Victorian Certificate of Education

PORTUGUESE

STUDY DESIGN

VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

VICTORIA
State
Government

Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023.
			The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

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Cover artwork

Detail from a VCE work of Paul Wisneske: 'Mallee landscape' 1993, acrylic on canvas, 1100 x 840 mm. Copyright remains the property of the artist.

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023
Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023
Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard version of Portuguese.

For the purposes of this study design, the two varieties of modern standard Portuguese, as used in the spoken and written form in Portugal and Brazil, are equally acceptable.

RATIONALE

The study of Portuguese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Portuguese-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Portuguese develops students' ability to understand and use a language that is one of the official languages of the European Union and the fifth most spoken language worldwide. Portuguese is spoken in Portugal (including Madeira and Azores), Brazil (the most populous Latin American nation), Angola, Cape Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe, as well as by Portuguese-speaking communities in other parts of Europe, the American continent, Africa, Asia and Australia.

The ability to communicate in Portuguese can provide students with enhanced vocational opportunities in fields such as marketing, finance, hospitality and tourism, and interpreting and translating.

AIMS

This study is designed to enable students to:
• use Portuguese to communicate with others;
• understand and appreciate the cultural contexts in which Portuguese is used;
• understand their own culture(s) through the study of other cultures;
• understand language as a system;
• make connections between Portuguese and English, and/or other languages;
• apply Portuguese to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

ENTRY

Portuguese is designed for students who will, typically, have studied Portuguese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin.* The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Portuguese to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course* Stage One*. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 47–49.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

National TAFE Language Course: Stage One; Generic Curriculum, ACTRAC Products, 1994, available from Australian Training Products (tel: (03) 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Portuguese the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent

Areas of study

Units 1–4: Common areas of study

The areas of study for Portuguese comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Portuguese-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Portuguese-speaking communities	The changing world

The individual

- *Personal identity*
  For example, personal details and qualities, relationships with family and friends, hobbies, sport and leisure activities.

- *Education and aspirations*
  For example, school life, post-school options.

- *Personal values*
  For example, personal priorities, attitudes to war and peace, freedom, racism, preservation of cultural identity, hopes for the future.

The Portuguese-speaking communities

- *Lifestyles*
  For example, rural and urban life, teenage and young adult life, fashion, eating out.

- *History and traditions*
  For example, the role of the Catholic religion, Portuguese explorers, prominent historical people, ceremonies and celebrations, migration.

- *Arts and entertainment*
  For example, artists and writers of significance, cinema, music and dance, media, architectural heritage.

- *Visiting Portuguese-speaking countries*
  For example, planning an itinerary, safety on the road, tourism, etiquette, booking accommodation, shopping, transport, health, travellers' stories, food and hospitality.

The changing world

- *Social issues*
  For example, role of women in arts, politics and sports, impact of technology.

- *World of work*
  For example, the future of work in rural and urban areas, employment opportunities, the role of women in the workplace.

- *Environmental issues*
  For example, pollution, endangered species (fauna and flora), the future of the planet.

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Journal/diary entry*	Postcard
Announcement	List	Recipe
Article*	Map	Report*
Brochure/leaflet	Menu	Résumé
Chart	News item	Review
Conversation*	Note/message*	Song
Discussion*	Notice	Story/narrative account*
Folk tale/legend	Novel	Survey
Formal letter*	Personal profile*	Table/timetable
Informal letter*	Play	Text of a dialogue
Interview	Poem	Text of a speech*
Invitation		

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verbs	**Conjugation**	
	regular	*-ar,-er, -ir*
	common irregular	*dar, estar, dizer, fazer, haver, ler, poder, pôr, saber, ser, ter, trazer, ver, sair, ir, vir*
	reflexive	*levantar-se, meter-se, vestir-se*
	Tense	
	present	*eu amo*
	perfect	*eu amei*
	imperfect	*eu amava*
	pluperfect†	*eu amara*
	future†	*eu amarei*
	conditional	*eu amaria*
	Participle	*amado*
	Double participle	*matado/morto*
	Gerund	*amando*
	Mood	
	indicative	*ele ama*
	imperative	*Ama!/.*
	subjunctive	*eles amem*
	infinitive	*amar*
	Voice	
	active	*ela ama*
	passive	*ele é amado*
	Speech	
	direct	*Fecha a porta, por favor!*
	indirect	*Ela pediu-lhe que fechasse a porta.*
	Auxiliaries	*andar, continuar, estar, haver, ir, ser, ter, vir*
	Impersonal verbs and expressions	*É preciso que, diz-se, impersonal se, chover, nevar*

