  
*Muito bem.* |
| 4 | *?*  
Allow the candidate to ask how old volunteers are.  
*Give an appropriate brief response.* |
| 5 | *?*  
Allow the candidate to ask you when s/he can start.  
*Give an appropriate brief response.* |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR10

Topic: Using languages beyond the classroom

Instructions to candidates

You are serving dinner at a local hotel during the summer and you speak to an Angolan tourist.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

• Where you see -? - you must ask a question.
• Where you see -! - you must respond to something you have not prepared.

Task

Você está a servir o jantar num hotel local e conversa com um turista angolano.

1. A sua região – opinião
2. Atividade de fim de semana – recomendação
3. !
4. ? Tomar nota do pedido
5. ? Alergias
You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS HR10

Topic: Using languages beyond the classroom

Instructions to teacher

• Use appropriate language for an informal conversation.
• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está a servir o jantar num hotel local e conversa com um turista angolano.

<p>| | |</p>
<table>
<thead>
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<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | **O que é que acha da sua região?**  
   | Allow the candidate to say what s/he thinks about the area. |
| 2 | **O que é que me recomenda fazer este fim de semana?**  
   | Allow the candidate to recommend an activity for the weekend. |
| 3 | **O que é que fez nas férias do verão passado?**  
   | Allow the candidate to say what s/he did during the last summer holidays.  
   | *Give an appropriate brief response.* |
| 4 | **Não sou capaz de escolher.**  
   | Allow the candidate to ask you what you would like to order. |
| 5 | **?**  
   | Allow the candidate to ask if you have any food allergies.  
   | *Give an appropriate brief response.* |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- o que pensa sobre as redes sociais
- como a tecnologia tem sido útil para si recentemente
- de que forma a tecnologia irá ajudar as pessoas no futuro
- !
Olhe para a foto e prepare-se para falar sobre o seguinte:

• descrição da foto
• o que pensa sobre as redes sociais
• como a tecnologia tem sido útil para si recentemente
• de que forma a tecnologia irá ajudar as pessoas no futuro

Instructions

• You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
• You should ask the questions in the order given.
• The picture-based task is recommended to last between three to three-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
• Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.
   [Algo mais?]

2. Eu penso que as redes sociais são essenciais. O que é que acha?
   [Porquê (Porque não)?/Algo mais?]

3. Fale-me de uma situação em que a tecnologia lhe foi útil recentemente.
   [Algo mais?]

4. No futuro, como irá a tecnologia ajudar as pessoas, no seu ponto de vista?
   [Porquê?/Algo mais?]

5. Na sua opinião quais são as desvantagens da tecnologia?
   [Porquê (Porque não)?/Algo mais?]
1. Descreva esta foto.

2. Eu penso que as redes sociais são essenciais. O que é que acha?

3. Fale-me de uma situação em que a tecnologia lhe foi útil recentemente.

4. No futuro, como irá a tecnologia ajudar as pessoas, no seu ponto de vista?

5. Na sua opinião quais são as desvantagens da tecnologia?
Olhe para a foto e prepare-se para falar sobre o seguinte:

• descrição da foto
• a importância de ter bons amigos
• o que fez recentemente com os seus amigos
• projeto futuro na escola com os seus amigos
• !
Instruções

- Você deve começar a tarefa baseada em imagens pedindo ao candidato as perguntas obrigatórias listadas ao longo do texto.
- Você deve perguntar as perguntas na ordem dada.
- A tarefa baseada em imagens é recomendada para durar entre três e três e meio minutos.
- As perguntas e comentários necessários devem ser feitas conforme apresentados.
- Candidatos não podem ler inteiras, frases preparadas em resposta às perguntas.
- Não pode haver perguntas suplementares e não deve haver reescrever.
- As declarações/perguntas podem ser repetidas mas não mais de duas vezes.
STIMULUS HP2
Topic: Who am I?

1. Descreva esta foto.
   [Algo mais?]

2. Eu acredito que ter bons amigos é importante. O que é que acha?
   [Porquê (Porque não)?/Algo mais?]

3. Conte-me a sua última saída com os seus amigos.
   [Algo mais?]

4. Fale-me de um projeto que irá fazer na escola com os seus amigos.
   [Algo mais?]

5. O que é que pensa de fazer amigos fora da escola?
   [Porquê (Porque não)?/Algo mais?]
Instruções

- O exame consiste em três tarefas: uma tarefa de papel e palavras, uma tarefa de base de imagem e uma conversação.
- Você tem 12 minutos no total para preparar-se para a tarefa de base de imagem e a tarefa de papel e palavras.
- Não faça anotações nessa folha de estimulação.
- Dicionários e outros recursos não estão permitidos.
- Você pode fazer anotações no máximo de uma folha A4 para a tarefa de base de imagem e a tarefa de papel e palavras.
- Você deve entregar suas anotações antes de terminar a tarefa 3 (conversação).
- Responda a cada questão com todo o possível.
- Pode pedir que as perguntas sejam repetidas.
- Você não deve ler em voz alta ensaios preparados em resposta às perguntas.
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre visitar pontos turísticos
- um sítio na sua área local que tenha visitado recentemente
- gostaria de viver num outro país no futuro
- !
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.
   
   [Algo mais?]

2. Eu gosto de visitar pontos turísticos. E você?

   [Porquê (Porque não)?/Algo mais?]

3. Fale-me de um sítio na sua região que tenha visitado recentemente.

   [Algo mais?]

4. Gostaria de viver num outro país, no futuro?

   [Porquê?/Algo mais?]

5. É melhor viver na cidade ou no campo?

   [Porquê?/Algo mais?]
1. Descreva esta foto.

