



Student/Registration
Number

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Centre Number

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2008 PUBLIC EXAMINATION

Portuguese

Continuers Level

Thursday 16 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 event is being advertised?	1	

(b) Where and when will the event take place?	2	

(c) What are the two pieces of information that listeners are given about the costumes?	2	
• _____		
• _____		

Marks

You may make notes
in this space.

Text 2

2. (a) What was the occasion and why did the Minister for Education give this speech? **2**

(b) According to the minister, who is also responsible for the good results achieved by the students? **2**

(c) What is the Minister for Education's advice to students? **1**

Text 3

3. (a) According to Mariza, what does it mean to listen to fado in Mouraria? **2**

(b) According to Mariza, women are better at singing fado than men. Why? **3**

(c) When and why did Mariza stop singing fado? **2**

(d) Mariza also interpreted other styles of music. List three of these. **3**

- _____
- _____
- _____

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) List any two of the ingredients used in this recipe. Menciona dois dos ingredientes que entram nesta receita. • _____ • _____	2	
(b) Identify two important steps to follow when cooking this <i>caldo verde</i> recipe. Descreve dois passos importantes a seguir na receita do caldo verde. • _____ • _____	2	
(c) Which of the ingredients is served when the <i>caldo verde</i> is ready to eat? Qual dos ingredientes acompanha o caldo verde depois de pronto? _____	1	

Text 5

5. (a) Fatima and John are discussing the differences between the Portuguese language in Portugal and the Portuguese language in Brazil. According to Fatima, why do these differences exist? Give two examples. **2**

A Fátima e o John estão a discutir as diferenças entre o português de Portugal e o português do Brasil. Segundo a Fátima, porque é que essas diferenças existem? Dá dois exemplos.

- _____
- _____

(b) According to Fatima, there are several different words with the same meaning. Give two examples. **2**

Segundo a Fátima, há palavras diferentes com o mesmo significado. Dá dois exemplos.

- _____
- _____

(c) What was agreed between Portugal and Brazil? **1**
O que é que foi acordado entre Portugal e o Brasil?

End of Section 1



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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.

Eu tenho uma fascinação sem fim pelos azulejos, que se encontram ao virar de qualquer esquina em Lisboa e por esse Portugal fora. Os bonitos e complexos padrões que adornam as ruas e os edifícios são artigos preciosos de características definidas.

Desde a casa mais simples até aos palácios e monumentos, o azulejo português encontra-se em todo o lado.

A palavra “azulejo” deriva do árabe “al-zulecha” que se traduz por “pedra pequena”. Com o passar dos séculos a influência mourisca diminuiu, e assim os desenhos passaram a ser não só geométricos, mas também representações da flora, da fauna e de seres humanos. Inicialmente as imagens religiosas eram as preferidas. Mais tarde a preferência virou-se para imagens da vida das classes mais abastadas, tais como imagens de caça e de ocasiões festivas. A seguir as viagens marítimas de Vasco da Gama também se tornaram populares.

Se você é um apreciador desta maravilhosa forma de arte, faça uma visita ao Museu do Azulejo. O museu situa-se dentro do bonito e calmo Convento da Madre de Deus. No museu encontra-se uma vasta coleção de azulejos de diversas eras, incluindo a maior obra em tamanho, em Portugal, uma vista panorâmica de Lisboa.

Passando as esculturas no primeiro andar, chega-se a um quarto impressionantemente decorado com azulejos azuis e brancos gigantes, assim como outros quadros. Eu adorei as horas que passei no museu. A combinação do edifício e da luz era perfeita para os azulejos em exposição.

Não deixe de visitar o café e aproveite para relaxar no ambiente ‘zen’ do jardim enquanto toma um café. Eu sentei-me lá por algum tempo desfrutando o prazer do silêncio e do burburinho dos peixes dourados e das tartarugas no lago.

QUESTIONS

Marks

(a) According to the text, where can you find beautiful tiles in Portugal?

2

(b) Explain the derivation of the word 'azulejo'.

1

(c) Which types of images can you find on the different tiles that decorate the buildings in Lisbon?

4

(d) What does the Museum's main piece of tile work represent?

1

(e) Besides enjoying the tile work, what else can you do at the Convent of Madre de Deus?

