

FOREIGN LANGUAGE PORTUGUESE

6113
Paper 1

GENERAL COMMENTS

Overall, the question paper was clear and up to standard.

Overall, candidates across the ability range coped well in this examination, displaying satisfactory competence in understanding spoken Portuguese. Language usage should be encouraged on a daily basis.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION 1

Exercise 1: Questions 1 – 8

Candidates experienced some difficulties with this exercise. Candidates were expected to select the correct picture according to the short dialogues heard. The candidates who struggled to respond correctly are amongst the weakest in the group.

Acceptable answers were:

- 1 C
- 2 A
- 3 B
- 4 A
- 5 B
- 6 C
- 7 D
- 8 A

Exercise 2: Questions 9 – 16

This task was based on various announcements in different settings. Candidates were expected to complete sentences with words or expressions heard within the context.

Some candidates had some difficulties in transcribing what they heard, although the words that were written were not too divergent from the targeted words. Spelling mistakes were tolerated as long as, when spoken, they were similar to the sound of the answer. The acceptable answers were:

- 9 temperatura
- 10 25/ vinte e cinco
- 11 calmo
- 12 junho
- 13 sardinhas
- 14 música
- 15 centro
- 16 reuniões

SECTION 2

Exercise 1: Questions 17 – 24

The task required candidates to listen to a text about a person, who is interested in enrolling in a gym and has a few questions to ask. Candidates had to answer by indicating if the statements were true or false according to the text. Some candidates' work reveal that they guessed on the answer rather than listen carefully to understand the statements.

The accepted answers were:

- 17 Falso
- 18 Verdadeiro
- 19 Falso
- 20 Falso
- 21 Falso
- 22 Verdadeiro
- 23 Falso
- 24 Verdadeiro

Exercise 2: Questions 25 – 34

This task required candidates to listen to a dialogue between a person that was travelling to Brazil and a person that works in a bus terminal. Candidates were expected to answer a series of questions using short sentences or phrases. Similar to Exercise 2 in Section 1, the misspelling of some answers rendered was not accepted, although minor errors were tolerated as long as the meaning was not changed.

- 25 entusiasmada
- 26 Brasil/ para o Brasil
- 27 porque está a estudar português
- 28 na Universidade da Namíbia
- 29 tradutora
- 30 porque quer conhecer uma variante diferente do português/ uma variante da língua portuguesa
- 31 vai viajar pelo Brasil/ porque é mais prático/ porque tem de ir leve
- 32 20 kgs/ 20/ vinte quilos
- 33 17:25/ dezassete e vinte e cinco
- 34 as malas vão diretamente para o Rio de Janeiro

SECTION 3

Exercise 1: Questions 35 – 42

Candidates were required to listen to a dialogue about Ilha do Sal in Cabo Verde and then were asked to select the correct option from four options presented to complete statements according to the information in the text.

Most of the candidates performed well but it seemed that they guessed the answers in some of the case rather than understanding the content.

The accepted answers were:

- 35 D
- 36 B
- 37 C
- 38 A
- 39 B
- 40 A
- 41 C
- 42 D

Exercise 2: Questions 43 – 50

This final exercise was a bit challenging for most of the candidates, although there were a few who gave correct answers throughout.

The accepted answers were:

- 43 a preparar o lançamento do terceiro disco/ do disco
- 44 na igreja
- 45 gospel/ música de igreja
- 46 o Héber tinha temas que não se enquadravam no seu projeto a solo
- 47 trouxe-lhes confiança/ ajudou-os a acreditar neles (any one)
- 48 música fácil de ouvir/ letras com que as pessoas se identificam facilmente (any one)
- 49 fizeram bastantes concertos/ estiveram em muitas semanas académicas
- 50 as músicas são rearranjadas para terem mais força ao vivo

POSITIVE RECOMMENDATIONS FOR TEACHERS

As earlier stated, it was pleasing to see that some of candidates coped well with the format and timing of the listening exam. Teachers should keep up with their good work in preparing the candidates for the oral examination.

In order to further improve the performance, teachers are urged to practice more listening from a wide array of topics as stipulated by the topic lists provided. It is very important that candidates are familiar with the structure and procedures of a listening comprehension exercise, so they can focus on listening and answering the questions rather than to be familiar with the structure. It is imperative that above all else, candidates practice transcribing spoken material. It is suggested that candidates be exposed to the vocabulary which can be found in the defined content list. It was evident that some candidates did not really know basic structures and vocabulary, so one thing that teachers can implement in the classroom is to teach the vocabulary with flashcards so that learners can remember the vocabulary used in the language. Candidates can also prepare their own flashcards according to the themes and play some games with them. Spelling should also be taken seriously as quite a few candidates' misspelled words to the extent of changing their meanings.