



Student/Registration
Number

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Centre Number

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2005 PUBLIC EXAMINATION

Portuguese

Continuers Level

Wednesday 19 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 must not write during this time.*
- *Monolingual and/or bilingual printed dictionaries may be consulted during the reading time and also during the examination.*

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) What is the purpose of the phone call?	2													
(b) Complete the following table with the required information.	2													
<table><tr><th>Days</th><th>Opening time</th><th>Closing time</th></tr><tr><td>Monday–Wednesday</td><td>9.00 am</td><td></td></tr><tr><td>Thursday–Friday</td><td></td><td>2.00 pm</td></tr><tr><td>Saturday</td><td>10.00 am</td><td>2.00 pm</td></tr></table>			Days	Opening time	Closing time	Monday–Wednesday	9.00 am		Thursday–Friday		2.00 pm	Saturday	10.00 am	2.00 pm
Days	Opening time	Closing time												
Monday–Wednesday	9.00 am													
Thursday–Friday		2.00 pm												
Saturday	10.00 am	2.00 pm												
(c) Explain why Ana had to leave a message.	1													
Text 2														
2. (a) What was special about this year for Carlos?	2													
• •														
(b) To whom would this program appeal and why?	2													
• •														
(c) What events led to Carlos choosing a career in medicine?	2													
• •														

	Marks	You may make notes in this space.
(d) Why might some people think that Carlos is an exceptional young person? Support your answer with evidence from the text. • _____ • _____ • _____	3	
(e) What does Carlos mean by the following expression: ‘. . . o ano correu-me bem fixe!’? _____	1	
Text 3		
3. (a) Explain why holiday-makers on the continent could plan to spend the day outdoors. _____	1	
(b) If you are holidaying in Madeira, explain when you would plan to spend some time on the beach and why. • _____ • _____	2	
(c) Explain what small craft owners on Azores are advised to do and why. • _____ • _____	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 was the score at the end of the first half of the game? Qual foi o resultado no final da primeira parte do jogo? _____	1	
(b) What was significant about Portugal's second and third goals? O que foi significativo sobre os segundo e terceiro golos de Portugal? • _____ • _____	2	
(c) Explain how the Russian coach tried to secure a win and what was the result. Explica como é que o treinador da Rússia tentou assegurar uma vitória e qual foi o resultado da tentativa? • _____ • _____ • _____	3	

Text 5

5. Give **two** features of the language that suggest that this is a conversation between good friends. Give **two** examples to support your answer.

4

Dá dois exemplos de tipos de linguagem que sugerem que este texto é uma conversa entre boas amigas? Dá pelo menos dois exemplos do texto, que justifiquem a tua resposta.

Language features Tipos de linguagem	Examples from the text Exemplos do texto

End of Section 1



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2005 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.

Constantemente, mulheres e crianças emigram do interior para a cidade à procura de trabalho e de uma vida melhor. Estas mulheres são descendentes do povo indígena-brasileiro.

A chegada destas mulheres emigrantes e suas famílias à cidade é uma desilusão por causa das dificuldades que têm de enfrentar. Os problemas à chegada são: falta de habitação, de alimentos e de emprego. Sofrem um grande choque de culturas e torna-se imensamente difícil a obtenção dos documentos necessários à sua integração no novo ambiente.

Não só chegam com recursos financeiros reduzidos, como também se sentem desorientadas. Os conhecimentos que tinham desenvolvido no seu ambiente rural não são úteis no novo ambiente urbano, forçando-as a aceitarem qualquer tipo de trabalho difícil e mal pago.

Uma vez na cidade, estas famílias estabelecem-se em áreas suburbanas exteriores degradadas, conhecidas por favelas, devido à falta de possibilidades financeiras adequadas. Nestes bairros degradados não existem infra-estruturas como esgotos, eletricidade, acesso a títulos de propriedade ou quaisquer serviços sociais de infantários. Os problemas principais relacionam-se com desemprego, alcoolismo, droga, violência, abandono dos filhos, etc.

Nestas circunstâncias, os serviços sociais, a família, os vizinhos e as organizações não governamentais (ONG), desempenham um papel fundamental no apoio à integração destas famílias no seu novo ambiente ajudando-as a compreender a cultura urbana.

Para a sobrevivência destas mulheres é crucial que elas sejam capazes de fazerem escolhas independentes e tomarem decisões concretas que afectem as suas vidas. Organizações como as ONG reconheceram a importância de dar poder a estas mulheres, permitindo-lhes afastar-se de estruturas patriarcais.

As mulheres estão no caminho para a sua auto-determinação apoiadas pelas ONG que reconhecem e promovem os direitos das mulheres.

QUESTIONS

Marks

(a) Who is most affected by migration from rural to urban centres in Brazil?

