



2011

Languages: Portuguese GA 3: Examination

Written component

GENERAL COMMENTS

Most students were able to answer all questions accurately; however, a few students did not provide complete answers.

Section 1 – Listening and responding

Most students performed well in this section. Some students, however, did not understand the topics and either couldn't clearly answer the questions or left questions blank.

Students could improve their performance in the Listening and responding section by:

- practising taking notes while listening to audio
- listening to the Portuguese media and other text types if possible
- reading the *VCE Portuguese Study Design* and writing down the key themes and vocabulary for studying
- practising selecting key words from the material and from the questions in order to further understand texts and formulate the correct response
- practising answering questions using full sentences.

Section 2 – Reading and responding

Most students were able to select key points from the text and answer the questions correctly. However, some students found it difficult to select relevant key points from the text, which made it difficult for them to answer the questions. They also did not demonstrate sophisticated use of vocabulary.

Students should focus on the following points to improve their performance in the reading and responding section.

- Read the text carefully and use the dictionary to verify words or expressions they do not know.
- Select key points and translate them correctly.
- Re-read the question and make sure they clearly understand what is being asked before attempting to answer it.

The following guidelines may help teachers prepare their students for the Reading and responding section.

- Select a variety of materials to use in class to help students improve their Portuguese language skills.
- Create tasks that will help students improve their vocabulary.
- Explain the correct language structure to students.
- Ensure students know the correct grammar needed for both speaking and writing.
- Use the study design as a guide to provide key words on various topics.

SPECIFIC INFORMATION

Section 1 – Listening and Responding

Part A – Answer in English

This part is assessed using the following criterion:

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

Text 1

Question 1a.

The event is the marathon Lisbon–Cascais.

Question 1b.

The event's aim/its aim is to raise funds for the school library.

Text 2

Question 2a.

The restoration of its murals and roofs

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Question 2b.
1940

Question 2c.
It was built for the Portuguese World Exhibition.

Question 2d.
In the museum shop, you can find products exclusively of national origin – jewellery and textiles as well as photographic exhibitions from various Portuguese artists.

Text 3

Question 3a.

- water supplies are disrupted
- one sixth of the population is affected
- yields from agriculture could be reduced

Question 3b.
An increase in temperatures is associated with a decrease in soil water.

Question 3c.
The livelihood of island communities will be affected by:

- increase in sea levels
- extreme weather
- deteriorating coastal conditions
- climate change.

Text 4

Question 4a.
He was a writer who graduated in medicine.

Both parts of the answer were necessary.

Question 4b.
He wrote poetry, novels, stories and travel memoirs.

All four parts of the answer were necessary for full marks.

Question 4c.
He won an award/the Almeida Garrett award.

Part B – Answer in Portuguese

This part is assessed using the following criteria:

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

Text 5

Question 5a.

- *Preços especiais de inverno* (There are special winter accommodation rates.)
- *Está localizado no topo do Parque Nacional da Serra da Estrela com uma vista magnífica sobre o Vale do Rio Zézere.* (It is located on the top of the Estrela Mountain natural park, and has a magnificent view over the River Zézere Valley.)
- *Local ideal para passeios nas florestas próximas* (It is the perfect place for peaceful walks in nearby forests.)
- *Prática desportiva de esquí e snowboard* (You can practise winter sports such as skiing and snowboarding.)
- *Os serões podem ser passados à beira da fogueira com boa comida e entretenimento* (You can spend your evenings by the fire enjoying good food and entertainment.)



Text 6

Question 6a.

São amigos da escola secundária. (They are high school friends.)

Question 6b.

- *Wakeboard é uma mistura de esqui aquático, snow boarding e surf. És puxado por um barco a motor em cima duma prancha. Chega-se a atingir velocidades de 40km por hora.* (Wakeboarding is a mixture of water skiing, snowboarding and surfing. You are pulled by a motor boat on top of a surfboard. Sometimes you reach speeds of 40 km per hour.)
- *Anime são filmes de animação japoneses, mais ou menos parecido com desenhos animados. Há anime feitos para crianças, outros para nós e até alguns para adultos.* (Anime is Japanese animated films, more or less like cartoons. Some anime is for children, others for us and there is even some for adults.)

Section 2 – Reading and responding

Part A – Answer in English

This part is assessed using the following criterion:

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

Text 7

Question 7a.

Brazil, Russia, India and China

Question 7b.

Brazil, the eternal ‘country of the future’, has become the ‘country of the present’ with a lot more future. From ‘developing’, Brazil has become one of the largest emerging global powers.

Question 7c.

All of:

- the huge foreign debt has disappeared
- Brazil has lent 10 billion dollars to the International Monetary Fund
- Brazil grew by 7.5% in 2010
- there have been major improvements in health and education
- 15 million jobs have been created
- 30 million people have come out of poverty
- 20 million people moved from the poor and very poor social classes to the middle class.

Text 8

Question 8a.

Invitation to a festival

Question 8b.

The writer:

- wants to preserve the national culture by practising it
- wants to preserve the national culture by living it
- feels the culture is part of their identity.

Question 8c.

All of:

- concentrates on the positive
- points out what they have achieved in a very short period of time
- wants to be inclusive of all people; for example, reflects numerous influences
- encourages people to enjoy traditions: dance, music and architecture
- celebrating ten-year anniversary
- shows that everyone can live in harmony, even with all their differences.



Part B – Answer in Portuguese

This part is assessed using the following criteria:

- 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).

Question 9

Students were given the task of writing a formal letter in Portuguese. The following criteria were used to assess this question.

Criteria	Marks
<ul style="list-style-type: none"> • responds to the information, ideas and/or opinions of the text including main points • demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to the 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • responds to some of the information, ideas and/or opinions of the text and includes 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 formulas to express information 	1–2

Section 3 – Writing in Portuguese

Criteria:

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

Most students were able to express their opinions clearly; however, some students did not expand enough on their ideas and should have made more effort to develop the content.

When responding, students should:

- choose a topic that they feel comfortable responding to and can most associate with
- proofread their work and ensure it makes sense before submitting it
- use a dictionary to check the spelling or meaning if they are unsure of any words.

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Teachers should encourage students to proofread their work in order to maximise their marks. Proofreading helps find errors in tense, subjects, verbs, prepositions, omission of articles and failure to pluralise.

In order to achieve a high standard in this section, students should take care to read and address each part of the question. They should know the features and the structure of the text types as well as stylistic conventions required when writing imaginative, personal, evaluative, persuasive or informative writing.

The following criteria were used to assess this section.

Criteria	Marks
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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