†for recognition only

Adverbs	**Formation**	
	adjective + *mente*	*felizmente*
	Comparative form	*mais perto, tão perto, menos perto*
	Superlative form	*muito perto, pertíssimo, o mais perto, o menos perto*
	Regular	*+mente*
	Irregular	*bem, mal, muito, pouco*
	Time	*agora, ainda*
	Place	*aqui, longe*
	Manner	*mal, quase*
	Quantity	*quanto, bastante*
	Affirmation	*sim, realmente*
	Negation	*não, nunca*
	Doubt	*talvez, possivelmente*
	Exclusion	*apenas, só*
	Inclusion	*até, também*
	Adverbial expressions	*a sós, de novo*
Nouns	**Gender**	*o menino, a menina*
	Number	*o pé, os pés*
	Suffixes	*cafezinho*
	Prefixes	*ex-professor*
Determiners	**Definite article** omission – in Portugal in colloquialisms and when referring to famous people; optional use – in Brazil before Christian names and possessive pronouns	*o, a, os, as*
	Indefinite article	*um, uma, uns, umas*
	Indefinite	*algum, cada*
	Demonstrative	*este, o outro*
	Interrogative	*qual ?, que ?*
	Possessive	*meu, teu*
Adjectives	**Comparative form**	*mais…do que, tão…como, menos… do que*
	Superlative form	*-íssimo, muito…, o mais…, o menos…*
	Regular	*mais bonito do que, o mais bonito*
	Irregular	*péssimo, óptimo*
	Gender	*alto, alta*

	Number	*calmo, calmos*
	Position (in general, after the noun)	*rapaz magro*
Pronouns	**Personal**	*eu, me, mim*
	Possessive	*meu, teu, seu*
	Demonstrative	*este, isso*
	Relative	*quanto, que, quem*
	Interrogative	*qual, quem?*
	Indefinite	*pouco, nada*
Prepositions	**Prepositional expressions**	*com, em, sem*
	Contraction of prepositions with articles and pronouns	*por entre, dentro de à, dela*
Numerals	**Cardinal**	*um, dois, três*
	Ordinal	*primeiro, segundo*
	Multiple	*o triplo*
	Fraction	*um terço*
	Collective	*uma dúzia*
Conjunctions	**Coordinating**	*entretanto, portanto*
	Subordinating	*se, porque, embora*
Phrase types	**Declarative**	*O garoto toma leite.*
	Exclamative	*O garoto toma leite!*
	Interrogative	*O garoto toma leite?*
	Imperative	*Garoto,toma o leite!/.*
Negation	**Use of *não, nunea***	*Não sei, nunca fiz.*
	Double negatives	*Ninguém sabe nada.*
Routines, fillers and exclamations	**Fillers**	*Em suma*
	Exclamations	*Oh! Upa! Oba! Epa!*
	Tag phrases	*É muito difícil, não é?*
Register	**Variations related to social status** formal informal	*vós, o senhor, a senhora* *tu, você*

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to cues for turn taking;
- self-correct/rephrase or use gestures to maintain communication;
- communicate in a range of text types, for example, letter, fax, email, voice mail and telephone;
- use appropriate stress, tone, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;

- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a _____ response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate th__ ____wledge____ ___s to:

- apply the conventions of relevant text types; for ex____ __, re___, article,
- use structures related to explaining, describing, c_____ __ c___enting on past, present and future events or experiences;
- use stylistic features, such as repetition and ___
- identify main ideas, events and sequence__ __actio__
- link ideas, events and characters;
- summarise, explain, compare and c___ast ex___ __s, opinions, ideas, feelings and reactions;
- select and make use of relevant re____ ___ateri__
- provide personal comment/p_____ve ____ts of texts;
- respond appropriately for _____ __urpos__ and audience described.

ASSESSMENT

The award of satisfac____ completi__ __ a unit is based on a decision that the student has demonstrated achi_____ ___he set of outcomes specified for the unit. This decision will be based on the teacher's _____dent's overall performance on assessment tasks designated for the unit. T__ Board o__ ___lies will publish annually an assessment guide which will include advice on ___ __ope of the ____sment tasks and the criteria for assessment.

