2022 VCE Portuguese written external assessment report

General comments

Most sections of the 2022 VCE Portuguese written examination were well received by students. Students who scored highly demonstrated excellent comprehension skills as well as the ability to identify relevant information from aural and written texts. Some students, however, were unable to provide complete answers to the questions, select the main points, or clearly present their ideas. It is critical that students take notes during both the listening and reading sections in order to provide accurate answers. Instead of responding specifically to what was asked, students tended to summarise the information from the aural or reading texts into their answers. In some cases, summarising or translating the information from the texts rather than providing the specific answer that the question requires will result in no marks being awarded. In addition to taking notes during the listening and reading sections, students should carefully read key words in the questions, so that they can provide accurate answers.

Students should practise their listening and note-taking skills by listening to spoken texts from a range of sources that include a variety of Portuguese-language speakers as part of their exam preparation. Students should practise reading key words in questions throughout the year in order to select the information needed for their responses. Higher-scoring students were able to better manage their time during the exam to ensure there was enough time available to adequately respond to later sections of the exam. Students should also become more familiar with the characteristics of text types and writing styles in order to perform better on exams. Finally, they must concentrate on language (spelling, grammar and vocabulary) in order to improve their writing skills.

The following were the most common errors found in the exams:

* errors with verb conjugations
* English spelling of Portuguese words.

Students are also reminded that it is always preferable to attempt to answer a question rather than to leave a blank space.

Overall, students’ performance this year was similar to those in previous years.

Specific information

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

Section 1: Listening and responding

Students were scored on their ability to identify and analyse information, as well as to convey it accurately and appropriately, in general and specific aspects of texts.

Part A – Answer in English

Text 1

Question 1a.

* 10% discount on frozen foods
* shampoo

Question 1b.

* A key has been found.
* Meal vouchers are no longer accepted.

Text 2

Question 2

* Use chocolate tablets.
* Beat the egg whites well.
* Add the egg whites gradually, stirring slowly.
* Do not swap ingredients.
* Do not swap recipe steps.

Text 3

Question 3

|  |  |  |
| --- | --- | --- |
|  | Personal Attributes/Characteristics | Experience |
| Candidate 1 | * hard working
* creative / thinking out-of-the-box
 | * professional internship
 |
| Candidate 2 | * excellent communicator / good at getting ideas through
* visionary
 | * more than 15 years of experience
 |

Part B – Answer in Portuguese

Text 4

Question 4a.

Relevant answers may include the following:

* Os benefícios de se juntar a um clube de xadrez são (The benefits of joining a chess club are):
* que pode melhorar as suas técnicas de cálculo que pode aplicar na sua aula de matemática (you can improve your calculus techniques that you can apply in your math’s class)
* e enquanto fora da sala de aula pode melhorar as suas técnicas de visualização (while outside the classroom setting you can improve your visualisation techniques).

Question 4b.

Relevant answers may include the following:

Os detalhes da organização do clube que deve conhecer se quiser aderir ao clube de xadrez são: estar disponível às terças e quintas-feiras depois das aulas e ir à associação de estudantes localizada ao lado da rádio da escola. (If the prospective members of the chess club want to join the chess club, they should be available on Tuesdays and Thursdays after school, and go to the students’ association that is located next to the school radio station.)

Students did not perform well on this question.

Text 5

Question 5

Relevant answers may include:

* O filme poderia ser indicado para receber prêmios internacionais (The director hopes that the film will be recognised internationally):
* devido a estar repleto de efeitos especiais,pela temática comum a várias sociedades (because of the special effects, because of the common theme across societies)
* ,porque será visto no cinema durante pelo menos um ano antes de entrar no circuito doméstico (because it will be seen in the cinema for at least a year before it goes on the domestic circuit)
* ,tem a presença de uma estrela internacional no nosso elenco, um dos melhores atores do mundo e finalmente tem uma das melhores directoras cinematográficas da América (it has an international star in our cast, one of the best actors in the world and finally it has one of the best film directors in America).

Text 6

Question 6a.

Relevant answers may include:

Estudantes primários da maior escola pública da cidade visitando o zoológico por meio de uma excursão/visita guiada por um guia-biólogo (Primary students from the largest public school in the city visiting the zoo/sanctuary through a guided tour/visit by a biologist-guide).

Question 6b.

Relevant answers may include:

As principais ações do programa especial de proteção são (The main achievements of the special protection program are):

* a educação ambiental (environmental education)
* a recriação do habitat natural das espécies em extinção (the re-creation of a natural habitat for endangered species)
* e a oferta de diversos cursos de atualização aos biólogos interessados no estudo da espécie (and the offer of various refresher courses / development opportunities for biologists interested in the study of the species).

