

**CENTRO DE AVALIAÇÃO DE SUFICIÊNCIA EM LÍNGUAS ESTRANGEIRAS
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LÍNGUA INGLESA

TEXT 1:

WHAT IS “CYNEFIN”?

By Jonah Mayo

“Cynefin” ((pronounced kuh-nev-in) is a Welsh term defined by Curriculum for Wales as “the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.”

Defining “Cynefin”

Although it can be translated to “habitat” in English, “cynefin” is not just the area in which we live; it is often used to describe the relationship between people and the natural world, and how our connection to our surroundings can shape our sense of identity and well-being.

“Cynefin” is also used in the broader sense of community, culture, heritage and identity. It is a holistic concept that encompasses the physical, social, cultural, spiritual and economic dimensions of a place, and how these dimensions interact with each other. It is seen as the historic, cultural and social space which is shaped and defined by the community that inhabits it.

Teaching about “Cynefin”

Teaching “cynefin” is particularly relevant in the Area of Humanities. Learning in this Area not only allows pupils to develop a strong sense of their own identity and well-being, but to develop an understanding of others’ identities and make connections with people, places and histories elsewhere in Wales and across the wider world. Local, national and global contexts are all important.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Exploring the natural world can enhance spiritual growth and well-being, fostering a sense of belonging and connection to one's surroundings, embodied by the word “cynefin”.

This can lead to a deeper understanding and appreciation of the changes in local and global environments, and the connections between humans and nature in both current and historical contexts, including in relation to the climate crisis. This understanding can aid in connecting past, present, and potential future and allow learners to understand the influence of different belief systems on human-nature interactions.

This aspect of this Area also encourages learners to examine concepts such as the relationships between humans and nature, cause and effect, change, continuity, significance, and physical processes.

Human societies are complex and diverse, and shaped by human actions and beliefs.

An understanding of identity, heritage, and connection to one's surroundings can have a positive impact on learners' emotional and spiritual well-being, helping them to understand themselves and their place in the community. Through this, they can realize that their actions and choices, both individually and collectively, can greatly impact society. Exposure to the diverse stories and histories of their local area, Wales, and the wider world, can provide a deeper understanding of the complexity, diversity, and pluralism of societies past and present, including the stories of Black, Asian, and Minority Ethnic people.

Through exploring how places and communities evolve over time and how this is shaped by a range of factors such as environment, economy, politics, culture, and beliefs, learners can develop an understanding of the causes and consequences of change and the role of different societies in shaping the world.

This Area also encourages learners to examine concepts such as chronology, diversity, interconnectedness, community, identity, and governance.

The Four Purposes

When designing your own curriculum, the Curriculum for Wales guidance can be used to ensure that learners are developing towards the four purposes.

The four purposes should help learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Religion, values and ethics (RVE)

Religion, values and ethics (RVE) are statutory requirements of the Curriculum for Wales and are mandatory for all learners between the ages of 3 and 16.

When teaching about “cynefin” specifically, mandatory RVE makes an important and distinctive contribution to supporting the four purposes by giving learners opportunities to:

- undertake enquiries and engage with sources of wisdom and philosophies that encourage them to explore the challenges, opportunities and responses of human beings in the context of their “cynefin”, locally, in Wales and the wider world, as well as support them in evaluating their own perspectives and those of others.
- evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues, past and contemporary, that challenge their knowledge and values. This enables learners to develop an understanding of religion and belief, culture, community, their “cynefin”, Wales and the wider world now and in the past, which can help to nurture a sense of place and belonging.

adapted from: <https://www.twinkl.co.uk/blog/what-is-cynefin-explained>

TEXT 2

Diversity and Anti-Racist Professional Learning (DARPL): Establishing anti-racist education through the lens of “cynefin”

May 24, 2024

By Chantelle Houghton

The mandatory teaching of Black and Brown histories in Wales became a statutory aspect of the Curriculum for Wales in September 2023. DARPL is tasked with delivering training on anti-racist professional learning to education professionals in Wales. It is structured around the ideals of a “community of practice” drawing together a unique coalition of academics and partner organisations consisting of practitioners with professional and lived experience, who support practitioners on their anti-racist journeys. The concept of authenticity and “cynefin” are key to the Curriculum for Wales and its success. Oversimplifying the translation of “cynefin” into the frame of “belonging” can be unhelpful since within DARPL there are so many facets which relate to “belonging”. Enabling

“cynefin” for all learners in Wales and future generations, the teaching of authentic Welsh history is not just about content but about how we orient ourselves to the facts; what we select from history and how far our Welsh and global histories are commonly owned. In DARPL we offer a multi-tiered approach to professional learning. This shifts hearts and minds from non-racist ways of thinking to anti-racist teaching and leadership.

The DARPL way is a continuum underpinned by emotional intelligence. Its facets include culture, environment, learning and community engagement. “Cynefin” means long-term commitment, for example, to anti-racist leadership and action, and our hope is that all children and young people feel they belong in Wales. In our DARPL mission we set out to nurture a nation of anti-racist leaders in education, childcare and play work. We provide listening spaces to share habits of mind, attitudes and values. Real change takes time as well as reflection and ongoing conversations. Within our Welsh educational system, the professional standards in education and the four purposes of our Curriculum for Wales advocate strong values, humanity, wellbeing, “cynefin”, good disposition and ethical business. Racism is incompatible with being a teacher/education leader in Wales. In DARPL we advocate that anti-racism should feature on every school and learning organisation improvement plan. This will truly lead to a sense of “cynefin” for all. Considering “cynefin” and identity in the here and now as well as in our shared history takes us positively beyond the idea of mere tolerance.

