



Student/Registration  
Number

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Centre Number

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**2013** PUBLIC EXAMINATION

# Portuguese

## Continuers Level

**Wednesday 16 October: 2 pm Australian Eastern Daylight Time**

Reading Time: 10 minutes

Working Time: 2 hours and 30 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 40 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in black or blue 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.

**Part A (Questions 1–3)**  
(15 marks)

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*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.*
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You will hear THREE texts. Each text will be played twice. There will be a short break between the first and second playings. You may make notes at any time.

Listen carefully to each text and then answer the questions in ENGLISH.

	<b>Marks</b>	You may make notes in this space.
<b>Text 1</b>		
1. What does Ana ask Rui to do?	<b>3</b>	
_____		
_____		
_____		
_____		
_____		
_____		
<b>Text 2</b>		
2. What will students do during the program?	<b>3</b>	
_____		
_____		
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**Marks**

You may make notes  
in this space.

**Text 3**

3. (a) Outline Ego's attitude to environmental issues.

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(b) According to Ego, how is music a powerful instrument for change?

**4**

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(c) What evidence does Ego use to support his belief that everything is 'a system, not separate parts'?

**2**

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**Part B (Questions 4–6)**  
(15 marks)

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*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.*
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You will hear **THREE** texts. Each text will be played twice. There will be a short break between the first and second playings. You may make notes at any time.

Listen carefully to each text and then answer the questions in **PORTUGUESE**.

	<b>Marks</b>	You may make notes in this space.
<b>Text 4</b>		
4. (a) According to the text, what are the characteristics of the Rio Carnival Festival? Segundo o texto, quais são as características do Festival de Carnaval no Rio?  _____  _____  _____  _____	<b>4</b>	
(b) To whom would this festival appeal? A quem atrai este festival?  _____  _____	<b>1</b>	

**Marks**

You may make notes  
in this space.

**Text 5**

5. (a) When and how are meals prepared?

**2**

Quando e como são as refeições preparadas?

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(b) According to the text, what indications are there that the festival is a historical re-enactment?

**3**

De acordo com o texto, que indicações temos de que o festival é uma reconstituição histórica?

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**Marks**

You may make notes  
in this space.

**Text 6**

6. (a) For what reasons does one of the listeners think that the game is getting boring? **2**

Porque motivo um dos ouvintes pensa que o ténis está a ficar aborrecido?

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(b) Using examples, explain why the topic of the program is entitled 'Double T – Tennis and Technology'. **3**

Usando exemplos, explica porque o tópico do programa é intitulado "Duplo T – Ténis e Tecnologia".

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**End of Section 1**



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**2013** PUBLIC EXAMINATION

# Portuguese

## Continuers Level

### Section 2: Reading and Responding (25 marks)

#### Instructions to Students

1. Allow approximately 1 hour and 10 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet in black or blue 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.

**Part A (Questions 7–8)**

(10 marks)

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

**Os Portugueses subestimam as suas capacidades**

O Português tem tendência de subestimar as suas capacidades. Se você perguntar a uma pessoa Portuguesa, por exemplo, se ele toca guitarra, a resposta dessa pessoa será provavelmente "assim, assim", ou "mais ou menos". Esteja ciente, que este tipo de resposta significa que a pessoa toca guitarra muito bem. – Ok ... talvez não como um guitarrista profissional toca, mas bastante bem.

Quando eu cheguei ao Reino Unido, e as pessoas perguntaram-me sobre as minhas capacidades como professor, eu costumava cometer o erro de dizer "Assim, assim!" Durante muito tempo eu perguntei a mim mesmo por que eu não era capaz de arranjar emprego como professor e o que é que eu estava a fazer errado. Verifiquei que ao responder desta forma, os ingleses nunca iriam compreender as minhas verdadeiras capacidades.

Após reflexão, descobri que o problema era que eu estava a tentar trazer os meus valores portugueses para um país de língua Inglêsa. Foi isso que me motivou a escrever este artigo – para vos alertar para o papel que estas diferenças subtis nas atitudes linguísticas têm quando se fala com um português, ou melhor ainda com pessoas de outras culturas.

Observe e aprenda como as pessoas interagem e respondem uns aos outros noutras culturas. Nas comunidades ao redor do mundo, você precisa de deixar que as suas qualidades, capacidades e habilidades falem por si, em vez de dizer que você sabe isto ou aquilo muito bem.

... E tenha a certeza de que com o tempo as pessoas vão reconhecer o seu talento muito rapidamente!



QUESTIONS

**Marks**

- (a) Explain why the author of the text had difficulties in gaining employment in the United Kingdom.