Section 2: Reading and responding

Most students were able to choose the relevant information. Students should pay more attention to the key words in this section, read the text and the question carefully, and look up unfamiliar words in the dictionary. They should make sure that they understand the questions before answering them, and provide only the information required.

Part A – Answer in English

Students were assessed on how well they understood general and specific aspects of texts (for example, by comparing, contrasting, summarising and/or evaluating) and whether they conveyed the information appropriately.

Text 7

Question 7a.

* Financial security, since the salary of the country of origin is maintained.
* Specific visas for the entry of digital nomads, with less bureaucracy and costs for applicants.

The majority of students did not identify the second part of the answer.

Question 7b.

* Provide users with high-performance internet services.
* Offer comfortable and quiet spaces.
* Offer new services and internal activities.

The majority of students performed well in this question.

Text 8

Question 8

* Spring is dressed in light and colours.
* Spring is dressing the trees in green clothes.
* The roses fell in love.
* A shy lily.
* The birds murmured.

Students did not perform well in this question. Students are advised to read the key words of the questions and answer with the specific information asked, instead of creating their own answer. They will also benefit from improving their quoting an/or paraphrasing techniques.

Part B – Answer in Portuguese

Students were assessed on how well they:

* demonstrated an understanding of the stimulus text
* wrote text appropriate and relevant to context, purpose and audience
* structured and sequenced information and ideas
* manipulated language structures and vocabulary in Portuguese.

Text 9

Question 9

Students were required to read responses to a blog post and, using the information from the text, write an evaluative speech about engagement in sports to be presented at a school assembly. They had to deliver a speech evaluating the life of an athlete.

Suggested points students may have included in their response:

Positive points

* winning medals brings happiness
* support of coach is important
* great facilities (in Rio de Janeiro)
* ability to follow dreams
* inspiration to help others (in less fortunate places).

Negative points

* difficulty in training / difficult conditions to train (due to lack of facilities in their countries)
* missing time with family and friends (due to lots of hours of training and dedication)
* missing school activities
* training can become tiring (due to travel conditions and physical exertion)
* challenging climate.

A reasonable number of students performed very well in this question. However, the remaining students showed some lack of clarity in expressing their opinions or ideas. More breadth and depth in terms of content was often needed. Students are advised to practise writing a variety of text types throughout the year.

Section 3: Writing in Portuguese

Students were scored on their ability to:

* demonstrate depth of treatment of information, ideas, and/or opinions
* write text appropriate to context, purpose and audience
* structure and sequence information and ideas
* manipulate language structures and vocabulary in Portuguese.

Students could select from a variety of topics. They could create an imaginative story, a personal script for an interview, or an evaluative report. Some students responses could be improved by carefully reading the question and responding in the correct text type and for the appropriate audience. More breadth and depth in terms of content was frequently required. Students also displayed poor time-management skills, as some appeared to have run out of time to complete Section 3 adequately.

Students can improve their writing performance by taking the following steps:

* select a topic that they are interested in
* carefully read the question, paying attention to key words and the type of text required
* read through each paragraph of their response to ensure that the text flows
* look up unfamiliar words in the dictionary
* double-check the spelling of words
* proofread their work.

Finally, students should look for errors in their work such as lack of tense agreement, incorrect tense use, English spelling of Portuguese words, omission of articles and prepositions, or forgetting to use the plural where required.

Question 10

Students were required to write an informative article giving advice to assist their Year 12 classmates with their future plans. This article would be published in the school newspaper.

Suggested points/responses students may have included:

* research universities and courses
* maybe take a gap year
* follow your instincts and dreams
* visit workplaces
* do volunteer work.

This question was chosen by many students. However, some responses did not score highly because of lack of breadth, depth and creativity in terms of content. Some students did not adhere to the requirements of the text type and the style of writing, turning their text into a narrative, which compromised their performance in this task.

Question 11

Students had to imagine they were part of a committee at school and that they had been involved in various initiatives to reduce waste in the community. They then had to write an email to their cousin, reflecting on the events that they had organised.

Suggested points/responses students may have included:

* organise a clean-up school day
* organise a talk on reducing waste and recycling at school
* put up posts encouraging students to bring packaging-free food
* organise an excursion to a tip.

In general, students understood the question and were able to address the task as required. However, some writing lacked breadth, depth and creativity in terms of content, and the writing was not always organised as an email.

Question 12

Students had to imagine they had been on a trip to Portugal, where they saw an image on a tile panel inside a metro station. They were then required to write an imaginative story inspired by the image, which would be published in a children’s book.

Suggested points/responses students may have included:

* narrate an imaginative and original story inspired by or relating to the image
* relate the features of the image to possible feelings such as anger, power, fear, strength, nature etc.
* create a story that may have as its theme the sea, the distance, the storm, the exploration of new territories, courage etc.

This question was chosen by few students, the majority of whom were able to address the task as required.