



**CARIBBEAN
EXAMINATIONS
COUNCIL**

PORTUGUESE



Subject Report with Exemplars

May/June 2022

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®]
EXAMINATION**

MAY/JUNE 2022

**PORTUGUESE
GENERAL PROFICIENCY**

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INTRODUCTION

This guide has been compiled using candidates' responses to the 2022 May/June examination in CSEC Portuguese.

In 2022, approximately 76 per cent of candidates achieved Grades I–III compared with 78 per cent in 2021. While the performance of candidates on Profile 1 (Listening) was consistent with that of 2021, their performance on the remaining profiles, Profile 2 (Reading), Profile 3 (Speaking) and Profile 4 (Writing), declined when compared with previous years. It must also be noted that there was a reduction in the total number of candidates taking the examination.

PAPER 01 — MULTIPLE CHOICE

This paper consisted of 60 multiple-choice items divided into two sections (listening comprehension and reading comprehension). For the listening comprehension, candidates were tested on their ability to listen to and understand information. They were required to answer 30 items in this section. For the reading comprehension, candidates were assessed on their ability to read and understand 30 items written in Portuguese.

For both sections, candidates were expected to show mastery of Portuguese grammar and vocabulary. There was an improvement in candidates' performance in 2022 when compared with 2021.

Question 1

Candidates were required to read the ten situations which were described in English carefully. They were expected to provide appropriate written responses in Portuguese. Candidates were assessed on their knowledge of Portuguese vocabulary, idiomatic expressions, and Portuguese grammar rules and structure. They were awarded marks if their responses included all the required details and if they communicated the information accurately.

Responses were categorized as appropriate or partially appropriate and candidates were awarded marks accordingly. There were penalties for using a poor quality of language. Candidates were awarded no marks for providing inappropriate responses even if they used the language perfectly.

Candidates' Performance

Overall, the performance of candidates was good. Some candidates were able to respond correctly to each situation. However, there were a few who lacked the appropriate vocabulary to competently express themselves. There were some exceptional responses in which candidates used a wide range of vocabulary and demonstrated a high level of creativity and an excellent command of grammar. Most candidates understood/recognized which functions needed to be addressed and attempted to provide appropriate responses.

Candidates' Strengths

Generally, candidates followed the rubric and responded with a reasonable level of language accuracy. The quality of responses revealed that some candidates were well prepared for the exam. They seemed to understand the requirements of the question and showed great ingenuity in answering those which required more than a straightforward answer. The range of vocabulary used was impressive.

Candidates' Weaknesses

Candidates experienced challenges answering Part (e) and Part (g). Most candidates seemed to have difficulty identifying the Portuguese words for keys (*chaves*) and broken (*quebrada*) in Part (e) and to order (*pedir/encomendar*) in Part (g).

There were many candidates who would have earned better scores if they had not made careless errors, especially in spelling. Candidates were penalized for omitting and/or including accents and tildes inappropriately. It must be noted that omitting or including such characters can change the meaning of words. Additionally, many candidates gave partial answers, forgetting to mention some of the required information.

An area of challenge for many candidates was converting what would be an appropriate answer in English to Portuguese. In doing so, candidates gave answers in which they used incorrect grammar and vocabulary.

DIRECTED SITUATIONS

ANSWER ALL QUESTIONS.

1. Write in PORTUGUESE the information required for EACH of the situations given below. Do NOT write more than ONE sentence for each situation. For some situations, a complete sentence may NOT be necessary. Do NOT translate the situation given. Do NOT use abbreviations.

Candidate's Response to Part (a)

- (a) Write the email message you receive from your teacher informing you that you have won a prize in a recent competition and offering congratulations.

João, você ganhou ^{o campeonato} a competição e parabéns.....
João, você ganhou ~~ten~~ dois mil reais, parabéns ✓.....

(3 marks)

Examiner's Comments

The candidate gave a complete answer in which the teacher informed the student that he or she won a prize and offered him or her congratulations.

Candidate's Response to Part (b)

The principal asks students to give TWO reasons why they should be chosen as the class leader. What do you write?

Senhor Heitor, se eu tiro boas notas e eu sou o estudante
mais responsável da classe.

(3 marks)

Examiner's Comments

The candidate gave two reasons why he or she should be chosen as the class leader. Having good grades and being the most responsible person in the class were the two reasons given by the candidate.

Candidate's Response to Part (c)

For your twenty-first birthday you received an iPad from your uncle. Write him a thank-you note and express how you feel.

Tio
Tia Alberto, muito obrigada, eu estou tão feliz ✓

(3 marks)

Examiner's Comments

The candidate provided a correct answer. To improve the answer, the candidate could have mentioned why he or she is happy and thankful.

Candidate's Response to Part (d)

You send a classmate a note saying you are very fond of him/her and want to invite him/her to the movies. What does the note say?