2. Eu gosto de visitar pontos turísticos. E você?

3. Fale-me de um sítio na sua região que tenha visitado recentemente.

4. Gostaria de viver num outro país, no futuro?

5. É melhor viver na cidade ou no campo?
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre as férias à beira-mar ou nas montanhas
- algo de interessante que fez nas últimas férias
- onde gostaria de ir de férias no próximo ano
- !
Olhe para a foto e prepare-se para falar sobre o seguinte:

• descrição da foto
• a sua opinião sobre as férias à beira-mar ou nas montanhas
• algo de interessante que fez nas últimas férias
• onde gostaria de ir de férias no próximo ano

Instructions

• You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
• You should ask the questions in the order given.
• The picture-based task is recommended to last between three to three-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
• Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.

[Algo mais?]

2. Eu prefiro as férias na montanha. O que é que mais gosta, férias na montanha ou na praia?

[Porquê (Porque não)?/Algo mais?]

3. Fez algo de interessante nas últimas férias? Fale-me sobre isso.

[Algo mais?]

4. Onde é que irá de férias no próximo ano?

[Porquê?/Algo mais?]

5. Prefere ir de férias com amigos ou com a família?

[Porquê?/Algo mais?]
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre visitas escolares ao estrangeiro
- algo que aprendeu numa visita escolar
- um evento que a sua turma vai organizar no futuro
- !
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.
   [Algo mais?]

2. Eu penso que as visitas escolares ao estrangeiro são importantes. Está de acordo?
   [Porquê (Porque não)?/Algo mais?]

3. Fale-me de algo que tenha aprendido numa visita escolar.
   [Algo mais?]

4. Que tipo de evento irá a sua turma organizar no futuro?
   [Porquê?/Algo mais?]

5. Considera boa ideia participar num intercâmbio escolar?
   [Porquê (Porque não)?/Algo mais?]
Task 2: Picture-based task

Instructions to the candidate

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre o uso de computadores na escola
- o seu uso da internet na semana passada
- os seus planos para a escola para o próximo ano
- !
You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.  
[Algo mais?]

2. Acredito que usamos demasiado os computadores na escola. O que pensa?  
[Porquê (Porque não)?/Algo mais?]

3. Para que é que usou a internet na semana passada?  
[Algo mais?]

4. O que é que vai fazer na escola no próximo ano?  
[Porquê?/Algo mais?]

5. O que é que mais gosta na vida escolar?  
[Porquê?/Algo mais?]
1. Descreva esta foto.

2. Acredito que usamos demasiado os computadores na escola. O que pensa?

3. Para que é que usou a internet na semana passada?

4. O que é que vai fazer na escola no próximo ano?

5. O que é que mais gosta na vida escolar?
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- opinião sobre ser responsável na escola
- o seu emprego de sonho quando era mais novo/a
- planos para o fim do ano escolar
- !
Olhe para a foto e prepare-se para falar sobre o seguinte:

• descrição da foto
• opinião sobre ser responsável na escola
• o seu emprego de sonho quando era mais novo/a
• planos para o fim do ano escolar

Instructions
- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS HP7

Topic: Ambitions

1. Descreva esta foto.
   [Algo mais?]

2. Os alunos devem ser muito responsáveis nas suas tarefas escolares. O que é que pensa?
   [Porquê (Porque não)?/Algo mais?]

3. Que trabalho sonhava ter quando era mais novo/a?
   [Porquê?/Algo mais?]

4. Quais são os seus planos para o fim do ano escolar?
   [Porquê?/Algo mais?]

5. Acha bem começar a trabalhar assim que se termina a escola secundária?
   [Porquê (Porque não)?/Algo mais?]
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar sobre o seguinte:

• descrição da foto
• opinião sobre trabalhar ao fim de semana
• o tipo de tarefas em grupo em que já participou na escola, em casa ou no local de trabalho
• opinião sobre a utilização da língua portuguesa num trabalho no futuro
• !
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- opinião sobre trabalhar ao fim de semana
- o tipo de tarefas em grupo em que já participou na escola, em casa ou no local de trabalho
- opinião sobre a utilização da língua portuguesa num trabalho no futuro

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS HP8

Topic: Work

1. Descreva esta foto.
   [Algo mais?]

2. Eu penso que trabalhar ao fim de semana é boa ideia. O que é que lhe parece?
   [Porquê (Porque não)?/Algo mais?]

3. Em que tarefas de grupo já participou na escola, em casa ou num local de trabalho?
   [Algo mais?]

4. Como é que poderia usar a língua portuguesa num futuro emprego?
   [Porquê (Porque não)?/Algo mais?]

5. Qual é o trabalho ideal na sua opinião?
   [Porquê?/Algo mais?]
1. Descreva esta foto.

2. Eu penso que trabalhar ao fim de semana é boa ideia. O que é que lhe parece?

3. Em que tarefas de grupo já participou na escola, em casa ou num local de trabalho?

4. Como é que poderia usar a língua portuguesa num futuro emprego?

5. Qual é o trabalho ideal na sua opinião?

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the picture-based task and the role play.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
• You must hand in your notes before completing Task 3 (conversation).
• Respond to each question as fully as possible.
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre concertos
- um evento especial em que tenha participado
- uma atuação que gostaria de ver no futuro
- !
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.
   [Algo mais?]

2. Eu penso que os concertos são importantes. O que é que lhe parece?
   [Porquê (Porque não)?/Algo mais?]

3. Fale-me de um evento especial em que tenha participado.
   [Algo mais?]

4. Fale-me de uma atuação que gostaria de ver no futuro.
   [Porquê (Porque não)?/Algo mais?]

5. Ser famoso é ótimo. Qual é a sua opinião?
   [Porquê/?Algo mais?]
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre a importância de reciclar
- algo positivo que fez pelo meio ambiente
- o que irá fazer no futuro para poupar energia
- !
Olhe para a foto e prepare-se para falar sobre o seguinte:
• descrição da foto
• a sua opinião sobre a importância de reciclar
• algo positivo que fez pelo meio ambiente
• o que irá fazer no futuro para poupar energia

Instructions

• You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
• You should ask the questions in the order given.
• The picture-based task is recommended to last between three to three-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.
• Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. Descreva esta foto.

