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2003 PUBLIC EXAMINATION

Portuguese

Continuers Level

Tuesday 21 October: 2 p.m. Eastern Standard Time

Reading Time: 10 minutes

Working Time: 2 hours and 50 minutes

- *You have 10 minutes to read all the papers and to familiarise yourself with the requirements of the questions. You may not write during this time.*
- *Monolingual and/or bilingual printed dictionaries may be used.*

Section 1: Listening and Responding (30 marks)

Instructions to Students

1. Allow approximately 50 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in PORTUGUESE.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).

Part A (Questions 1–3)
(20 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- *understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.*

You will hear THREE texts. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in ENGLISH.

	Marks	You may make notes in this space.
Text 1		
1. (a) Explain why this dish cannot be prepared instantly.	1	

(b) List four other ingredients that go into the cataplana.	4	
• _____		
• _____		
• _____		
• _____		
Text 2		
2. (a) According to Ana, what makes Brazil a unique place?	3	
• _____		
• _____		
• _____		
(b) What evidence is there in the text that supports the view that the original inhabitants of Brazil and the Portuguese eventually established a cooperative relationship?	2	

	Marks	You may make notes in this space.
(c) What does André find appealing about Ana’s job?	2	

(d) Tick the correct response.	1	
Ana is a		
(A) journalist ☐		
(B) writer ☐		
(C) travel writer ☐		
(D) student ☐		

Text 3

3. (a) Why does Laura want to speak with Dr Linda? 1
- _____
- (b) What specific advice does Dr Linda give Laura about promoting healthy relationships? 4
- _____
 - _____
 - _____
 - _____
- (c) What does Dr Linda mean by the expression ‘Do not grow apart together, but grow together apart.’? 2
- _____
- _____

Part B (Questions 4–5)
(10 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- *understand general and specific aspects of texts by identifying and analysing information;*
- *convey the information accurately and appropriately.*

You will hear TWO texts, one relating to Question 4 and one relating to Question 5. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in PORTUGUESE.

	Marks	You may make notes in this space.
Text 4		
4. (a) What evidence is there in the text that supports the view that Luana does not like markets? O que é que o texto diz que nos mostra que a Luana não gosta de feiras ou mercados?	3	
(b) Describe Luana's feelings about the jacket. Descreve o que a Luana sente pelo casaco.	3	

Text 5	Marks	You may make notes in this space.
5. (a) What is the purpose of the announcement? Para que é o aviso?	1	
(b) What three pieces of advice did the guide give to the tourists in order to make their visit easier? Quais são os 3 conselhos que o guia deu aos turistas para tornar a visita mais fácil?	3	
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End of Section 1

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2003 PUBLIC EXAMINATION

Portuguese

Continuers Level

Section 2: Reading and Responding (30 marks)

Instructions to Students

1. Allow approximately 1 hour and 15 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet in blue or black ink or ball-point pen.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in PORTUGUESE.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.

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Part A (Questions 6–7)

(20 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- *understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.*
-

6. Read the text and then answer in ENGLISH the questions that follow.

A cozinha portuguesa é conhecida pela sua rica variedade, com pratos típicos de cada região.

Os Portugueses adoram comer, para eles é um dos maiores prazeres da vida. O seu amor pela comida é expresso em frases populares, tais como “fica tudo em águas de bacalhau”. Se alguém aparece de surpresa à hora da refeição, é convidado com: “É servido?”. A resposta mais vulgar é: “Não, obrigado. Bom proveito!”

Os tomates são usados em saladas – salada de tomate ou misturados com cebola e salsa na sopa, nos refogados (com cebolas fritas) e nos guisados. Até se usam tomates para fazer doce. Outros ingredientes da cozinha portuguesa são: cebola, alho, louro, limão, vinho branco e tinto, montes de salsa e coentros, e o piri-iri.

Normalmente, para sobremesa, os portugueses preferem fruta, embora tenham uma grande variedade de pudins e doces que fazem crescer água na boca de qualquer um. Estas sobremesas são usadas especialmente em festas e ocasiões especiais quando se ignoram todas as dietas. Nenhuma sobremesa é feita sem ovos e açúcar. A canela é um ingrediente indispensável na preparação de doces, pudins e bolos.

Além disto os portugueses não resistem a uns pastéis folhados acompanhados de chá ou de café e os mais populares são, sem dúvida, os “pastéis de Belém” que sabem melhor quentinhos (numa das muitas pastelarias de Belém) polvilhados de canela.

Uma refeição portuguesa começa sempre com sopa. As mais conhecidas são “sopa de feijão verde” e “canja de galinha”; seguidas de sopas de; feijão, ervilhas, cebola, coentros, açorda, massa, peixe e sopa de legumes, etc.

O prato tradicional português é o bacalhau. Há mais de 200 receitas de bacalhau, embora alguns reconheçam que há mais de 1000. O número de receitas de bacalhau depende sobretudo do número de copos de vinho que já se tenham bebido durante um bom jantar à portuguesa.