The ke__ __wle__ ___kil_s listed for each outcome should be used as a guide to course design and th__ _____en__ __earning activities. The key knowledge and skills do not constitute a checklist a__ ___ __pproach is not necessary or desirable for determining achievement of outcomes. The ____ents of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Portuguese are assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:
• informal conversation

or

• reply to personal letter/email/fax.

Outcome 2:
• listen to spoken texts (e.g. conversations, interviews, ~~~~ ~~~~ ~~~~ obtain information to complete notes, charts or tables in Portugues~ ~~lish

and

• read written texts (e.g. extracts, advert~~~ ~~~ ~~ers) ~~btain information to complete notes, charts or tables in Portuguese ~ Eng~~

Outcome 3:
• oral presentation

or

• review

or

• article.

It is expected that ~~~~~~~~~~ in Portuguese to all assessment tasks that are selected to address Outcomes 1 and 3. ~~~ two tasks required for Outcome 2, one should require a response in Portuguese ~~~ the othe~ ~~sponse in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of the two outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

*   use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
*   use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
*   make arrangements, come to agreement and reach decisions;
*   obtain and provide goods, services and public information;
*   link and sequence ideas and demonstrate clarity of expression in spoken or written form;
*   initiate, maintain, direct as appropriate, and close an exchange;
*   use stance, gesture, facial expression to enhance meaning and persuade;
*   use appropriate tone and forms of communication;
*   use examples and reasons to support arguments, and to convince;
*   respond appropriately to the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

*   apply the conventions of relevant text types such as a letter or a newspaper report;
*   use vocabulary, structures and content related to topics studied;
*   infer points of view, opinions and ideas;

- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give ˅ession ˅ ˅l or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstr˅ ˅e k˅˅edg˅ and skills to:

- apply the conventions of text types, for example, ˅ ˅˅ry ˅y;
- use structures related to describing, recount˅ ˅nan˅ ˅ting upon past, present or future events or experiences;
- use a range of appropriate vocabulary ˅ expr˅
- structure writing to sequence main ide˅ ˅ ˅ts log˅ally;
- use stylistic techniques such as r˅ ˅ion, q˅ ˅ and exclamations;
- vary language for audience, conte˅ ˅rpos˅

ASSESSMENT

The award of satisfactory ˅ ˅ for a unit is based on a decision that the student has demonstrated achieve˅ ˅nt of th˅ ˅utcomes specified for the unit. This decision will be based on the teacher's asses˅ ˅t of the s˅ ˅t's overall performance on assessment tasks designated for the unit. The ˅ ˅Studies will publish annually an assessment guide which will include advice on the ˅p ˅ ˅nt tasks and the criteria for assessment.

The key kn˅ ˅dge and s˅ ˅isted for each outcome should be used as a guide to course design and the devel˅ ˅ent ˅ learni˅ ˅tivities. The key knowledge and skills do not constitute a checklist and s˅ ˅ar ˅ch i˅ ˅ necessary or desirable for determining achievement of outcomes. The eleme˅ ˅ kn˅ ˅ge and skills should not be assessed separately.

Assessment ˅ ˅st be a part of the regular teaching and learning program and must not unduly add to the work˅ ˅d associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Portuguese are assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:
- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:
- listen to spoken texts (e.g. conversations. view   ts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, adve   ts, le   ) and reorganise information and ideas in a different text type.

Outcome 3:
- journal entry

or

- personal account

or

- short story.

It is expecte   the studen   ponds in Portuguese to all assessment tasks selected.

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Portuguese-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 31). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Portuguese-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Portuguese community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of questions forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas and information.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
	Total marks	50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Portuguese-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Portuguese-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Portuguese-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and	20
	A three- to four-minute interview on an issue related to texts studied.	20
	Total marks	50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Portuguese.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Portuguese-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding

Purpose

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Portuguese in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Portuguese covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Portuguese for responses in Portuguese.

Section 2: Reading and responding

Purpose

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Portuguese to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Portuguese of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Portuguese of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Portuguese. The task will be phrased in English and Portuguese for a response in Portuguese.