[Algo mais?]

2. Eu penso que é importante reciclar. O que é que lhe parece?

[Porquê (Porque não)?/Algo mais?]

3. Quando é que fez algo positivo pelo meio ambiente? Fale-me sobre isso.

[Algo mais?]

4. O que é que vai fazer no futuro para poupar energia?

[Algo mais?]

5. Acha que todos deveríamos usar transportes públicos?

[Porquê (Porque não)?/Algo mais?]
GCSE Portuguese Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

• First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

• When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

• Once you have decided on a band you will then need to decide on a mark within the band.

• You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

• You will modify the mark based on how securely the trait descriptors are met at that band.

• You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
**Assessment criteria for the Higher tier – Part 1**

**Role play – Higher tier (10 marks)**

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

**Additional guidance on the mark scheme**

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register**: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

**Formal register**: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts. However, tu with a verb conjugated in the second person singular is only acceptable in informal contexts.

**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood) forces the listener to strain to understand what is meant.

**Guidance on application of role play mark grid**

To exemplify application of the marking criteria, Higher role play 1 (HR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.
Higher card 1 (HR1)

Está a falar sobre a sua família e os seus amigos com um amigo português num café.

**Prompt 1: Relação com os seus familiares - descreva**

**Question 1: Como é a sua relação com a sua família?**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Viver com família.</td>
</tr>
<tr>
<td></td>
<td>No rewarable communication. The response is completely inappropriate because it does not answer the question about the relationship.</td>
</tr>
<tr>
<td>1</td>
<td>Eu gosto muito dos meus parentes.</td>
</tr>
<tr>
<td></td>
<td>The use of the false friend “parentes” instead of “pais” means communication is only partially clear.</td>
</tr>
<tr>
<td>2</td>
<td>Dou-me muito bem com a minha família porque conversamos muito e fazemos coisas juntos. Gostamos de todos.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated, despite the inadequate phrasing of the final sentence.</td>
</tr>
</tbody>
</table>

**Prompt 2: Melhor amigo/a – descrição**

**Question 2: Descreva o/a seu/sua melhor amigo/a.**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Ê nice.</td>
</tr>
<tr>
<td></td>
<td>No rewarable communication because the candidate has used the English word “nice” instead of “simpático”.</td>
</tr>
<tr>
<td>1</td>
<td>Meu amigo inteligente e faz-me rir.</td>
</tr>
<tr>
<td></td>
<td>Communication is only partially clear due to the inaccurate pronunciation of “inteligente” as “intelgente”, as well as the lack of the verb to be.</td>
</tr>
<tr>
<td>2</td>
<td>O meu melhor amigo é inteligente, faz-me rir, é simpático e posso contar com ele.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated and complete response to the prompt.</td>
</tr>
</tbody>
</table>
### Prompt 3: !

**Question 3: O que é que fez recentemente com os seus amigos?**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>Amanhã cinema.</strong> Foi divertido.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Ontem vou ao cinema.</strong> Gostamos do cinema.</td>
</tr>
<tr>
<td>2</td>
<td><strong>No fim de semana passado fui ao cinema com os meus amigos. Foi divertido.</strong> Fomos passear na parque.</td>
</tr>
</tbody>
</table>

### Prompt 4: Amigos – importância

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>Tens amigos?</strong> <strong>Importantes... amigos.</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Que é a importância dos amigos?</strong> Amigos são importantes?</td>
</tr>
<tr>
<td>2</td>
<td><strong>Porque é que é importante ter amigos?</strong> Eu acho que ter amigos é muito importante. O que é que achas?</td>
</tr>
</tbody>
</table>
### Prompt 5: ? Família e amigos – opinião

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>Tens família? Amigos?</strong></td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. The candidate has not asked the required question.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Dás-te bem com a tua família e amigos?</strong></td>
</tr>
<tr>
<td></td>
<td>The candidate has not asked the teacher’s opinion on family and friends. However, the question has some relevance as it asks if the teacher gets along with his/her family and friends.</td>
</tr>
<tr>
<td>2</td>
<td><strong>O que é que achas dos teus amigos e da tua família?</strong></td>
</tr>
<tr>
<td></td>
<td>Clearly communicated. Has asked a clear and appropriate question.</td>
</tr>
</tbody>
</table>

---

**Instructions:**
- **Mark:** 0, 1, or 2 depending on the level of communication and appropriateness of the response.
- **Descriptor:** Provides feedback on the candidate's communication and response.
- **Sample Responses:**
  - 0: No rewardable communication. The candidate has not asked the required question.
  - 1: The candidate has not asked the teacher’s opinion on family and friends. However, the question has some relevance as it asks if the teacher gets along with his/her family and friends. Partially appropriate within the context of the role play due to the use of formal register instead of informal register.
  - 2: Clearly communicated. Has asked a clear and appropriate question.
Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4  | - Responds to set questions with some development, some hesitation and some prompting necessary.  
     | - Some effective adaptation of language to describe, narrate and inform in response to the set questions.  
     | - Expresses opinions with occasional, brief justification.  
     | - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 5–8  | - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.  
     | - Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.  
     | - Expresses opinions and gives justification with some development.  
     | - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 9–12 | - Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.  
     | - Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.  
     | - Expresses opinions effectively and gives justification which is mostly developed.  
     | - Pronunciation and intonation are intelligible and predominantly accurate. |
| 13–16 | - Responds to the set questions with consistently fluent and developed responses.  
     | - Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.  
     | - Expresses opinions with ease and gives fully-developed justification.  
     | - Pronunciation and intonation are consistently accurate and intelligible. |