QUESTIONS

Marks

- (a) Using items from the text, compose a three-course menu for a typical Portuguese meal.

3

First course _____

Second course _____

Third course _____

- (b) List five distinctive features of Portuguese cooking.

5

• _____

• _____

• _____

• _____

• _____

- (c) How does the language reflect the Portuguese love of food and eating?

3

7. Read the text and then answer in ENGLISH the questions that follow.

A gastronomia portuguesa data ao século XII. Sabe-se que no século XV os navegadores portugueses trouxeram muitas especiarias e métodos de cozinhar da África, Brasil e do Oriente que muito enriqueceram a cozinha Portuguesa.

Contudo, no início do século XXI, os restaurantes de “Fast Food” que tiveram origem nos Estados Unidos da América, são já bem conhecidos pela maioria dos portugueses, sendo muito popular entre os jovens.

“É verdade que Portugal é um País de tradições diz Maria João, mas temos que concordar que a realidade da mulher portuguesa tem mudado drasticamente nas últimas décadas. Cada vez mais, as mulheres trabalham e não têm muito tempo para cozinhar. Os restaurantes de “Fast Food” são uma alternativa aliciante porque as crianças gostam, é mais barato e muito mais rápido.”

Segundo Carminda Silva, a gastronomia portuguesa tem de ser preservada porque é saudável, deliciosa e tem a vantagem de atrair muitos turistas.

Até a um certo ponto estamos a presenciar a “americanização da cozinha portuguesa” contudo temos que seguir e examinar de mais perto esta tendência no futuro para determinar o seu impacto na vida dos Portugueses.

QUESTIONS

Marks

- (a) In two full sentences explain the influence of the early navigators on Portuguese cuisine.

2

- (b) According to the text, why is Portuguese cuisine being ‘Americanised’?

3

- (c) What long-term effects could result if the current trends in eating habits continue? Explain your answer using information from Texts 6 and 7.

4

Part B (Question 8)
(10 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- *understand general and specific aspects of a text by identifying, analysing, and responding to information;*
 - *convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).*
-

8. Read the text and then answer the question in PORTUGUESE on page 7.

A cerimónia oficial do encerramento do Ano Mundial do Deficiente, que se celebra este ano, vai ser comemorada em S.Paulo, a 3 de Dezembro, com uma grande gala presidida pelo Presidente.

Segundo o governador civil de S.Paulo, Manuel Moreira, "o Governo destinou um apoio de 400,000 dólares, para o Comité da Organização de S.Paulo para implementar duas ou três iniciativas.

As actividades comemorativas do Ano Mundial do Deficiente visam sensibilizar a protecção contra a discriminação deste tipo de cidadãos assim como alertar para a multiplicidade das formas de deficiência. Os objectivos principais da campanha são: eliminar barreiras arquitectónicas, facilitar o acesso a transporte público e implementar acções na área da promoção do emprego e formação.

O programa das comemorações começa em meados do próximo mês, no Rio de Janeiro.

QUESTION

To mark the 'Year of the Disabled' you have developed a plan for improving your school facilities for the disabled. Write a formal letter in 150–200 words in Portuguese to the school council persuading them to support your proposal.

Para comemorar o "Ano do Deficiente" você desenvolveu um plano para melhorar as condições dos deficientes na sua escola. Escreva uma carta à direcção escolar pedindo-lhes apoio para a sua iniciativa.

You may make notes in this space.

Do not remove this page from the question booklet.

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Question 8

[illegible]

[illegible]

End of Section 2



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2003 PUBLIC EXAMINATION

Portuguese

Continuers Level

Section 3: Writing in Portuguese (15 marks)

Instructions to Students

1. Allow approximately 45 minutes for Section 3.
2. Write your answer to a question from Section 3 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
3. You must answer ONE question in PORTUGUESE.
4. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
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Section 3 (Questions 9–11)
(15 marks)

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- *relevance and depth of treatment of ideas, information, or opinions;*
 - *accuracy and range of vocabulary and sentence structures;*
 - *the capacity to structure and sequence response and capacity to use conventions of the text type.*
-

Answer ONE question from this section in 200–250 words in PORTUGUESE.

9. Everyone has played a joke on someone else at least once in their lives.

Write a diary entry about a joke that you played on a friend, family member or teacher, and what the consequences were.

Todos nós, pelo menos uma vez na vida, pregamos partidas a alguém.

Escreva numa página do seu diário uma partida (brincadeira) que alguma vez tenha pregado a um amigo, familiar ou a um professor e as consequências dessa partida.

10. Write a short story, to be published in your school bulletin, about your travels in a time machine into the future or the past.

Escreva uma história para ser publicada no jornal da sua escola, acerca das suas viagens ao passado ou ao futuro numa máquina do tempo.

11. Write an article for a youth magazine, evaluating the social and personal effects of smoking on the family and the broader society.

Escreva um artigo para uma revista juvenil avaliando os aspectos, a nível pessoal e social, que o tabagismo tem na família e na sociedade em geral.

You may make notes in this space.

Question Number:

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[illegible]

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End of Section 3

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