Section 3: Writing in Portuguese

Purpose

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Portuguese.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;

- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Portuguese. The tasks will be phrased in English and Portuguese for a response in Portuguese.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	**1** Participate in a spoken written exchange related making arrangements and completing a transaction.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete charts or tables in Portuguese or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes or tables in Portuguese or English.	**2** Listen to and extract and reorganise information and ideas from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	**3** Give expression to real or imaginary experience in written or spoken form.	Journal entry. or Personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Portugese-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		**Oral examination**	
250-word personal or imaginative written piece.	10	Conversation	
Response to spoken texts.	5	Discussion	12.5
Three- to four-minute role-play.	10		
Unit 4		**Written examination**	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	10
		Part B: Response in Portuguese	5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Portuguese	5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Portuguese, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon.

Unit 1

Themes

The Portuguese-speaking communities

Topic

Visiting Portuguese-speaking countries

Grammar

Punctuation, regular verbs ending in -*ar*, -*er*, -*ir*, present, perfect and imperfect, articles

Text types

Conversation, informal letter, short sto[...] table, travel guide

Examples of lea[...]

view a vide[...] [relat]ionships [and et]iquette between family a[nd] frien[ds...] [...speaking] countries, and m[...] [n]otes

re[...]ort [...] on life tw[o] generations ago in a [Portugu]ese-[spe]akin[g coun]try, and summarise changes

usin[g...] [...] [s]earch for information under [hea]ding[s...] on accommodation/food/timetables/ [...]sport in [a Por]tuguese-speaking country

[...for]mal letter to a relative/friend living in a [P]ortugue[se]-speaking country, and ask for information [o]n sites to visit

[sear]ch for information on the Internet about tours in [P]ortugal and make notes for group discussion in class

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Example assess[ment] tasks

Outcome 1: [...] [s]poken or writte[n] exchange rela[...] personal areas of experi[...]

In[...] [f]orm[al c]onversatio[n] talk about [...] diff[erence]s between your way of life [and in P]o[rtugu]ese-speaking countries.

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Listen to a broadcast to complete a table on road safety and 'staying alive'.

Unit 1

Theme	Examples of learning activities
The Portuguese-speaking communities	view a video on the Portuguese discoveries and make notes
Topic	search for information on the Internet about places where the Portuguese arrived during their voyages in the 15th–16th centuries and make notes
History and traditions	
Grammar	read passages on relating to the history of Portuguese-speaking countries, a short article about one
Adverbs – formation, regular and irregular, comparative form of adjectives, nouns – gender and number	write the personal profile of a historical or mythical figure associated with Po
Text types	
Article, personal profile, review	

Example assessment task

Outcome 3: Produce a personal response to a text on real or imaginary experience.

Write a review of a video you have watched the history Portuguese-speaking communities, explaining why you found a particular aspect of it interesting and/or informative.

Unit 1

Theme	Examples of learning activities
The individual	listen to a taped interview about racism and write a short letter emphasising the need for global tolerance
Topic	use the Internet to research countries currently struggling for freedom, and make notes
Personal issues	
Grammar	read magazine articles about the importance of preservation of cultural identity through language and culture, and make notes
Determiners – article, demonstrative, interrogative, possessive	write the text of a speech in which you argue either for or against the idea that variety is the spice of life
Text types	list ten things you feel are most important in life
Article, interview, letter, list, text of a speech	

Example assessment task

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Read articles on young people's priorities today and complete a table summarising the views presented.

Unit 2

Theme

The individual

Topic

Education and aspirations

Grammar

Common irregular verbs, active and passive voice, auxiliary verbs

Text types

Magazine article, short story, speech, interview

Example learning activities

write an article about your school for a centennial competition

prepare the text of a talk outlining your plans for the future

write a script for a speech to be read at the opening of a LOTE Day at your school

use the Internet to research the school system in a Portuguese-speaking country, and make notes

Example assessment task

Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts.

Listen to an interview with students in Portugal and write a report summarising the views presented.

Outcome 3: Give expression to real or imaginary experience in written or spoken form.

Write a short story about an unusual event (real or imaginary) that occurred at a school.

