



**2008**

**LOTE: Portuguese GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

On average, most students understood the questions asked by assessors and were able to answer them appropriately during the conversation. A few of the students seemed to be calm and confident, but some were tense and nervous. Students' performances varied from exceptional to those who found it difficult to maintain a fluent dialogue.

To be clear, concise and express their ideas and opinions efficiently, students must be aware of the criteria used for assessing the oral examination and that the examination should take the form of an exchange between the student and assessors, not simply a question and answer session.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

Students who provided a greater range of vocabulary and were able to switch from one tense to another without problems performed well in this section of the exam. Those students were able to build on comments and interact more with the assessors. However, the weaker students provided minimal to mediocre responses to the questions asked. They frequently used anglicisms and were unable to satisfactorily use the verb forms or the gender of subjects correctly. Students at VCE level should know how to converse using basic tenses such as present, past and future.

#### **Section 2 – Discussion**

The choice of topic and sub-topic for the Detailed Study is important. If the students do not have any interest in the topic chosen, it is harder for them to discuss and express opinions and ideas. There were a mixture of topics presented in this year's examination, but the most popular topic was about tourism. Some students brought materials such as photographs, maps and posters to support their presentation.

The sub-topic should suit the linguistic ability of the student, be suitable for a discussion, and allow students to express their opinions and ideas.

In the Detailed Study, students should be able to:

- discuss and express opinions and ideas
- maintain the appropriate structures and correct vocabulary
- use the language spontaneously
- efficiently communicate and make references to the texts studied.

Students who memorised their information found it harder to discuss or to maintain the flow of the discussion when interrupted. Many students were able to answer questions well because they had sufficient knowledge of the discussion topic. However, some students were not well prepared and found it difficult to converse or discuss specific aspects of the sub-topic. These students were unable to express their opinions or ideas well. Teachers should design tasks and select appropriate materials for the Detailed Study to encourage students to talk openly, and students should also prepare for this section of the examination.

## **Written component**

### **GENERAL COMMENTS**

Overall, students responded accurately and appropriately to the examination questions and most students performed well. However, some students made some mistakes, mostly in spelling and grammar.



## **SPECIFIC INFORMATION**

### **Section 1 – Listening and responding**

The majority of students were able to comprehend, respond appropriately and demonstrate good skills in listening and responding. However, some students were unable to understand the listening texts and tasks or the reading tests. Some of the more common mistakes were changing the meaning, distortions, and omissions.

To improve their performance in listening and responding, students should:

- practise listening exercises
- listen to different texts, in various text types
- practise selecting the key points from a text
- 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
- obtain a range of vocabulary from the topics and themes in the study design.

### **Part 1 – Answer in English**

#### **Text 1**

##### **Question 1a.**

The Year 12 end of year party

##### **Question 1b.**

- at the school gymnasium
- on the 13th of October OR at 10.00 am

##### **Question 1c.**

Both of:

- dressing up in regional outfits
- the best ones will be awarded prizes.

#### **Text 2**

##### **Question 2a.**

- the awards ceremony
- to congratulate the Year 12 students

##### **Question 2b.**

- the dedication of the teaching staff
- the enthusiasm of the teaching staff

#### **Text 3**

##### **Question 3a.**

- it is a tradition
- it is a way of life

##### **Question 3b.**

- women feel sorrow
- women feel pain
- it is not usual/normal for a man to show his feelings

##### **Question 3c.**

- when she was 15 or 16 years old
- her friends said that it was music for old people or it was not cool

##### **Question 3d.**

- blues

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- jazz
- gospel

## Part B – Answer in Portuguese

### Text 4

#### Question 4a.

Any two of:

- sausage(s)
- potato(es)
- onion(s)
- salt
- garlic
- olive oil
- kale.

#### Question 4b.

Cook sausages, blend potatoes, add sausages, salt and pepper, cover and simmer for five minutes.

#### Question 4c.

Slices of cornbread

#### Question 5a.

- Brazil is a continent
- they have adopted indigenous and foreign expressions or maintained old Portuguese expressions

#### Question 5b.

- Xícara-Chavena
- Trem-comboio

#### Question 5c.

The two countries signed an orthographic accord, which brought some changes to Portuguese expressions.

## Section 2 – Reading and responding

Most of the students were able to understand the texts and select and rearrange the relevant information. However, due to their rather limited vocabulary, some students had difficulty selecting the correct information from the text and did not perform well in answering some questions.

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

- select key words
- read carefully and look in the dictionary when they are unsure of words
- make sure they understand the questions before answering them.

To help students prepare for the Reading and responding section, teachers should:

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

## Part A – Answer in English

### Text 6

#### Question 6a.

Two of:

- in any corner of Lisbon

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- all over the country
- in townhouses, palaces and monuments
- adorning streets and buildings.

## Question 6b.

It has been derived from an Arabic word ('*al zulecha*')

## Question 6c.

Four of:

- religious images
- the lives of richer classes (hunting scenes and festive occasions)
- flora and fauna
- geometric designs
- the sea voyages of Vasco da Gama.

## Question 6d.

A panoramic view of Lisbon OR a view of Lisbon

## Question 6e.

- relax OR enjoy the silence
- have a coffee

## Text 7

### Question 7a.

- Maubisse
- Aileu

### Question 7b.

June, July, August and September

OR

June to September

### Question 7c.

At the Pousada, to enjoy the view and cool climate

### Question 7d.

Find the safest place to shelter from bad weather OR find the plateau.

### Question 7e.

- petrified trees
- early morning mist

### Question 7f.

- pack wet weather gear (or do not forget to pack wet weather gear)
- take water with you (or do not forget to take drinking water)

## Section 3 – Writing in Portuguese

Students could choose between four topics and kinds of writing: personal, imaginative, informative or evaluative writing. The most popular topic was imaginative, followed by evaluative. Most students were able to give their opinions and ideas in writing. Some students made spelling and grammatical mistakes. Also, more depth and breadth in terms of content was often needed.

When completing the writing section, students should:

- revise the 'kinds of writing' as specified in the *VCE Portuguese Study Design*
- choose a topic they feel comfortable with
- read through their work to ensure that it makes sense
- look in the dictionary for words that they are unsure of

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- proofread their work before handing it in.

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