

## GENERAL COMMENTS

The question paper was of the same standard as the previous year, as the candidates' work presented the same type of mistakes. Overall, the difficulty level of this question paper has not changed, ranging from the easiest to moderate. However, there was evidence that the weaker candidates struggled to interpret some questions and failed to understand the instructions and as a result they failed to answer a few questions. It was also evident from the candidates' work that there is a lack of knowledge of the basic vocabulary, language structures and grammar.

## COMMENTS ON INDIVIDUAL QUESTIONS

### SECTION 1

#### Exercise 1: Questions 1 – 10

In this exercise, candidates were expected to read short statements and then select the correct picture according to the question. This exercise was well answered by the majority of the candidates, although some of the weaker candidates struggled to do well on this exercise.

#### The expected answers were:

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

[10]

#### Exercise 2: Questions 11 – 16

Candidates were expected to fill in the gaps using some words or expression from the text given. This exercise proved to be very easy to the majority of the candidates. However, the weaker candidates failed to understand what was asked specifically on question 14 and 15, thus resulting in wrong answers. It is evident from the weaker candidates' work that they lack basic, familiar vocabulary. They could not follow instructions and they lack reading skills that enable them to interpret the questions and find the right answer.

- 11 Lourinhã
- 12 parque
- 13 tamanho
- 14 percurso
- 15 exposição
- 16 criaturas

#### Exercise 3: Questions 17 – 28

In this particular exercise, candidates were expected to read a text and then answer three different types of questions, namely a true or false exercise, a short answer questions and find synonyms from the text given. The majority of the candidates did well in the true or false exercise and also in the short answer questions.

However, the synonyms proved to be difficult to the weaker candidates, making it evident once again that the weaker candidates revealed a lack of knowledge of basic vocabulary. This type of exercise should be promoted in class, as the work of the candidates revealed that they are not familiar with this type of exercise.

- 17 F
- 18 V
- 19 F

- 20 V
- 21 V
- 22 três ou quatro elementos/ 3 ou 4 elementos
- 23 as casas são pequenas/ mais pequenas
- 24 perto dos trinta anos/ 30 anos
- 25 mais difícil/ difícil
- 26 moram
- 27 casa
- 28 encontrar

#### **Exercise 4: Question 29**

Candidates were asked to write short message to a friend informing their friend that they he/ she was going on a field trip to the Namibe, in Angola. The majority of the candidates answered well this question, although some did not address all the prompts.

#### **Section 2**

#### **Exercise 1: Questions 30 – 38**

Candidates had to answer some questions using the information presented in the text given. The majority of the candidates answered well, including the weaker ones. It was evident that even the weaker candidates were able to understand the questions, select the information and then answer. All candidates were able to locate the right information from the text. The main difference lies in the fact that strong candidates are able to then adapt the answers and weaker candidates will only be able to select the information and copy it without any changes. Some candidates also just copied statements from the text that did not include the correct answers.

- 30 que havia cada vez mais objetos de plástico na areia e no mar
- 31 que era difícil apanhar os bocados mais pequenos
- 32 para ajudar na recolha de plástico
- 33 Feira da Ciência do Google
- 34 cem jovens/ cem jovens de todo o mundo/ 100 jovens
- 35 45 mil euros/ quarenta e cinco mil euros/ 45000 euros
- 36 mistura de óleo vegetal/ pó
- 37 máquina de lavar a roupa
- 38 arranjar uma empresa o ajude a produzir o seu modelo/ o modelo possa ser usado em todo o mundo (any one)

#### **Exercise 2: Question 37**

In this exercise, candidates were asked to write an opinion article for a local newspaper about a specific episode of their favorite TV series. Candidates had to follow some prompts. This question proved to be a bit challenging for some candidates, as they failed to use the adequate vocabulary. The candidates' work also revealed that candidates lacknot the skills of organising their writing work, as they presented their pieces of writing without introduction, development and conclusion.

### **Exercise 1: Question 38**

Candidates were expected to write a text where they would apply for a job and present the reason why they are the right candidate for the job. The majority of the candidates failed to understand what they were expected to do so most of them failed to present convincing text. Some weaker candidates just copied information from the text.

### **Exercise 2: Question 39**

The last question consisted of three themes and the candidates had to choose one of the three themes to write about. A few candidates chose the first option, where they had to write a blog about a cleaning campaign organised by a friend in their school. Most of the candidates chose the second option where they were invited to watch a movie at the cinema and they had to describe the whole experience. Those candidates who chose the third option had to write a letter to a Portuguese friend where they would tell them that they would travel to Portugal and what he/she were supposed to do once they arrived in Portugal. Due to the fact that the candidates had three options to choose from, it was evident on the candidates' work that they selected the option that they better understood and thus they were able to score a good marks. Overall, the prompts given were used successfully and allowed the candidates to organise their text.

### **POSITIVE RECOMMENDATIONS FOR TEACHERS**

It was very pleasant to notice that a few teachers have been making efforts in allowing the candidates to have an adequate preparation for this question paper. Teachers should try to encourage candidates to write neatly. Similar exercises to the ones that are in the question paper should be given to learners on a regular basis. Candidates should be exposed to a wide range of vocabulary and all the papers given throughout the school year should somewhat reflect the structure of the final question paper. Teachers should advise the candidates not to neglect basic information or vocabulary and to follow instructions carefully. Some revision work should be carried out before the final examination to ensure candidates are able to answer basic questions. The preparation of the candidates for the final examinations should include the use of previous questions papers, so that candidates are familiar with structure of the paper, as well what is expected of them in each single question.

There is a clear misconception that the learners need to be "trained" for this assessment, which is right when it comes to being familiar with the structure of such assessment. However, in a foreign language we do not train the candidates to answer a certain question. Teachers need to start providing the learners from Grade 8 with the right tools, meaning enhancing their skills, and teaching Portuguese as a communicative language, and not learning things by hard. Teachers should practice with students the use of mind maps, brainstorming and other techniques that help candidates organise their writing work better. There is a need to give the candidates a "pool" of vocabulary and grammatical structures that will allow them to answer questions and feel confident about his/ her work.