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
**Picture-based task: linguistic knowledge and accuracy – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.  
• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 3–4  | • Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.  
• Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |
| 5–6  | • Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.  
• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication. |
| 7–8  | • Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.  
• Responses are coherent, any errors do not hinder the clarity of the communication. |

**Additional guidance**

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.  
     - Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.  
     - Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.  
     - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 4–6  | - Communicates information relevant to the topics and questions, with some extended sequences of speech.  
     - Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.  
     - Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.  
     - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 7–9  | - Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.  
     - Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.  
     - Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.  
     - Pronunciation and intonation are intelligible and predominantly accurate. |
| 10–12| - Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.  
     - Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.  
     - Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.  
     - Pronunciation and intonation are consistently accurate and intelligible. |

Additional guidance

Uses language creatively: examples of creative language use are:
- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
Additional guidance

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Conversation: interaction and spontaneity – Higher tier

<table>
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| 1–3  | • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.  
      • Occasionally able to initiate and develop responses independently but regular prompting needed.  
      • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 4–6  | • Responds spontaneously to some questions, interacting naturally for parts of the conversation.  
      • Sometimes able to initiate and develop the conversation independently, some prompting needed.  
      • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |
| 7–9  | • Responds to most questions spontaneously, resulting in mostly natural interaction.  
      • Mostly able to initiate and develop the conversation independently.  
      • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation. |
| 10–12| • Responds spontaneously and with ease to questions, resulting in natural interaction.  
      • Consistently able to initiate and develop the conversation independently.  
      • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow. |

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.
## Conversation: linguistic knowledge and accuracy – Higher tier

<table>
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<td>No rewardable material.</td>
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</table>
| 1–3  | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.  
• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.  
• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 4–6  | • Manipulates grammatical structures with occasional variation, complex structures used but repetitive.  
• Generally accurate grammatical structures, generally successful references to past, present and future events.  
• Generally coherent speech although errors occur that sometimes hinder clarity of communication. |
| 7–9  | • Manipulates a variety of grammatical structures, some variety of complex structures.  
• Predominantly accurate grammatical structures, mostly successful references to past, present and future events.  
• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication. |
| 10–12| • Manipulates a wide variety of grammatical structures, frequent use of complex structures.  
• Consistently accurate grammatical structures, consistently successful references to past, present and future events.  
• Fully coherent speech; any errors do not hinder the clarity of the communication. |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
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- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒ If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

An international event

1. Read the blog post below.

Em setembro há um festival de música internacional com o objetivo de juntar jovens músicos sul-americanos para celebrar a música dos diferentes países.

No ano passado, o festival decorreu no sul do Brasil, mas este ano irá mudar-se para o norte. O festival começou em 2012 com cinco grupos, mas agora a organização convidou mais de vinte.

Não está sempre calor nesta região do Brasil, por isso, para os visitantes há mais do que uma opção: acampar, claro, ou passar o tempo de maneira mais confortável num hotel, apesar de ser mais caro.

Answer the following questions in English. You do not need to write in full sentences.

(a) Where will the festival be held this year?

(b) How many groups will there be?

(c) What will the weather probably be like?

(Total for Question 1 = 3 marks)
Aventuras de Xisto by Lúcia Machado de Almeida

2 Read the extract from the text. In a far away kingdom two boys set off for an adventure in the countryside.

Certa manhã, Xisto e Bruzo saíram pelo mato à procura de frutos silvestres. Tanto andaram que ficaram com fome e resolveram entrar numa gruta. Estavam acabando a merenda quando ouviram um ruído de passos. Alguém se aproximava e, por isso, esconderam-se rapidamente.

De imediato, surgiu uma extravagante figura com uma capa negra e de gola levantada. Tinha ainda um grande chapéu preto que cobria o rosto. Colocou num canto, ao fundo, uma pequena caixa. Olhou à volta e saiu com ar suspeito.

– Aquele sujeito parece bruxo! – exclamou Xisto. – Você não viu o jeitão dele?
– Vamos desvendar o mistério e espreitar o que está naquela caixa! respondeu Bruzo, de olhos arregalados.

Answer the following questions in English. You do not need to write in full sentences.

(a) Why did the boys go into a cave?

(1)

(b) What noise did they hear?

(1)

(c) Give one detail that made Xisto think the figure was a witch.

(1)

(d) What action did they take in the end?

(1)

(Total for Question 2 = 4 marks)
When I was young

3 Read what these two people have written about their childhoods.

João: Na minha família éramos muitos e fazíamos grandes festas. Enquanto os nossos pais conversavam, as crianças jogavam na rua todo o dia. Nós andávamos de bicicleta sem capacete e só voltávamos, esfomeados, à hora do lanche. Como não havia telemóveis, ninguém nos podia localizar.

Luísa: A minha mãe passava muito tempo comigo, visto que ela não tinha de se dividir entre tarefas múltiplas. As responsabilidades estavam muito bem divididas: o meu pai na fábrica e a minha mãe em casa. Os meus outros familiares viviam muito perto de mim e eu adorava estar com os meus primos, nós liamos muito e nunca nos aborrecíamos porque também tínhamos muitos jogos para nos divertirmos: xadrez, damas e outros.

Answer the following questions in **English**. You do not need to write in full sentences.

(a) What does João say about the size of his family? (1)

(b) What did the parents do while João and the other children played? (1)

(c) What prompted João and the other children to go back home? (1)

(d) Why was Luísa’s mother able to spend a lot of time with her? (1)

(e) What was Luísa’s relationship with her cousins like? (1)

(Total for Question 3 = 5 marks)
When I was young

Read what these two people have written about their childhoods.

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Answer the following questions in English.

You do not need to write in full sentences.

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..........................................................................................................................
..........................................................................................................................

