



2013

Languages: Portuguese GA 3: Examination

Written component

GENERAL COMMENTS

Overall, the 2013 Portuguese examination seemed well suited to most students. It was evident that students were familiar with the topics in the study design and that they had prepared well. They had also learnt an excellent standard of vocabulary and expressions, which they successfully incorporated throughout their responses.

Conversely, there was evidence that weaker students had not used the 10 minutes of reading time wisely. It is most important that students read all aspects of the questions carefully and pay particular attention to key words. In Section 3, too many students did not respect the required text types and the kind of writing required. Others seemed to use memorised material without adapting it to suit the key parts of the question. More familiarity with and use of the dictionary is highly recommended. Regularly using the dictionary correctly should help students to avoid choosing incorrect meanings of words.

Grammatical errors were common and require much more thorough revision.

Students generally performed well. Students seemed to have planned their time for each section effectively. A technique that may assist students to break down each task into manageable components is by highlighting the key words in each question, as this could ensure that they answer the entire question appropriately.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and Responding

Part A – Answer in English

Text 1

Question 1

Ana asks Rui to

- collect his shirts and her evening dress from the drycleaner
- stop by the newsagency and get her a travel magazine and a TV guide
- cancel the appointment.

Text 2

Question 2

During the program, students will

- do six weeks of walking/exercise
- do daily step/minute entries
- track and record their level of exercise by using an app (that can be downloaded from the internet).

Text 3

Question 3a.

- the need for leaders to reflect wisely and not just focus on what is good for business
- the need to support all living things
- shouldn't just consider lining our pockets/making money
- support agriculture around the world

Question 3b.

According to Ego, music is a powerful instrument for change because it

- influences so many different people in various ways



- can address many topics (for example, environment, unity, the country and human rights; wrote about farmers)
- opens opportunities for communication/to spread the message (for example, played on radio stations)
- is a means of sharing ideas (for example, opportunity to share ideas with people in other countries).

Question 3c.

Evidence that Ego uses to support his belief that everything is ‘a system, not separate parts’ is as follows.

- permaculture is about making connections
- combining human beings and nature or an example of farmers around the world needing to connect with each other

Part B – Answer in Portuguese

This part assessed students on their comprehension of the spoken text and also on their ability to answer the questions in complete and accurate sentences in Portuguese.

Text 4

Question 4a.

- *Milhares de visitantes de todo o mundo dirigem-se para o Rio* (Thousands of visitors from all over the world flock to Rio.)
- *Desfiles sensacionais* (sensational parades)
- *Tambores de samba, dançarinos e trajas artesanais OU 12 escolas de samba se exibem* (samba drums, dancers and costumes or 12 samba schools strut their stuff)
- *Festas de carnaval em toda a cidade* (carnival parties throughout the city)

Question 4b.

Pessoas que gostam de cultura e entretenimento selvagem e colorido. (This festival would appeal to people who like culture and wild, colourful entertainment.)

Text 5

Question 5a.

- *Durante os torneios* (during jousting performances)
- *Usando fogueiras de madeira e sem aparelhos modernos* (using wood fires and no modern appliances)

Question 5b.

- *Festival Medieval* (Medieval festival)
- *Acampamento mouro* (Moorish encampment)
- *Desempenhos históricos* (historical performances)

A number of weaker students introduced extraneous and irrelevant information.

Text 6

Question 6a.

- *Os tenistas bolam muita rápido* (tennis players serve too fast [or now there are many big hitters])
- *Menor variedade e menor duração do jogo* (there is less variety and shorter duration of the play [game])

Question 6b.

- *Referir que a tecnologia mudou o equipamento (por exemplo, raquetes)* (technology has changed the equipment [for example, rackets])
- *Referir que a tecnologia mudou a superfície (por exemplo, relva, plexi, etc.) em que tênis é jogado* (technology has changed the surface [e.g. turf, plexi, etc.] on which tennis is played)
- *Referir que a o acompanhar do percurso da bola evoluiu do radar para Cyclops e depois para Hawkeye/Mudaram os sistemas técnicos para acompanhar a bola.* (Tracking has evolved from radar to Cyclops to Hawkeye/technical systems.)

The most successful answers used appropriate words, phrases and/or complex structures mostly correctly.

Weaker students did not explain using reasons and addressed the first part of the question only.



Section 2 – Reading and Responding Part A – Answer in English

Text 7

Question 7a.

The author of the text suggests he had difficulties in gaining employment in the United Kingdom because he

- played down his abilities as a teacher; for example, ‘so-so’ or ‘more or less’
- was bringing Portuguese values into an English-speaking country.

Question 7b.

According to the text, the author’s suggestions for dealing with people from other cultures are

- taking time to observe and learn how people interact and respond to each other
- within communities around the world, allowing qualities, capacities and abilities speak for themselves.

Text 8

Question 8a.

The underlying reasons for the origin of capoeira are as follows. There were suggestions in the text that they wanted to hide the fact that

- it was a tool of covert resistance/self-defence (to oppression)
- a way of hiding training of combat and self-defence
- it was an emotional outlet.

Question 8b.

The current positive contributions of capoeira to Brazil are that

- it is an exporter of Brazilian culture/teachers going overseas/establish overseas schools
- assists the Brazilian economy because thousands of students come to learn Portuguese
- capoeira is a source of pride to Brazilians.

Part B – Answer in Portuguese

Text 9

Question 9

Students were assessed on their capacity to understand general and specific aspects of texts and on their capacity to convey the required information accurately and appropriately. Strong answers used linking and comparative words/phrases.

Students were required to read a report that inspired them to write to their local council. The council was deciding whether to support a restoration project for a national park for animals in Angola that has experienced similar problems. Students were required to write a letter to the mayor of their local council, informing her of their suggestions.

This question required students to extract relevant information, make comparisons between local problems and those within the report. The specific language should have related to a restoration project, problems related to animals and National Parks. The text type should have been in the form of a formal letter to a female mayor, and should have included the features of a formal letter.

The following points could have been included.

- untouched paradise
- home to the densest wildlife populations in the world
- numbers of animals and species of birds roaming freely across kilometres of grasslands, savannahs and rainforests
- by 1992, more than 95 per cent of the animals were gone and there was a fear of extinction
- restoration project has brought hope: reintroduction of animals; established infrastructure; founded a unique safari experience; created a sustainable, eco-friendly local economy; letting visitors become a part of the restoration project

2013 Examination Report



Section 3 – Writing in Portuguese

Students had four topics from which to choose, with four kinds of writing and four text types.

The choices of topics were as follows.

- Question 10, a diary entry (personal)
- Question 11, a report to the editor of a school magazine (evaluative)
- Question 12, a story for young children (imaginative)
- Question 13, an article for a magazine (persuasive)

Before selecting a question, students should have considered the key components of the question and whether they had the necessary vocabulary and structures to address all parts of the task successfully. It is important that students have sufficient practice throughout the year at writing on a broad range of topics and text types so that they feel comfortable choosing from the broader range of topics on offer in the final examination. Creating theme-based lists of useful words and phrases that may accompany certain text types would also assist.

Strong students addressed all parts of the chosen question. These included using the correct structures and features of the text type as well as the appropriate register and style of language (as indicated in the study design).