



2009

LOTE: Portuguese GA 3: Examination

Oral component

GENERAL COMMENTS

Most students handled the oral examination well and were able to understand the questions asked and answer appropriately during the examination. Some students showed a reasonable level of confidence, being calm and very relaxed throughout the examination; however, a few students appeared to be under stress and a bit nervous. Students' performance ranged from outstanding to those who struggled to maintain the exchange.

Students must be aware of the criteria for assessment and understand that both sections are an exchange and not merely a question/answer session. Students should be able to seek clarification, and express their own ideas and opinions.

Section 1 – Conversation

The best students demonstrated a good knowledge of the Portuguese language. They were able to use a very good range of vocabulary and switch from one tense to another without any problems. Those students were able to build on comments and interact well with the assessors. On the other hand, weaker students were not as competent in the Portuguese language, struggling often throughout the examination. Their answers were mediocre and, at times, minimal. They frequently used anglicisms and sometimes they were unable to use the verb forms or the gender of subjects correctly. Students at this level should know how to converse in basic tenses such as present, past and future.

Section 2 – Discussion

The choice of topic and sub-topic for the Detailed Study is of great importance. If students are not interested in the chosen topic, it is very hard for them to promote discussion and express opinions and ideas. There was quite a range of different topics but the most popular topic was 'Tourism'. Some students brought an object such as a photograph, a diagram or a map to support their discussion.

The sub-topic should suit the linguistic ability of the student; it should promote an easy discussion and the expression of opinions and ideas.

In the discussion of the Detailed Study, students should be able to:

- discuss and express opinions and ideas
- use the language spontaneously
- maintain the appropriate structures, vocabulary and also use appropriate repair strategies
- communicate efficiently, engaging in the discussion and referring to texts studied.

Some students had prepared their topic very well; as a result, they were able to handle questions well. However, some students had not prepared the topic well and found it difficult to engage in a discussion. Some students had memorised their information and consequently had difficulty when they were interrupted and asked questions that they were not expecting.

It is important that students practise the skills needed for the oral examination, especially the skills needed to maintain an exchange.

Written component

GENERAL COMMENTS

In general, most students answered all questions accurately and appropriately. However, some students were unable to finish their responses. Most students performed reasonably well.

Section 1 – Listening and responding

On average, the majority of students were able to understand and answer the questions appropriately. They demonstrated very good listening and responding skills. However, some students were unable to select the main points and present their ideas clearly.



To improve their performance in the Listening and responding section, students should:

- listen to different texts in various text types in Portuguese
- practise selecting the key points
- learn how to respond in full sentences
- listen to spoken Portuguese in the media
- learn how to take notes while listening to texts
- pick out key words in questions in order to respond accurately
- acquire a range of vocabulary from the topics and themes in the *VCE Portuguese Study Design*.

Part A – Answer in English

Text 1

Question 1a.

Because:

- there is going to be a birthday party
- the party will be held at Aunt Luzia's house
- the mother wants the son to help her.

Question 2b.

- Order one dozen (Portuguese) tarts.
- Purchase the birthday present.
- Take the grandmother to the hairdresser.
- Drive the grandmother to the party.

Text 2

Question 2

- to tell commuters that the train is late
- to explain why the train has been delayed – because there is a fault in the electricity tower
- to apologise to travellers/commuters because the train is late

Text 3

Question 3a.

Solar panels/making solar panels/installing solar panels

Question 3b.

- by stating that if you join the program you will become a 'friend' of the planet
- by drawing attention to the fact that people will get \$2000 back from the government
- by offering two different ways in which people can find out further information (phone number and website)

Text 4

Question 4a.

To keep a promise

Question 4b.

- He carried a lot of food and didn't spend a lot of money.
- The hotel owner was too greedy.

Question 4c.

No one knew him in that area and there was no one to defend him/stand up for him/support him/speak for him.

Question 4d.

He stated that the roasted rooster would crow if he was hanged and then it happened: he was about to be hanged and the rooster stood up and crowed.

Question 4e.

To erect a monument



Part B – Answer in Portuguese

Text 5

Question 5

Because Cabo Verde:

- is very stable and has an absence of conflict
- has vast beaches and impressive mountains
- has delicious seafood
- has melodious music.

Text 6

Question 6a.

- work hard (train four hours per day)
- be persistent
- make sacrifices

Question 6b.

- Tiago always liked playing soccer.
- Tiago played soccer from primary school onwards (he has had a lot of experience).
- Cristiano Ronaldo won the FIFA world player award; that also encouraged Tiago because it meant that a Portuguese player could become an international player.

