VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2012 Portuguese GA 3: Written examination

GENERAL COMMENTS

In general, students responded accurately and appropriately to the questions on the 2012 Portuguese written examination. Many students performed well, but some students were unable to complete all questions.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

The majority of students were able to understand the texts. They answered questions appropriately and demonstrated good listening and responding skills. However, some students were unable to select the main points in the text or present their ideas clearly.

To improve their performance in this section, students should

- regularly practise listening exercises
- listen to different texts in a variety of text types
- practise selecting the key points from listening texts
- learn how to respond in accurate and full sentences
- listen to spoken Portuguese in the media to become accustomed to current Portuguese
- learn how to take accurate notes while listening to texts
- study a range of vocabulary related to the topics and themes in the *Portuguese VCE Study Design*.

Part A – Answer in English

This section required students to understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

Text 1

Question 1a.
Either of

- the sale was taking place in the shoe section of the shopping outlet in a fortnight's time
- shoe section in 'So Cheap'.

Question 1b.
Maria was going to the sales early on Monday morning because she wanted to be one of the first people in the sale.

Question 1c.
Maria's request was for Joanna to SMS her as soon as possible with an answer.

The name 'Joanna' needed to be included in the response as the requirements for this section stipulate that students must listen for details.

Text 2

Question 2a.
The advice given to passengers was that they should contact the offices of TAP for further information.

Question 2b.
The female passenger was annoyed because this was the second time the flight had been cancelled.

Both parts of the response were needed for two marks.

Question 2c.
The passenger reacted to the problem by not being stressed.

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Students could also have stated that she didn't care/mind or that she would find another flight. The female passenger was pleased that she could spend (the rest of the) time at the festival in Vila Franca.

Text 3
Text 3 was related to holidays.

Question 3a.
Fernando and Carla met on Thursday. This was evident because Carla said, 'only two more days before we leave' (on Saturday).

Question 3b.
Fernando advised Carla not to bring too much on the trip, because

- it was a long walking/trekking trip
- she had to carry/look after her own things/there is a problem with the weight of items
- even if the weather was cold, she did not need many clothes because they would become hot when walking.

Text 4
Text 4 was based on holiday work as a volunteer.

Question 4a.
The main idea expressed in the text was that of going on a holiday as a volunteer.

Question 4b.
The kind of person who would find this advertisement appealing was someone who

- was looking for fun and adventure
- wanted to make a positive contribution to society
- wanted to experience culture from another perspective
- saw a future benefit for job applications.

Part B – Answer in Portuguese

This section required students to understand general and specific aspects of texts by identifying and analysing information, as well as convey the information accurately and appropriately in Portuguese.

Question 5a.
Students needed to explain how the entertainment organisers might have contributed to the incident as described in the text.

- *Eles não empregaram a segurança adequada/Não havia segurança naquela entrada/ Não haviam guardas suficienìes.*
- *Eles venderam mais bilhetes do que o numero de lugares da sala.*

(They did not employ adequate/enough security guards/there was no security at that entrance and they oversold tickets.)

Question 5b.
This question required students to summarise the three considerations the newsreader raised when concluding his report.

- *A segurança pública numa sala de espetáculo*
- *Os adolescentes precisam de reflectir sobre as consequências do seu comportamento em público*
- *O governo precisa ser mais rigoroso no policiamento da segurança em locais públicos*

(Public safety at an entertainment venue; teenagers needing to reflect on the consequences of their behaviour in public; the government needs to be more strict when policing safety at public venues.)

Text 6

Question 6
Para que as pessoas saibam que o restaurante reabriu

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(The purpose of the speaker's television segment was to let people know that the restaurant had reopened.)

Question 6b.
A geração mais nova foi ao estrangeiro e trouxe de volta idéias novas/inovadoras.

(The restaurant was renovated because the younger generation had gone overseas and brought back innovative ideas.)

Things that would attract people back to the restaurant included (all of)

- *A área supervisionada de diversão para crianças pequenas*
- *Em abril, uma promoção de dois pratos principais e uma sobremesa pelo preço de um*
- *Os prémios durante o almoço.*

(A famous restaurant that has reopened; a new supervised play area for small children; during April, a promotion of two main courses and a dessert for the price of one; lunchtime prizes.)

Section 2 – Reading and responding

In the Reading and responding section, students are required to understand general and/or specific aspects of texts, as well as convey the information accurately and appropriately.

Most students were able to select and rearrange the relevant information. However, some students had difficulty selecting the correct information from the text and consequently did not perform well when answering some questions.

To improve their performance in this section, students are advised to

- ensure that they understand the key words in the questions before answering them
- select key words and translate them correctly
- refer to a dictionary when they are unsure about the meaning of a word.