(Total for Question 3 = 5 marks)
Os calções verdes do Bruno by Ondjaki

4 Read the extract from the literary text about a young boy’s transformation.

Até a professora ficou surpreendida e interrompeu a aula quando o Bruno entrou na sala. No intervalo, em vez de irmos todos brincar a correr, cada um ficou só surpreendido a passar perto do Bruno. A antiga blusa vermelha tinha sido substituída por uma camisa verde. Mas o mais espantoso era o Bruno não trazer os calções dele verdes justos com duas barras brancas de lado. A pele cheirava a sabonete azul limpo, o cabelo lavado e cheio de gel. Até os óculos estavam limpos. Tortos mas limpos.

Eu era grande amigo do Bruno e mesmo assim não consegui entender aquela transformação. Olhei o pátio onde as meninas brincavam. Na porta, a luz iluminava a cara espantada da Romina. Eu olhava a Romina, o sol e o Bruno também.

Já toda a gente sabia menos eu. Havia uma explicação para tanto banho. Parece que o Bruno estava apaixonado pela Romina.

Put a cross ☑ in the correct box.

Example: The person who is speaking in the first paragraph is probably...

☐ A Bruno.
☐ B a girl.
☐ C Romina.
☒ D Bruno’s best friend.

(i) The teacher was so astonished that...

☐ A Bruno walked out.
☐ B she didn’t see Bruno.
☐ C she suspended the lesson.
☐ D she asked Bruno to go home.
Os calções verdes do Bruno

by Ondjaki

4

Read the extract from the literary text about a young boy's transformation.

Example text...

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Put a cross in the correct box.

Example:

(i) The person who is speaking in the first paragraph is probably...

A Bruno.
B a girl.
C Romina.
D Bruno's best friend.

(ii) During break that day the boys...

A played football.
B admired Bruno.
C played with Bruno.
D had running competitions.

(iii) Before, Bruno used to wear...

A a green shirt.
B blue shorts.
C a red jumper.
D a red shirt.

(iv) Although Bruno made a big impression...

A his glasses were still crooked.
B his glasses were ugly.
C he had blue soap in his hair.
D his shorts were dirty.

(v) Everyone was saying that...

A Romina was in love.
B Romina smelled of perfume.
C Bruno had feelings for Romina.
D I was in love.

(Total for Question 4 = 5 marks)
The value of university

5 Read this online magazine article, where young people talk about going straight to university from school.

Vale a pena ir diretamente para a Universidade a seguir ao liceu?

A Joana pensa que entre os pais dos adolescentes portugueses é frequente existir um preconceito: se não vais para a universidade após terminar o liceu, então no futuro vais ter um mau emprego. Mas frequentemente os jovens simplesmente não sabem nessa altura o que querem fazer no futuro. Além disso, a maioria dos pais acha que só algumas licenciaturas têm boas saídas profissionais, o que complica ainda mais a vida dos jovens.

Por sua vez, o Francisco refere que no Ocidente se considera absolutamente normal passar um ano no estrangeiro depois de terminar a escola. Em Inglaterra, por exemplo, muitos alunos fazem voluntariado no estrangeiro.

Já o Pedro pensa que esse período de tempo é ideal para obter experiência de vida valiosa, encontrar-se a si mesmo e decidir qual será a especialização ideal na sua carreira futura.

Contudo, a Ana não tem tanta certeza. Ela acredita que um ano inteiro sem educação pode ser perigoso. A questão é que podemos esquecer praticamente tudo num ano – e lá teríamos que voltar a aprender tudo de novo.

Who says what? Choose the correct answer from Joana, Francisco, Pedro or Ana.

Example: Joana thinks that young people’s lives are complicated.

(a) ................................................. is worried you can forget everything after a year out of education. (1)

(b) ................................................. points out that in the West a year abroad after finishing school is normal. (1)

(c) ................................................. says some parents think that going straight to university is important to get a good job. (1)

(d) ................................................. thinks that having a year out between school and university gives you valuable life experience. (1)
The value of university

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Answer the following questions in **English**.

(e) According to the text, what important decision can a year abroad help you make?

(f) Why do some Portuguese parents encourage their children to choose certain degrees?

(Total for Question 5 = 6 marks)
Nas bancadas de muitos estádios, a grande maioria dos fãs encorajará a sua equipa. Mas noutros, uma pequena minoria de apoiantes violentos, também estará lá. Para estes últimos, o futebol, como desporto em si, não lhes importa muito.

A violência no futebol é um problema considerável. No Brasil, tem havido numerosos conflitos entre os fãs do Flamengo e do Fulminense. Vários espetadores chegaram a lançar latas de cerveja durante um jogo. Estes atos são tão extremos que algumas pessoas sofreram ferimentos sérios em diferentes partes do mundo.

Agora, há mais legislação para castigar os criminosos, também há cada vez mais investigações sobre o tema e as pessoas sentem-se mais seguras nos estádios. No entanto, apesar de todos estes esforços, a violência não diminuiu.

Um dos problemas é que quase ninguém tem coragem para falar publicamente sobre os fãs violentos. Muitas pessoas sabem quem eles são, mas jamais lhes apontariam o dedo. Diz-se que, às vezes, até a polícia costuma olhar para o outro lado quando estes incidentes ocorrem.

Os especialistas dizem que eliminar totalmente este problema não será fácil mas que se pode conseguir se todos se puserem do mesmo lado: jogadores, dirigentes, fãs, jornalistas e polícias.
(i) What does the article tell us?

Put a cross ☒ next to each one of the three correct boxes.

| ☒ | Example | Many fans go to support their teams. |
| ☐ | A | Some spectators are not interested in the actual match. |
| ☐ | B | There are now more laws against hooliganism. |
| ☐ | C | Alcohol has been banned from football matches. |
| ☐ | D | There are more football hooligans in the stadium. |
| ☐ | E | People are too frightened to name football hooligans. |
| ☐ | F | There is not enough research done on football violence. |
| ☐ | G | Fans often throw stones during matches. |

Answer the following questions in English. You do not need to write in full sentences.

