2024 VCE Portuguese oral external assessment report

Refer to the relevant [VCE Portuguese study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/portuguese/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/portuguese.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world; for example, school and home life, family and friends, interests and aspirations. In the conversation, some students shared their passion for football (soccer), describing how they enjoy playing on weekends and how being part of a team motivates them to stay active and build friendships. Other students mentioned their interest in reading, explaining that it allows them to escape into different worlds and learn new things
* demonstrated an excellent level of understanding by responding readily and communicating confidently; and carrying the conversation forward with spontaneity. When asked about hobbies, some students enthusiastically described their passion for Brazilian music, discussing how the music is unique and transmits happiness. This willingness to extend the conversation demonstrated excellent understanding, spontaneity and confidence in their language skills
* used appropriate expression, including pronunciation, intonation, stress and tempo. When talking about their favourite holiday, some students responded enthusiastically that they enjoyed visiting Brazil. They used an excited intonation to convey enthusiasm and paused before using the word *incrível* (incredible) for emphasis. Clear pronunciation and appropriate intonation helped to convey their emotions and make their speech sound natural and engaging.

Areas for improvement

In preparation for the examination, students could:

* practise using repair strategies to advance the conversation when needed
* simulate real-life conversations in Portuguese to build confidence, such as discussing their weekend plans with a friend. Practising scenarios helps students become comfortable with common phrases, pronunciation and quick responses. It also provides practice for answering unexpected follow-up questions, such as *Que tipo de música você gosta de ouvir e por quê?* (What kind of music do you like to listen to and why?), which encourages spontaneous language use and helps students feel more prepared for and confident about the exam
* focus on refining verb tenses to ensure accuracy and fluency in responses. This practice will help students confidently handle different contexts, express their ideas clearly, and respond effectively during the exam.

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced the focus of their subtopic, alerting assessors to any objects brought to support the discussion of the subtopic. For example, confident introductions included: ‘Today, I’ll be talking about the typical dishes and sweets from Portugal, particularly from the Algarve region, which is known for its fresh ingredients and Mediterranean influence’
* engaged in a discussion using relevant information, ideas and opinions. For example, some students who chose ‘Soccer’ as their subtopic were able to discuss the importance of soccer in Brazil’s culture, the universal nature of soccer, its accessibility on a global scale and its ability to bring attention to Brazilian talent on an international level
* used appropriate vocabulary. For example, some students included genre-specific terms such as *choro*, *forró* and Musica Popular Brasilia (MPB), which are all Brazilian musical styles, when discussing the subtopic ‘Musical Traditions in Brazil’.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit ability and interests. Students should choose a subtopic that aligns more with their interests or expertise. For example, if they enjoy playing an instrument, they could focus on the specific *samba* rhythms used in drumming or the role of the *surdo* and *tamborim* drums in creating the distinctive *samba* beat. By choosing a subtopic that excites them, students could offer more in-depth information and engage in a clearer, more focused and confident discussion
* prepare with an appropriate number of quality sources, for example a combination of aural and visual, as well as written texts, to explore the subtopic in sufficient depth. For example, if a student studied the subtopic ‘The significance of Azulejos’, they could have used a variety of sources to support ideas and opinions. They could have brought in images of famous examples of *azulejos* (Portuguese tiles), such as those found in Lisbon’s Palácio da Ajuda or the São Vicente de Fora monastery, to visually support their points. Additionally, they could have included written texts or articles discussing the history and cultural context of *azulejos*, such as their origins in the Moorish period and evolution over time. Aural sources, such as interviews with artisans or a podcast discussing the craft behind *azulejos,* would further enrich presentations. By using a mix of visual, written and aural materials, students could present a comprehensive and engaging discussion of Portuguese tiles
* make reference to the sources or texts studied for the detailed study. Some discussions lacked detailed explanation and did not refer to sources or texts studied for the detailed study. By referencing sources, students could offer interesting insights and make the discussion more engaging
* revise grammar, including verb conjugation, and gender and number agreement.