1

(b) Summarise the problems encountered by these immigrants under the following headings.

i) Basic survival needs

2

- ---
- ---

ii) Emotional stresses

2

- ---
- ---

iii) Social problems

2

- ---
- ---

iv) Bureaucratic obstacles

3

- ---
- ---
- ---

(c) What role do nongovernment organisations and other groups play in supporting these immigrants and their families?

3

- ---

- ---

- ---

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

Noventa e oito por cento das mulheres portuguesas não conseguem afirmar 'sou bonita' e consideram que os conceitos actuais de beleza são degradantes e estereotipados, enquanto que os homens portugueses consideram-se a si próprios muito magros.

Este é o resultado de um estudo nacional levado a cabo por Maria Cequeira – professora da Universidade de Coimbra. Este estudo incidiu sobre um universo de 1100 mulheres e 1100 homens de todo o país. O sociólogo Mário Piedade atesta que o resultado do estudo “é típico da enorme pressão que as mulheres, e os homens cada vez mais, sentem para se tornarem atraentes do ponto de vista físico”.

O estudo concluiu que a pressão para alcançar um corpo de modelo, só pode levar a esta conclusão. As mulheres têm expectativas pouco realistas em relação ao seu peso corporal e os homens têm a tendência de afirmar que pretendem um corpo mais atlético.

A beleza, a atracção e a capacidade de ser atraente, pretendem ter muito mais importância na construção da identidade feminina. Hoje em dia, a mulher sente uma pressão enorme para ser bonita, o que a leva por vezes a tomar medidas drásticas, incluindo dietas perigosas e cirurgia plástica extrema.

QUESTIONS

Marks

(a) Suggest a suitable title for this article.

1

(b) What did the study by professor Cequeira conclude?

i) For women

3

- ---
- ---
- ---

ii) For men

3

- ---
- ---
- ---

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 150–200 words in PORTUGUESE on page 7.

Concertos de Verão

Não existe melhor maneira de passar uma tarde de Verão do que a ouvir “World Music” nas margens do Rio Meira. Espectadores poderão apreciar boa música no ambiente festivo dos Concertos de Verão que se realizam todos os domingos de Agosto entre as 5:00 e as 7:00 da tarde no Anfiteatro do Rio Meira.

A Câmara Municipal da Meira apela assim a grupos musicais que queiram participar neste evento que mandem as suas submissões para: Maria Mourato, Coordenadora de Eventos, Câmara Municipal da Meira, Rua Albuquerque, Meira, 3005 Portugal.

Grupos interessados em concorrer, terão que obedecer a certos critérios tais como: informação sobre os membros da banda, o tipo de música que tocam, o tipo de audiência que a banda atrai, outros concertos em que tenham participado e qualquer outra informação que possa convencer a Sra Mourato a seleccionar a banda para fazer parte do Programa.

Para mais informações contacte a Sra Mourato no telefone 94659826.

QUESTION

Imagine you are a member of a local band from Meira. Write a formal letter of 150–200 words addressed to Ms Maria Mourato persuading her to include your band in the Summer Concerts program.

Imagina que pertences a uma das bandas locais de Meira. Escreve uma carta formal de 150–200 palavras para Sra. Maria Mourato persuadindo-a a seleccionar a tua banda para o programa dos Concertos de Verão.

You may make notes in this space.

Do not remove this page from the question booklet.

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Question 8

[illegible]

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End of Section 2



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2005 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 had a special experience in their lives that has left good or bad memories.
Write a journal entry about the day you experienced something different and extraordinary.
Toda a gente teve uma experiência especial na vida, que deixou boas ou más memórias.
Escreve no teu diário ácerca desse dia em que tu viveste qualquer coisa diferente do teu habitual dia-a-dia.
10. Technology has changed the way we work and communicate in the 21st century. The Internet is accessible worldwide; however, there are issues concerning its use. Some people believe there is a need for greater control and monitoring of **who** uses it and **how** they use it.
You are the **editor** of a newspaper. Write an evaluative article in which you discuss the positive and negative aspects of the Internet.
A Informática mudou a nossa maneira de trabalhar e de comunicar no século 21. A internet passou a ser acessível mundialmente, no entanto, existem problemas com o seu uso. Algumas pessoas acreditam que há uma necessidade de maior controlo na maneira em como é usada e quem a usa.
Tu és o editor de um jornal. Escreve um artigo avaliando os aspectos positivos e negativos do uso da Internet.
11. You went to Portugal last year and were introduced to one of their famous personalities.
Write the text of a speech for your classmates describing who you met and why this person is so well known and loved in Portugal.
No ano passado foste a Portugal e conheceste uma das personalidades mais famosas do país.
Escreve o texto do discurso para apresentares aos teus colegas de turma, descrevendo quem conheceste e as razões pelas quais esta pessoa é tão famosa e admirada em Portugal.

You may make notes in this space

Question Number:

[illegible]

[illegible]

End of Section 3