(ii) What observation is made about the police at football matches?

..........................................................................................................................................................
..........................................................................................................................................................

(iii) According to the article, how could football hooliganism be solved?

..........................................................................................................................................................
..........................................................................................................................................................

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS
O ano passado, eu e os meus amigos decidimos passar as férias de verão num acampamento na floresta. Para chegarmos lá demoramos quase um dia. Tivemos de apanhar o comboio e um autocarro. Eu tinha uma afeição especial pelo sol, pelo ar fresco e pela linda floresta. Enquanto acampava conheci outros rapazes e raparigas. A minha estadia lá foi muito interessante – nós íamos ao lago, à floresta, apanhávamos cogumelos. Também jogávamos voleibol e apanhávamos banhos de sol. À noite nós víamos desenhos animados ou filmes, dançávamos e conversávamos. Tudo era fantástico!

Coloca uma cruz \(\Box\) na caixa correta.

**Exemplo:** As férias foram…

- [ ] A há um mês.
- [ ] B há duas semanas.
- [ ] C há dois dias.
- [X] D há um ano.

(i) O parque de campismo era…

- [ ] A no campo.
- [ ] B na cidade.
- [ ] C junto ao rio.
- [ ] D na praia.
Leia blog do Emílio sobre as suas férias de verão.

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Coloca uma cruz na caixa correta.

(ii) Para chegar ao acampamento, o Emílio…

☐ A usou transporte privado.
☐ B foi com o seu amigo de carro.
☐ C usou transporte público.
☐ D viajou de bicicleta.

(iii) O tempo esteve…

☐ A péssimo.
☐ B frio.
☐ C bom.
☐ D nublado.

(iv) À noite eles…

☐ A faziam desporto.
☐ B ficavam no acampamento.
☐ C brigavam.
☐ D nadavam.

(v) As férias no campismo foram…

☐ A um pesadelo.
☐ B muito caras.
☐ C sem interesse.
☐ D muito agradáveis.

(Total for Question 7 = 5 marks)
Protege o nosso planeta

8 Leia esta informação sobre projetos ambientais.

**Projeto Rio**
Durante este agosto uma equipa vai limpar o rio local.
Vais precisar de calças impermeáveis. Apenas para gente que sabe nadar bem.
Não é adequado para menores de dezasseis anos.

**Projeto Praia**
A primavera é o tempo perfeito para limpar a nossa praia.
Trabalhando sozinho vais recolher todo o tipo de lixo.
Para a tua segurança, tens que ter mais de catorze anos.

**Projeto Bosque**
Estás preocupado com os habitats da fauna local?
Durante o outono vamos trabalhar no bosque,
limpando a área e plantando árvores para ajudar as diferentes espécies.

**Projeto Cidade**
Em dezembro vamos limpar o lixo das ruas em preparação para o Natal.
Também há atividades especiais para os mais pequenos.

Qual é o projeto ideal? Escolha entre **Rio, Praia, Bosque** ou **Cidade**. Pode usar as palavras mais de uma vez.

**Exemplo:** Só pode ajudar em maio ou abril: ............................................................... Praia ............................................................... (1)

(a) Nada sem problema: ................................................................................................. (1)

(b) Não gosta de trabalhar com outras pessoas: .............................................................. (1)

(c) Tem dois irmãos de cinco e seis anos: ...................................................................... (1)

(d) Está interessado/a em proteger os animais: ............................................................... (1)

(e) Vai precisar de roupa especial: .................................................................................. (1)

(Total for Question 8 = 5 marks)
Protege o nosso planeta

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Exemplo:

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(Total for Question 8 = 5 marks)
Oportunidades de voluntariado em Cabo Verde

9 Leia este anúncio na página web do Projeto Cabo Verde.

O Projeto Cabo Verde (PCV), um evento anual, regressa pela sexta vez consecutiva, com um novo grupo de voluntárias para trabalhar com os habitantes do arquipélago africano.

Este é um projeto de voluntariado internacional para a cooperação entre Portugal e os países africanos. Por exemplo, há dois anos atrás foi remodelado precisamente por estudantes universitárias e jovens profissionais portuguesas. Resultou da colaboração entre várias associações portuguesas e a comunidade local Cabo-Verdiana.

O seu plano de ação desenvolveu-se tendo em conta três áreas do desenvolvimento social: educação e formação, saúde e ambiente.

As voluntárias do PCV vão liderar uma variedade de atividades que vão decorrer durante duas semanas do mês de agosto na cidade da Praia. Primeiro, vão ensinar Inglês aos agentes de turismo. Depois, vão promover o respeito pelas tartarugas marinhas visto que os turistas têm vindo a danificar os seus ovos. Finalmente, vão prestar cuidados básicos de saúde à população.

O Projeto é uma resposta às necessidades locais. A longo prazo, pretende que os habitantes tenham as ferramentas para que se tornem líderes locais e tomem melhores decisões para desenvolver Cabo Verde.

Ao mesmo tempo, PCV também pretende dar às suas voluntárias a oportunidade de ganhar experiência de trabalho nas áreas da educação, saúde e ambiente.
Responda às perguntas em português. Não é necessário escrever frases completas.

(a) Há quantos anos é que o projeto PCV opera em Cabo Verde?

(1)

(b) De que forma Portugal contribuiu recentemente para o projeto?

(1)

(c) Como é que os voluntários ajudam a melhorar as competências linguísticas dos locais?

(1)

(d) Quais são os dois objetivos que o projeto espera alcançar em Cabo Verde no futuro?