Section 2 – Reading and responding

Most of the students were able to select and rearrange the relevant information, answering the questions very well. However, due to inadequate use of vocabulary, some students had considerable difficulty in selecting the correct information from the text and consequently they did not perform well in answering some questions.

To improve their performance in the Reading and responding section students should:

- select key words and translate them correctly
- read carefully and use the dictionary when unsure of words
- make sure they have understood the questions before answering them.

To help students prepare for this section of the exam, teachers should:

- pay more attention to providing key words and phrases on various topics according to the study design
- give students the chance and opportunity to enhance their vocabulary
- explain the correct language structure to the students
- use a wide range of texts and activities in the curriculum to improve the students' ability and skills in Portuguese
- teach students the grammar needed for effective speaking and writing.

Part A – Answer in English

Text 7

Question 7a.

- His parents were poor peasants who had no land.
- His father was a policeman.
- His parents were unable to afford to keep him at a private school.
- He was educated at a technical school.

Question 7b.

- In *The Stone Raft*, the Iberian Peninsula breaks off from the rest of Europe and sails about the Atlantic Ocean.
- In *Blindness*, an entire unnamed country is stricken with a mysterious plague of 'white blindness'.

Question 7c.

- The characters struggle with their need to connect with one another/to form relationships/to bond as a community.
- The characters struggle with their need for individuality.

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Text 8

Question 8a.

It is a symbol of status.

Question 8b.

- Create a product that pays attention to fashion.
- Create a product that reaches many consumers.

Question 8c.

Responses should have contained the following points:

- they are durable
- they bring together aspects of feminine style
- they reflect the mood of each day
- they are more than just a fashion item/accessory.

Question 8d.

He supports his statement by saying that handbags, belts and shoes no longer have to match (is more liberal).

Question 8e.

It is an essential item:

- because without it, a woman feels lost
- so much so that even if she cannot afford leather, a woman will buy a plastic or cloth bag
- because she can take the things that are in it wherever she goes (it is a 'moveable base')
- because its contents show her true personality (the personality that might remain hidden otherwise).

Part B – Answer in Portuguese

Text 9

Question 9

Students were given an email text and asked to respond in a note of 150–200 words in Portuguese. The following criteria were used to assess this section.

Criteria	Marks
• responds to the information, ideas and/or opinions of the text (include main points) • demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • demonstrates extensive knowledge and understanding of vocabulary and sentence structures • manipulates language authentically and creatively to meet the requirements of the task • organises information and ideas to meet the requirements of the task	9–10
• responds to most of the information, ideas and/or opinions of the text (include main points) • demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • manipulates language with some degree of authenticity and creativity to meet the requirements of the task • organises information and ideas to meet the requirements of the task	7–8
• responds to some of the information, ideas and/or opinions of the text (include points) • demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • organises information and ideas to meet the requirements of the task	5–6
• responds to some of the information, ideas and/or opinions of the text • demonstrates a basic knowledge and understanding of vocabulary and sentence structures • demonstrates limited evidence of the ability to organise information and ideas	3–4



• demonstrates a limited understanding of the text • demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • uses single words and set formulae to express information	1–2
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Section 3 – Writing in Portuguese

Students had an opportunity to choose between a variety of topics, text types and kinds of writing: personal, imaginative, informative and evaluative writing. The most popular topic was imaginative followed by evaluative. Most students were able to clearly give their opinions and ideas in writing. However, more breadth and depth in terms of content was needed.

When responding to this section, students should:

- choose a topic that they feel comfortable with
- read through their work each time they write a paragraph to make sure that it makes sense
- check the spelling or the meaning of specific words in the dictionary
- proofread their work before handing it in.

Teachers should promote the use of proofreading in order to prevent disagreements of tense, lack of subjects and verbs in phrases, omission of articles and prepositions and/or failure to pluralise.

The following criteria were used to assess this section.

Criteria	Marks
• demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • manipulates language authentically and creatively • sequences and structures ideas and information coherently and effectively	13–15
• demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • manipulates language with some degree of authenticity and creativity • sequences and structures ideas and information effectively	10–12
• presents information and a range of ideas and/or opinions • demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood, syntax • organises information and ideas to meet the requirements of the task	7–9
• presents some information, opinions or ideas relevant to the task • demonstrates a basic knowledge and understanding of vocabulary and sentence structures • demonstrates limited evidence of the ability to organise information and ideas	4–6
• demonstrates a limited understanding of the requirements of the task • demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax • uses single words, set formulae and anglicisms to express information	1–3