Unit 2

Theme

The Portuguese-speaking communities

Topic

Lifestyles

Grammar

Reflexive verbs, conditional, nouns – prefixes and suffixes

Text types

Interview, article, guide, report, chart, role-play

Examples of learning activities

listen to a taped interview with a teenager in Portugal talking about his/her lifestyle, and discuss similarities and differences to your own lifestyle

find information on the Internet about leisure pursuits in Portuguese-speaking countries and write a brief report on the most popular pursuits

read newspaper articles about sport in Portuguese-speaking countries and summarise the key features of one or more of the sports mentioned

listen to a broadcast on the ~~~~~ds in fashion and complete a chart to reco~~~~~

look up a good food ~~~~~ and select ~~~~~ staurant that sounds most suited t~~~~~ ~~~~~ireme~~~~~ efend your choice to your f~~~~~ nds

Example assessment tasks

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Come to agreement on an activity to undertake one evening whilst on holiday in Portugal.

O~~~~~ e 2: ~~~~~ and extract and use ~~~~~ n and i~~~~~ m spoken and written ~~~~~ xts.

~~~~~ an inte~~~~~ iew with a teenager and use the ~~~~~ ion to write an article on young people's lifes~~~~~

Unit 2

Theme

The changing world

Topic

Social issues

Grammar

Superlative~~~~~ ~~~~~ jec~~~~~ irregular adjectives, verb~~~~~ ~~~~~ e and imperative moods

Text types

Discussion, formal letter, report, script for a talk

Examples of learning activities

search for information on the Internet about inventions in the twentieth century and make a record of them to illustrate the chronological development

select an invention and summarise its impact on society

read a report on the provisions made for personal Internet security and state whether you think these provisions are appropriate

write a biographical account of a famous person who has made a significant contribution to society in the twentieth century

write a letter to a virus scanning company and ask them to help you with a persistent virus

Example assessment task

Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts.

Read an article about computer hacking and use the information to write the script for a talk explaining why more needs to be done to ensure absolute security.

Unit 3

Theme

The individual

Topic

Education and aspirations

Grammar

Direct and indirect speech, verbs – participle, double participle and gerund, subjunctive and infinitive moods

Text types

Advertisement, interview, article, report

Examples of learning activities

read advertisements on TAFE and tertiary courses which include languages and discuss the options in class

interview selected people to obtain information about their education and training, and make notes

read a magazine article on the use of languages in employment and use the information to write a brief report

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Write a report based on information provided in radio interviews about the Portuguese educational system, comparing it with the Australian system.

Unit 3

Theme	**Examples of learning activities**
The Portuguese-speaking communities	view a video on weddings in Portuguese-speaking countries and explain the main features of the ceremony
Topic	
History and traditions	listen to a speech about wedding celebrations given by a local Portuguese-speaking priest and write an article on wedding customs and rituals
Grammar	
Impersonal verbs and expressions, comparative and superlative of adverbs, adverbial expressions	write a report, comparing wedding ceremonies in Portugal and Australia
	imagine you are a famous Portuguese explorer from an earlier century; record your feelings in a diary entry for the day you attended a wedding ceremony
Text types	
Report, role-play, article, journal entry	

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

A three- to four-minute role-play, focusing on the resolution of an issue.

Your friend is undecided about whether to have a traditional Portuguese wedding or an Australian wedding. Help your friend reach a decision.

Unit 3

Theme	**Examples of learning activities**
The changing world	view a video on the role of women as told in traditional tales and compare these roles with the role of the professional women today
Topic	
World of work	summarise the information in a newspaper article on women at work and the careers which are now open to women
Grammar	
Adverbs of time, place and manner, pronouns – gender, number and position, personal pronouns	write an article on a prominent woman, past or present
	listen to a taped presentation on the impact of the working conditions on family life and summarise the arguments presented
Text types	
Article, role-play, formal letter	

Example assessment task

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write a letter to the editor of a paper expressing your view on what the role of women should be in the near future.

Unit 4

Theme	**Examples of learning activities**