(2)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS
SECTION C
Translation

10 Translate this passage into English.

Todos os jovens portugueses têm um smartphone. O telefone também pode ser útil nas atividades escolares. Podes, por exemplo, encontrar informação sobre uma personalidade histórica ou traduzir uma palavra. No entanto, as escolas portuguesas não aplicam todas as mesmas regras: algumas proibiram os alunos de os usar na sala de aula, enquanto outras permitem-no.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Portuguese Higher tier

Paper 3 mark scheme

SECTION A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>north (of Brazil)</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>more than twenty</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>bad (also accept: not great, mixed, not always fine, not sunny, rainy)</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>they were hungry/they wanted to eat</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>footsteps</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>Accept one answer from:</td>
<td>Mark</td>
</tr>
<tr>
<td></td>
<td>- covered by a black cape</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- (face was covered by) a big hat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- his manner/way</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- he looked suspicious</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- how he looked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reject extravagant figure</td>
<td></td>
</tr>
<tr>
<td>2(d)</td>
<td>to open the box/see what was in the box</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)</td>
<td>it is/was big/large/has/had a lot of people</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)</td>
<td>chatted/talked</td>
<td>(1)</td>
</tr>
<tr>
<td>3(c)</td>
<td>hunger/(they were) hungry/starving/tea/snack/supper/time/meal/food</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>3(d)</td>
<td>she didn't go to work/she stayed at home</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Accept</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(e)</td>
<td>good/positive/great/fun</td>
<td>boring</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>4(v)</td>
<td>C</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>5(a)</td>
<td>Ana</td>
<td>(1)</td>
</tr>
<tr>
<td>5(b)</td>
<td>Francisco</td>
<td>(1)</td>
</tr>
<tr>
<td>5(c)</td>
<td>Joana</td>
<td>(1)</td>
</tr>
<tr>
<td>5(d)</td>
<td>Pedro</td>
<td>(1)</td>
</tr>
<tr>
<td>5(e)</td>
<td>your (future) (ideal) career/specialty</td>
<td>(1)</td>
</tr>
<tr>
<td>5(f)</td>
<td>Not all degrees will result in good jobs</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6(i)</td>
<td>A, B, E</td>
<td>(3)</td>
</tr>
<tr>
<td>6(ii)</td>
<td>they do nothing about these incidents/ignore the violence</td>
<td>(1)</td>
</tr>
<tr>
<td>6(iii)</td>
<td>if everyone worked/pulled together/played their part</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**SECTION B**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(i)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>7(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>7(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>7(iv)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>7(v)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)</td>
<td>Rio</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)</td>
<td>Praia</td>
<td>(1)</td>
</tr>
<tr>
<td>8(c)</td>
<td>Cidade</td>
<td>(1)</td>
</tr>
<tr>
<td>8(d)</td>
<td>Bosque</td>
<td>(1)</td>
</tr>
<tr>
<td>8(e)</td>
<td>Rio</td>
<td>(1)</td>
</tr>
</tbody>
</table>
Question number | Accept | Reject | Mark
---|---|---|---
9(a) | seis, sexta, 6 | dois/2 anos | (1)

Question number | Answer | Mark
---|---|---
9(b) | (estudantes e profissionais) remodelaram o projeto | (1)

Question number | Answer | Mark
---|---|---
9(c) | ensinar-lhes inglês | (1)

Question number | Answer | Mark
---|---|---
9(d) | para que os habitantes se tornem líderes locais (1) para desenvolverem melhor Cabo Verde (1) | (2)

### SECTION C

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>All Portuguese teenagers have a smartphone. A mobile phone can also be useful for school activities. You can, for example, find information about a historical person or translate a word. However, Portuguese schools do not all apply the same rules: some have banned students from using them in the classroom, while others allow it/ them.</td>
<td>(7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication.</td>
</tr>
<tr>
<td>1–3</td>
<td>The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.</td>
</tr>
<tr>
<td>4–6</td>
<td>The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.</td>
</tr>
<tr>
<td>7</td>
<td>The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.</td>
</tr>
</tbody>
</table>
Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer either Question 1(a) or Question 1(b) and either Question 2(a) or 2(b) and Question 3.
- Answer the questions in the spaces provided – there may be more space than you need.
- Write your answers in full sentences.
- You must not use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question – you should spend approximately 15 minutes on the translation question.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box □.

**Employment**

1 (a) A Carolina, uma amiga angolana, enviou-lhe uma carta sobre o emprego para os jovens em Angola.

Ecreva uma carta informal à Carolina.

**Deve** incluir os pontos seguintes:

- as disciplinas que mais gostou de estudar
- os empregos que interessam aos jovens
- por que os jovens devem trabalhar
- o que você gostaria de fazer no futuro.

Ecreva aproximadamente 80–90 palavras **em português**.

(20)
Escreva aproximadamente 80–90 palavras
• o que você gostaria de fazer no futuro.
• por que os jovens devem trabalhar
• os empregos que interessam aos jovens

Deve escrever uma carta informal à Carolina.

..........................................................................................................................
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..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
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..........................................................................................................................
..........................................................................................................................

em português
jovens em Angola.

Choose either Question 1(a) or Question 1(b).
An international sports event

(b) Recebeu um e-mail do Márcio, um amigo brasileiro, perguntando sobre o último evento desportivo internacional que viu.

Escreva um e-mail informal de resposta ao Márcio.

Deve incluir os pontos seguintes:

- como é que se informou sobre este evento
- um desporto popular no seu país
- por que é importante para os jovens fazer desporto
- uma atividade desportiva que irá fazer num futuro próximo.

Escreva aproximadamente 80–90 palavras em português.

(20)
um desporto popular no seu país

Escreva um e-mail informal de resposta ao Márcio.

(Total for Question 1 = 20 marks)
Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box □ .

Tourism

2 (a) Uma revista portuguesa local quer artigos sobre turismo. Escreva um artigo formal para a revista para convencer os leitores de que a sua área é ideal para os turistas.