2

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

Partindo do calor de Dili, a capital de Timor-Leste, num dia pode efectuar-se facilmente a viagem de retorno a Maubisse e Aileu, cidades antigas situadas nas colinas do Monte Ramelau. Esta é a maior região produtora de café em Timor-Leste. Entre Junho e Setembro pode assistir-se à colheita e processamento do café. Em Maubisse a antiga casa de férias do governador foi transformada num hotel chamado “A Pousada”. Nenhum turista que visite Timor-Leste deve perder a oportunidade de se hospedar na Pousada, desfrutar a vista maravilhosa à sua volta e apreciar o clima fresco de Maubisse.

Maubisse é também um ótimo ponto de partida para caminhar até ao cume do Monte Ramelau. Para fazer isso, conduza até Hatubuilico que se situa na base do monte a 45 minutos de distância. A caminhada, através da encosta florestal, demora mais ou menos 3 horas até chegar ao cume, de onde se tem uma vista maravilhosa desde Atauro no norte, até à costa litoral do sul.

Se desejar acampar durante a noite, o sítio mais abrigado das intempéries climáticas é o planalto antes de chegar ao cume da montanha. Com as suas árvores petrificadas e o nevoeiro matinal, a sensação mágica de estar no topo de Timor-Leste é simplesmente fantástica.

Se decidir fazer o passeio a pé ao Monte Ramelau não se esqueça de levar roupa para a chuva e água para beber.

QUESTIONS

Marks

(a) Which cities could you visit if you were in Dili for one day only?

2

(b) In which months of the year does the coffee harvest take place in the regions of Maubisse and Aileu?

1

(c) Where should a tourist stay when visiting Maubisse? Why?

2

(d) What do you need to do if you decide to camp on the mountain?

1

(e) What are the factors that make the experience of being at the top of Timor-Leste magical?

2

(f) What is the author's advice to people who want to walk up Mount Ramelau?

2

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.

Anúncio de Emprego: Uma vaga para estagiário

O “Programa de Emprego Jovem (PEJ)” procura um/a jovem para uma vaga de estagiário/a nos Serviços Administrativos do Ministério da Educação, Caixa Postal 12, Lisboa 1700. O programa destina-se a dar oportunidades de estágio a jovens com idades entre os 16 e 20 anos.

O salário anual é €25,221.00.

Se tiver perguntas, entre em contacto com o Sr António no número 57220546.

Tarefas do emprego:

Executar uma variedade de tarefas administrativas incluindo:

- 1 – Organização de reuniões
- 2 – Entrada e saída de correspondência
- 3 – Atendimento ao público e telefónico
- 4 – Trabalhar com computador e outro equipamento de escritório
- 5 – Dar assistência na manutenção de registos e sistemas de arquivo
- 6 – Dar assistência na preparação de correspondência, documentos e relatórios
- 7 – Comunicar e mediar eficazmente com os chefes e outro pessoal do ministério
- 8 – Usar programas de Excel e Word na preparação de relatórios anuais.

QUESTION

You have just finished Year 12. Apply for the position advertised by writing a formal letter of 150–200 words in Portuguese.

Acabaste de terminar o 12º ano. Escreve uma carta formal em português de 150–200 palavras, candidatando-te à vaga anunciada.

You may make notes in this space.



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2008 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 9–12)

(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. You do not agree with homework for younger students in Years 9 and 10 and feel it is a waste of time. Write an article for the school magazine to persuade other students in Years 9 and 10 to support a campaign to eliminate homework for younger students.

Tu não concordas e achas que é uma perda de tempo os trabalhos de casa dos estudantes do nono e do décimo ano. Escreve um artigo para a revista da tua escola com o fim de persuadir os estudantes do nono e do décimo ano a apoiar a tua campanha para eliminar os trabalhos de casa dos estudantes mais novos.

10. Write an evaluative report for your school newsletter about the advantages and disadvantages that the Olympic Games may have for a host country.

Escreve um relatório avaliativo para o jornal da tua escola sobre as vantagens e desvantagens que os jogos olímpicos podem ter no país anfitrião.

11. Write a journal entry about a past experience which has had a significant influence on your life.

Escreve uma página no teu diário acerca de um acontecimento passado que tenha tido um grande impacto na tua vida.

12. Write an imaginative short story for young readers which includes a conversation between two animals of your choice.

Escreve uma pequena história imaginativa para leitores jovens sobre uma conversa entre dois animais da tua escolha.

You may make notes in this space