The Portuguese-speaking communities	read newspaper articles on migration to Australia and summarise the main points
Topic	
History and traditions	listen to interviews with families who came to Australia in the last century and write the text of a speech outlining some of the challenges presented by migrating to another country
Grammar	
Adverbs of quantity, affirmation, negation, possessive and demonstrative pronouns	
Text types	
Interview, newspaper article, text of a speech, report	

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Portuguese-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review.

Write a 250–300-word informative report about the personal challenges involved in migration.

Unit 4

Theme

The Portuguese-speaking communities

Topic

Arts and entertainment

Grammar

Adverbs of doubt, exclusion and inclusion, relative, interrogative and indefinite pronouns, prepositional expressions, contraction of prepositions with articles and pronouns

Text types

Biography, folk tale, brochure, article, presentation

Examples of learning activities

read a folk tale and rewrite as a modern story for a magazine

ICT use the Internet to research biographies of Portuguese-speaking artists, authors or musicians; write a biographical account of one and give reasons for your choice

view a video on the Carnival in Brazil, make notes, and use the information to create a brochure

ICT read magazine articles about architectural heritage and use the information to present a PowerPoint presentation in class

select one area of traditional entertainment and research its history and rationale for an oral presentation

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Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Portuguese-speaking communities.

A three- to four-minute interview on an issue related to the texts studied.

Discuss the view that traditional art/music/writing entertainment are outdated and of little value today.

Unit 4

Theme

The changing world

Topic

Environmental issues

Grammar

Cardinal, ordinal and multiple numerals, coordinating conjunctions, synonyms and antonyms

Text types

Formal letter, article, poster, report

Examples of learning activities

watch a video on the Amazon and make notes on key environmental challenges

use the Internet to research major environmental problems in Portugal and make notes

read newspaper articles on pollution worldwide and write a report comparing these with Portugal

discuss the things people can do individually to secure a healthier planet in the future, and create a persuasive poster

write a formal letter to the editor of a paper outlining the need for urgent action to be taken on an environmental issue of importance

Example assessment task

Outcome 1: Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read an article about the costs of protecting endangered species in the Amazon and use the information to write an evaluative report on the issue.

SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Portuguese-speaking communities

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- Life, times and works of an artist/writer/composer, e.g. Rafael Bordalo Pinheiro, Sophia de Mello Breyner Andresen, João de Freitas Branco.
- Portuguese-speaking films: their popularity now and in the past.
- The importance of traditional forms of entertainment.
- Portuguese architecture as a picture of culture.
- The modernist period: origins and impact.
- Life in Portugal as depicted in poetry.
- The significance of Óbidos and Vila Nova de Cerveira.
- The Roman heritage.

Theme: The Portuguese-speaking communities

Topic: History and traditions

Possible sub-topics for detailed study:

- East-Timor – past and present.
- Dom Pedro and Dona Inês.
- Christmas and New Year celebrations: their origins, significance and changes that have occurred.
- The importance of maintaining tradition.

Theme: The changing world

Topic: Social issues

Possible sub-topics for detailed study:

- The impact of entrepreneurial women.
- Women in politics.
- Traditional and changing roles of women and men.
- Equality in the workplace and in the family.

Theme: The Portuguese-speaking communities

Topic: Visiting Portuguese-speaking countries

Possible sub-topics for detailed study:

- The importance of Ecotourism and ecological sanctuaries.
- A tourist's guide to the real Portugal.
- The pros and cons of tourism as an industry.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how both the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and	Enquire about courses at an educational institution.
VET Outcome 4:	Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying ⟨for⟩ a training ⟨c⟩ourse at a college in a Portuguese-speaking ⟨commun⟩ity ⟨writ⟩e a formal letter to the overseas educa⟨tion⟩ officer ⟨asking⟩ about types, costs, length and entry ⟨to⟩ cou⟨rse⟩s relate⟨d⟩ to your area of interest. Enquire als⟨o abou⟩t t⟨he⟩ ⟨ty⟩pe⟨, co⟩st and availability of accommodation on ⟨camp⟩us.

VET Outcome 1: and	Seek medi⟨cal a⟩ttenti⟨on at a hos⟩pital/surgery/chemist (1.1, 1.2, ⟨…⟩)
VET Outcome 6:	Writ⟨e a⟩ thank ⟨you le⟩tter/thank someone over the phone (6.1, ⟨…⟩)