Deve incluir os pontos seguintes:

• as atrações turísticas da sua área
• atividades que fez recentemente com os seus amigos na sua área
• onde irá numas férias futuras
• por que devem os jovens viajar.

Deve justificar as suas ideias e opiniões.

Escreva aproximadamente 130–150 palavras em português.

(28)
Escreva aproximadamente 130–150 palavras justificando suas ideias e opiniões.

- atividades que fez recentemente com seus amigos na sua área
- atrações turísticas da sua área

Turn over

* S55394A0612

Deve turistas.

Choose either Question 2(a) or Question 2(b).

*S55394A0712*
Deve
• como é que a tecnologia vai mudar a sua vida no futuro.
• o que pensa sobre a tecnologia
• que tecnologia usa
Deve
If you answer Question 2(b) put a cross in the box ☐.

**Technology**

(b) Você está muito interessado pela tecnologia. Escreva um post formal para uma revista brasileira on-line para despertar a atenção dos leitores sobre a importância da tecnologia.

**Deve** incluir os pontos seguintes:

- que tecnologia usa
- o que pensa sobre a tecnologia
- como usou a tecnologia recentemente
- como é que a tecnologia vai mudar a sua vida no futuro.

**Deve** justificar as suas ideias e opiniões.

Escreva aproximadamente 130–150 palavras **em português**.

(28)
11

(Total for Question 2 = 28 marks)
School

3 Traduza o seguinte parágrafo para português.

My school is big and modern and it's situated in the centre of Luanda. I study eight subjects and my favourite is Biology. I started to study Science when I was ten years old. Next year I will work hard to pass my exams as I would like to study Medicine at university in Portugal.

(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS
GCSE Portuguese Higher tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 1: communication and content mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates brief information relevant to the task with little development  
- Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
- Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
- Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
- Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
- Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
- Appropriate use of register and style is evident but with inconsistencies |
The student is expected to produce 80–90 words for this task. The number of words be marked. All work produced by the student must is approximate and students will not be penalised for writing more or fewer words (see the other assessment criteria in the top band. To access marks in the top band, students must refer to all bullet points and meet the requirement for even coverage of the bullet points in any band. However, in order to respond to unfamiliar/unexpected contexts and purposes.

### Question 1: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 7–9  | • Communicates information relevant to the task, with development of some key points and ideas  
      • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
      • Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| • Communicates information relevant to the task with expansion of key points and ideas  
     • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
     • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
     • Appropriate use of register and style throughout, with minimal inconsistency |

### Additional guidance

#### Creative language use: examples of creative language use are:
- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

#### Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

#### Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts.

#### Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 1: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Uses straightforward grammatical structures, some repetition  
      • Produces brief, simple sentences, limited linking of sentences  
      • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | • Uses mostly straightforward grammatical structures, occasional repetition  
      • Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
      • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | • Different examples of straightforward grammatical structures are evident  
      • Produces some extended sentences that are linked with familiar, straightforward conjunctions  
      • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | • Some variation of grammatical structures, occasional complex structure  
      • Produces frequently extended sentences, well linked together  
      • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Question 2 – Higher tier (28 marks)**

For this question, students’ work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see **Additional guidance**).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | - Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
- Some effective adaptation of language to narrate, inform, interest/convince  
- Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language  
- Appropriate use of register and style with the occasional inconsistency |
| 5–8  | - Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
- Frequently effective adaptation of language to narrate, inform, interest/convince  
- Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language  
- Appropriate use of register and style with few inconsistencies |
| 9–12 | - Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
- Mostly effective adaptation of language, to narrate, inform, interest/convince  
- Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language  
- Predominantly appropriate use of register and style |
The student is expected to produce 130–150 words for this task. The number of words than recommended in the word count is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the criteria contained in two mark grids: the other assessment criteria in the top band.

### Additional guidance

**Creative use of language** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual thoughts, ideas and opinions:** this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style**

- **definition:** *formal* register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, ‘text speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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| 13–16 | - Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
- Consistently effective adaptation of language to narrate, inform, interest/convince  
- Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language  
- Consistent use of appropriate register and style throughout |

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Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Portuguese – Sample Assessment Materials – Issue 2

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Question 2: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
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</table>
| 1–3  | • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
• Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | • Some variation of grammatical structures, including some repetitive instances of complex language  
• Prolonged sequences of fluent writing, some extended, well-linked sentences  
• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | • Uses a variety of grammatical structures, including some different examples of complex language  
• Predominantly fluent response; frequent extended sentences, mostly well linked  
• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12 | • Uses a wide variety of grammatical structures, including complex language  
• Fluent response throughout with extended, well-linked sentences  
• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

Additional guidance

Complex grammatical structures are considered to be:
• all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE  
• varied and complex word order  
• using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
• conceptually more challenging language.

Straightforward grammatical structures are considered to be:
• repetitive, simple word order  
• short, simple sentences that use a repetitive range of common, high-frequency structures  
• simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Question 3 – Higher tier (12 marks)**

**Translation mark grid and example response**

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student’s response across the whole paragraph should be considered.

<table>
<thead>
<tr>
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<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference  
      • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6  | • The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated  
      • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9  | • The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated  
      • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12| • The meaning of the passage is fully communicated  
      • Consistently accurate language and structures, any errors do not hinder clarity |

**Question number | Example response**

| 3  | A minha escola é grande e moderna e está situada/localizada no centro de Luanda. Eu estudo oito disciplinas e a minha preferida/favorita é Biologia. Eu comecei a estudar Ciências quando eu tinha dez/10 anos. No próximo ano eu trabalharei/vou trabalhar muito/com afinco/duro/com esforço para passar nos meus exames já que/porque eu gostaria/gostava de estudar Medicina numa universidade em Portugal. |
**Additional guidance**

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**
- errors that do not affect meaning, for example gender, adjectival agreements
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Errors that **hinder clarity:**
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.