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- (b) According to the text, what are the author's suggestions for dealing with people from other cultures?

**2**

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

### **Capoeira**

As verdadeiras origens da capoeira não estão documentadas, embora se diga que foi criada por escravos africanos trazidos pelos portugueses para o Brasil no século dezasseis. Os escravos podem tê-la criado como um escape emocional ou como uma ferramenta de resistência secreta no Brasil, usando a aparência de dança da capoeira como uma forma de esconder seu treinamento de combate e auto-defesa.

Capoeira hoje em dia não é apenas uma arte marcial, mas um exportador ativo da cultura brasileira, e as suas apresentações, normalmente teatrais e acrobáticas, são comuns em todo o mundo.

Todos os anos a capoeira atrai ao Brasil milhares de estudantes estrangeiros. Capoeiristas estrangeiros, trabalham duro para aprender a língua oficial do Brasil, Português, num esforço para melhor compreender e fazer parte desta arte. Mestres de Capoeira de renome são frequentemente convidados para ensinar no estrangeiro, ou mesmo estabelecer suas próprias escolas no exterior.

O aspecto de arte marcial ainda está presente e, como nos velhos tempos, ainda é sutil e disfarçado, levando muitos não-praticantes a ignorarem a sua presença. Os truques são presença constante e capoeiristas experientes nunca tiram os seus olhos dos seus adversários durante uma partida pois um ataque usando a música e a dança podem ser disfarçados até mesmo com um gesto amigável.

Símbolo da cultura brasileira e da amálgama étnica que caracteriza o Brasil, símbolo da resistência à opressão, a capoeira é definitivamente uma fonte de orgulho para o povo brasileiro.

## QUESTIONS

**Marks**

(a) What are believed to be the underlying reasons for the origin of capoeira?

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(b) What are the current positive contributions of capoeira to Brazil?

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**Part B (Question 9)**

(15 marks)

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*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).*
- 

9. Read the text and then answer the question in approximately 150 words in PORTUGUESE on page 7.

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**QUESTION**

This report has inspired you to write to your local council, which is deciding whether to support a restoration project for a national park for animals in Angola that has experienced similar problems. Write a letter to the mayor of your local council, informing her of your suggestions.

Este relatório inspirou-o a escrever para o seu município, que está a decidir se vai apoiar um projeto de restauro de um parque nacional para animais em Angola que se confronta com problemas similares. Escreva uma carta para a presidente da câmara do seu município, informando-a de suas sugestões.

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You may make notes in this space.







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# Portuguese

## Continuers Level

### Section 3: Writing in Portuguese (20 marks)

#### Instructions to Students

1. Allow approximately 40 minutes for Section 3.
2. Write your answer to a question from Section 3 in this booklet in black or blue 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.
5. All question booklets will be collected at the end of the examination.

### Section 3 (Questions 10–13)

(20 marks)

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*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 approximately 250 words in PORTUGUESE.

10. While going through an old box under your bed, you come across an old photo from when you were 12 years old, playing with your cousin. Write a diary entry reflecting on how much your relationship with your cousin has changed since that age.

Enquanto vasculhava numa velha caixa debaixo da sua cama, você deparou-se com uma fotografia antiga de quando você tinha doze anos de idade, brincando com seu primo. Escreva um diário refletindo sobre o quanto a sua relação com o seu primo mudou desde essa idade.

11. Write a report to the editor of the school magazine, in which you evaluate the importance of using public transport, cycling and walking when moving around in large cities.

Escreva um relatório para o editor da revista da sua escola, em que você avalia a importância do uso de transporte público, andar de bicicleta e a pé quando nos deslocamos nas grandes cidades.

12. While walking along a beautiful beach at the base of mountains, you find a message in a bottle that describes some happy events. After reading the message, you write an imaginative story for young children, using the message as a prompt.

Enquanto caminhava ao longo de uma praia bonita na beira de montanhas, você encontrou uma mensagem numa garrafa que descreve alguns eventos felizes. Depois de ler a mensagem, você escreve uma história criativa para crianças, usando a mensagem como inspiração.

13. It would be wonderful if every house and apartment had a vegetable garden and entertainment area. Write an article for the magazine *Lifestyles*, persuading the readers of the value of having both in their homes.

Seria maravilhoso se todas as casas e apartamentos tivessem uma horta e área de entretenimento. Escreva um artigo para a revista *Lifestyles*, persuadindo os leitores da importância de terem ambas nas suas casas.



You may make notes in this space.





Lined area for notes or text.

**End of Section 3**