Adapted from: <https://darpl.org/diversity-and-anti-racist-professional-learning-darpl-establishing-anti-racist-education-through-the-lens-of-cynefin/>

QUESTÃO 01 (1,0)

Segundo o “Curriculum for Wales”, qual o significado de “cynefin”?

- (A) Um método de ensino centrado em competências emocionais.
- (B) Um festival cultural que envolve a comunidade como um todo.
- (C) Uma teoria linguística sobre as variedades do galês.
- (D) **Um conceito holístico que envolve o sentimento de pertencimento.**

QUESTÃO 02 (1,0)

Por que a palavra “cynefin” precisa de tradução no texto?

- (A) Porque é uma palavra desconhecida da língua inglesa.
- (B) **Porque é uma palavra da língua galesa.**
- (C) Porque é uma palavra teórica da área da educação.
- (D) Porque é uma palavra cunhada para uso específico.

QUESTÃO 03 (1,0)

Por que a tradução de “cynefin” por “habitat” não é adequada? Escolha a alternativa **incorreta**.

- (A) Porque “cynefin” se refere à relação entre as pessoas e o mundo natural.
- (B) Porque “cynefin” inclui a herança, a cultura e a identidade.
- (C) Porque “cynefin” engloba também a dimensão espiritual.
- (D) **Porque “cynefin” significa o espaço fora das cidades.**

QUESTÃO 04 (1,0)

Qual a tradução de “develop an understanding of others’ identities”?

- (A) Desenvolver a compreensão de uma outra identidade.
- (B) Desenvolver a identidade de outros.
- (C) Desenvolver uma compreensão das identidades dos outros.**
- (D) Desenvolver a compreensão de identidades outras.

QUESTÃO 05 (1,0)

Examinando a seção, **Our natural world is diverse and dynamic, influenced by processes and human actions**, por que é importante para o estudante refletir sobre a relação ser humano/natureza? Escolha a alternativa **incorreta**.

- (A) A reflexão pode ajudar o aluno a influenciar diferentes sistemas de crenças nas interações com a natureza..**
- (B) A reflexão pode levar a uma compreensão mais profunda das mudanças nos ambientes locais e globais.
- (C) A reflexão pode levar à compreensão das conexões entre os seres humanos e a natureza.
- (D) A reflexão pode ajudar a conectar o passado, o presente e o futuro possível.

QUESTÃO 06 (1,0)

Segundo o TEXTO 1, qual o resultado que ocorrerá quando os alunos são expostos às diversas histórias (“stories”) e à história (“history”) da sua região, do País de Gales e do mundo em geral? Escolha a alternativa **incorreta**.

- (A) Não haverá uma só história. Também ouvirão as histórias de negros, asiáticos e de outras minorias étnicas.
- (B) Terão uma compreensão do pluralismo e da diversidade das sociedades, tanto do passado quanto do presente.
- (C) Ficarão confusos ao ouvirem tantas histórias e perderão seu senso de pertencimento ao seu país.**
- (D) Entenderão como as mudanças das sociedades ao longo do tempo são moldadas por uma série de fatores.

QUESTÃO 07 (1,0)

Considerando a seção, **Religion, values and ethics (RVE)**, qual é o principal propósito de avaliar e usar evidências de fontes religiosas e não religiosas? Escolha a alternativa **correta**.

- (A) Preparar-se apenas para debates acadêmicos abstratos.
- (B) Engajar-se com questões éticas e morais amplas.**
- (C) Substituir fontes não religiosas por fontes religiosas.
- (D) Restringir o estudo ao contexto contemporâneo de Gales.

QUESTÃO 08 (1,0)

Qual a tradução correta de **Diversity and Anti-Racist Professional Learning**?

- (A) Aprendizagem profissional sobre diversidade e antirracismo.**
- (B) Diversidade e Antirracismo Profissional de Aprendizagem.
- (C) Aprendizagem e diversidade a favor do antirracismo.
- (D) Diversidade e antirracismo em relação à profissão.

QUESTÃO 09 (1,0)

Segundo Chantelle Houghton no Texto 2, “O ensino da história autêntica do País de Gales não se resume apenas ao conteúdo”. Quais são os outros elementos? Escolha a alternativa **incorreta**.

- (A) É sobre como nos orientamos em relação aos fatos.
- (B) É sobre criar uma história que produz um senso de orgulho.**
- (C) É sobre os fatos que selecionamos da história.
- (D) É sobre o que é admitido em relação aos eventos históricos.

QUESTÃO 10 (1,0)

Escolha a alternativa que resume em uma afirmação a missão de DARPL.

- (A) A criação de material didático é necessária para fortalecer o debate sobre o racismo. .
- (B) A compreensão e a discussão da ética são imprescindíveis nas escolas do País de Gales.
- (C) O bom ensino focalizando “cynefin” é necessário em todos os níveis escolares.
- (D) O racismo é incompatível com a função de professor/líder educacional no País de Gales.**