To help students prepare for this section, it is suggested that

- a wide range of texts and activities are used in class in order to improve students' ability and skills in the language
- more attention is paid to providing key words on various themes and topics as per the *VCE Portuguese Study Design*
- students be given opportunities to enhance their vocabulary and grammar
- students should be taught the grammar required for expressing themselves in the written paper.

Part A – Answer in English

Question 7a.
Wind power was not a modern idea because it was used by Ancient Egyptians for sailing boats, and used by windmills for operating water pumps.

Question 7b.
The people of Vila Real benefited from the use of wind energy in the following ways (all of).

- Wind energy did not emit pollutant gases and waste.
- They could predict the cost of the energy they use or there would be more money to spend on other things.
- Their electrical bills would be reduced.
- More jobs would be created in disadvantaged areas (low costs/inexpensive and little maintenance were not accepted).

Question 7c.
Wind energy could be harmful to nature as

- the routes of migratory birds are adversely/negatively altered
- many birds have died unnecessarily when they have flown into the turbines
- wild animals become frightened
- it alters the beauty of the landscape.

Text 8
Text 8 was on the Tour de Timor.

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Question 8a.
The evidence in the text that the Tour de Timor is an international event was that the event included the participation of teams from Timor-Leste and Australia.

Question 8b.
The purpose of the Passeio pela Paz was to promote social cohesion and to create positive interaction across a broad spectrum of society.

Both parts of the answer were required to receive one mark.

Question 8c.
Passeio pela Paz appealed to young participants because it

- appeals to those who like cycling long distances
- appeals to those who are enthusiastic about physical challenges
- provides the opportunity to ride with heroes from the Tour de Timor
- has a festive atmosphere.

Question 8d.
This question required students to provide one example from the text which indicated that Passeio pela Paz had successfully brought people from different age groups together. For example, a fifty-year-old rider and a local young boy found common interests while riding alongside each other.

Part B – Answer in Portuguese

In this section, students were required to understand general and specific aspects of a text by identifying, analysing and responding to information, as well as convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

Question 9
Students needed to write a letter using the correct features of the text type. Students were also required to write cohesively and within the general word limit.

In the letter, students could have included

- reference to being a former reality show contestant
- reference to having just read the report in a television magazine
- features of a letter (with specific features related to a formal letter to the editor)
- opinions based on the comments in report.

Points may have included

- comments on the bizarre challenges people are willing to accept to experience their 15 minutes of fame on television
- reality television having amused and mortified millions of viewers throughout the years
- viewers becoming increasingly curious about the private lives of others
- the effect of changes in program content reflecting the changing times
- comments on the ethical and moral effects of reality television
- a comparison between television in the past and that in the present
- problems in society and messages to viewers.

Section 3 – Writing

Students could choose between a variety of topics, kinds of writing (personal, imaginative, informal and evaluative) and text types. The imaginative topic (Question 10) was the most popular, followed by the evaluative topic (Question 11).

Most students were able to express their opinions and ideas clearly in writing. However, more breadth and depth in content was needed for students to achieve excellent results.

When completing this section, students should

- choose a topic with which they identify
- proofread their work to ensure that it has continuity and makes sense

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- avoid using words they do not understand, and refer to the dictionary when necessary.

Students should learn to check their work and correct errors. Errors included lack of tense agreement, lack of subjects and verbs in phrases, the omission of articles and prepositions, and/or failure to pluralise.

Question 10
Answers could have included

- reference to the school photo exhibition
- reference to why the photo was daunting
- story: introduction/middle/conclusion; structure, content, register, style, layout
- impact.

Question 11
Answers could have included

- reference to completing secondary education and to the future
- the mention of two or three ambitions and two or three dreams
- evaluation of skills and qualities a person requires in order to be successful in today's world
- two or more important aspects of the issues and rational and objective discussion of these, using evidence to support arguments
- use of objective style, creating an impression of balance
- expressions of cause, consequence and concession, etc.
- features of an informal letter: address, date, greeting, body, farewell, signing off with a fictional name, register and style.

Question 12
Answers could have included

- reference to community debates related to the importance of exercise
- two sides of the argument, with examples with facts, examples, ideas, analogies,
- focus on the benefits of exercise to the individual
- mention of how and what the community gains from people exercising
- features of newspaper article: title, date, place, content, fictional author, register and style
- use of objective style and impersonal expressions
- logical sequencing of information

Students should not have presented their personal point of view.

Question 13
Answers could have included

- reference to the Brazilian business delegation visiting the school
- mention of reason for the visit (better understanding of how the technological equipment functions)
- reference to the donation and how it has been used
- features of the text of a speech: title, structure, register (formal), style, rhetorical questions, interjections
- persuasive language structure and sequence of the script is addressed to the delegation and the language used reflects the fact that the speaker is talking to the relevant audience
- use of exaggeration and extravagant language
- use of direct speech to intensify the relationship between the speaker and the audience
- use of superlatives and/or quantitative statements to lend authority to the content.

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