VCE Unit 2 Outcome 2:	⟨R⟩ead ⟨writ⟩ten tex⟨t⟩s and reorganise the information and ideas ⟨i⟩n a ⟨diffe⟩rent text type.
Assessment task:	A m⟨essa⟩ge has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in ⟨tran⟩sit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Ou⟨tcome 1⟩1 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8) Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an a with the local doctor. Assist your client to fill i orm ed. Explain their symptoms. Clarify the d and any e effects of the medicine prescribed f r the about the possibilities of obtaining ond op .

VET Outcome 5: and VET Outcome 9:	Demonstrate basic kn of ducation system in a Portugese-spea mm Write a sho og ssag .
VCE Unit 3 Outcome 1:	250-w rd pe iece.
Assessment task:	I ave y returned from an exchange visit to a se-sp ng community. Write an article for your scho agazine focusing on your experiences of the school in a Portuguese-speaking community. Describe your f the structure, philosophy and attitude to school, the subj offered, level of achievement attained and aspects e school culture, such as discipline, uniform, staff, and dent relations.

VF tc :	Comprehend a simple, short conversation between two native speakers.
VCE Unit come 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Portuguese-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Portuguese-speaking community.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Portuguese-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information fro͟m ͟written texts
Assessment task:	Read the two articles related ͟health provisi͟on ͟a Portuguese-speaking community. U͟s͟e the ͟i͟nform͟ation provided, write an article for a travel ͟ma͟g͟azine͟ ͟outli͟n͟e the major features of health provision in ͟a ͟Port͟u͟guese sp͟e͟a͟king community, and provide key adv͟ice ͟po͟tential ͟touri͟sts.

	Detaile͟d͟ ͟study
VET Outcome 13: and VET Outcomes 14, 15:	Demonstra͟t͟e͟ knowledge of politics and government in a͟ ͟Portugu͟e͟se-sp͟e͟a͟ki͟n͟g community. ͟D͟evelo͟p ͟so͟me specialised language and cultural knowledge.
VCE Unit 4 Outcom͟e͟ and VCE Unit 4 O͟u͟tcome	25͟0͟-͟w͟ord informative piece. ͟Three t͟o four-minute interview on an issue related to texts s͟tudi͟ed.
Assess͟ment͟ ͟tas͟k͟:	Write an informative article in which you outline the political figures currently prominent in a Portuguese-speaking community, and one or two recent issues or events. 'There can only be real economic progress if the populace learns to look after itself, rather than relying on the state.' Discuss this issue in a three- to four-minute interview.

SUMMARY OF OUTCOMES: MODULE 2 OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.

2. Demonstrate basic knowledge of medical practices, health and sickness in C2.

3. Enquire about courses at an educational institution.

4. Enquire about housing at an educational institution.

5. Demonstrate basic knowledge of the educational system in C2.

6. Write a thank-you letter/thank someone over the phone.

7. Comprehend a simple short conversation between two native speakers.

8. Hold a short conversation with one or more persons.

9. Write a short dialogue, notes or messages or narrative passage.

10. Read a short dialogue or narrative passage.

11. Describe personality of people.

12. Exchange information about the area/suburb/state where you live.

13. Demonstrate basic knowledge of politics and government in C2.

14. Develop some specialised cultural knowledge.

15. Develop some specialised language knowledge.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.

- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction, body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information), register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

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Expresso Newspaper, Lisboa.

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O Emigrante Newspaper, Lisboa.

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Portugal Notícias Newspaper, Sydney.

Revista Isto é, Editora Três, Brazil.

Veja Magazine, Editora Abril, Brazil.

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ORGANISATIONS

Portuguese Association of Victoria Ltd
2 Severn Street
Yarraville Vic 3013

Portuguese Consulate in NSW
Level 9/30 Clarence Street
Sydney NSW 2000

Portuguese Consulate in Northern Territory
15 Colster Crescent
Wagaman NT 0810

Portuguese Consulate in Queensland
GPO Box 94
Brisbane QL 4001

Portuguese Consulate in South Australia
25 Peel Street
Adelaide SA 5000

Portuguese Consulate in Victoria
846 Toorak Road
Hawthorn East Vic 3123

Portuguese Consulate in Western Australia
GPO Box 780
Fremantle WA 6160

Portuguese Embassy
23 Culgoa Circuit
O' Malley ACT 2606

WEBSITES

General information: www.sapo.pt
www.altavista.pt

Expresso newspaper: www.expresso.pt

Revista Isto é: http://www.zaz.com.br/istoe

Veja Magazine: http://www.veja.com.br.
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THE INDIVIDUAL

Personal identity

BOOKS

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