Carla, eu gosto ~~de~~ de voce, eu te convido para ^{assistir} ~~ver~~ um filme
ao cine comigo ✓

(3 marks)

Examiner's Comments

The candidate gave a correct answer but there were a few grammatical and orthographical errors. The candidate should have written

- *assistir a um filme*
- *no cine/cinema*
- *você.*

Candidate's Response to Part (e)

Write the note you place on your bedroom door explaining that it cannot be locked because the key is broken.

A porta não pode fechar porque a chave está quebrada ✓

(3 marks)

Examiner's Comments

The candidate gave a correct answer. However, the grammar could be improved by stating *não pode ser fechada*.

Candidate's Response to Part (f)

The maid is ill today and has sent a note that he/she is sick. What does the note say?

Bom dia Patroa, estou lhe informando que hoje estou muito doente e não vou poder ir trabalhar. ✓

(3 marks)

Examiner's Comments

The candidate provided a correct response. However, the candidate could have written *patroa* using a lowercase 'p'.

Candidate's Response to Part (g)

You have ordered an item online but it is taking a while to arrive. Write the email you would send to the manager reminding him of what you ordered and when it was ordered.

Caro Gerente, No dia 15^M Maio^M 2022 encomendei
4 peças de roupa da sua empresa, mas
infelizmente está demorando a chegar. ✓
(3 marks)

Examiner's Comments

The candidate gave a correct response. However, the candidate should have written *caro gerente* because the manager is a male and the date should have been written as *15 de maio de 2022*.

Candidate's Response to Part (h)

Your sister has to attend a wedding, but is not sure what to wear. Write a note with TWO recommendations you would make.

Maria, eu te aconselho que você use ^{uma blusa} ~~um vestido~~ elegante.....
e uma saia preta. ✓

(3 marks)

Examiner's Comments

The candidate gave a correct answer. However, the grammar could be improved by writing *eu te aconselho que você use* or *eu te aconselho a usar*.

Candidate's Response to Part (i)

You borrowed an item from your colleague's desk. Write the note you leave informing him/her that you borrowed the item and why.

Paulo, eu emprestei seu livro didático de química porque eu
tenho que fazer um projeto ~~projeto~~ projeto ✓

(3 marks)

Examiner's Comments

The answer given by the candidate is correct. However, the correct spelling of 'projeto' is *projeto*.

Candidate's Response to Part (j)

Your best friend's mother has just passed away. Write the note of condolence that you send.

Ana, os meus pêsames! ✓

.....

.....

(3 marks)

Examiner's Comments

The candidate gave a simple yet correct answer. Candidates could have also written *meus sentimentos* or *sinto muito*.

Further Comments and Recommendations

Some students may have oral knowledge of Portuguese but receive their formal education in English. In such cases, it is recommended that teachers take the appropriate steps to assist such students with fully learning and understanding the rudiments of Portuguese.

Many candidates used '*eu obrigado você*' and other similar expressions to express gratitude. Candidates who used such expressions seemed to be influenced by their knowledge of English. They should become familiar with the verb *agradecer*. Students also had difficulties correctly expressing the information required to answer Part (b). Additionally, they had difficulty answering Part (i) and Part (j) because of the vocabulary they were expected to give.

Question 2

Candidates were required to write a letter of no more than 130–150 words, in Portuguese, using the given information. They were expected to include four given cues. The cues were not narrowly structured therefore this allowed candidates to express themselves using language within their capabilities. Candidates were assessed on use of language, accuracy, coherence and clarity of expression.

Overall, the performance of candidates was satisfactory. The mean mark was 14.22 out of 30. Most candidates' responses were within the required word limit. Candidates had some difficulties with the vocabulary related the topic — New Year's celebration. Many candidates could not write on the topic adequately.

Strengths

Some candidates demonstrated a strong command of Portuguese and used a very wide range of expressions. They also used idioms well. Additionally, they used the subjunctive appropriately.

Most candidates were familiar with the format for letter writing. The date, the salutation and the opening and closing paragraph were well written by most candidates.

Weaknesses

Candidates often omitted accents. There were some candidates who seemed unaware of the vocabulary expected to be known at this level. Some candidates seemed unable to structure a sentence and indicate its end by putting a full stop. Many times, there was a lack of appropriate punctuation, no capitalization of proper nouns or the first word in the new sentence. Generally, candidates were also weak in grammar.

Many candidates made errors ranging from how they wrote the date to using the preterit and subjunctive. Students tended to capitalize words such as *eu* because the English equivalent is capitalized. In most scripts there were problems pertaining to how the date was written. In Portuguese, the date is usually written in the day-month-year format.

Candidates are also encouraged to write legibly so that examiners can decipher what they have written.

LETTER WRITING

2. Use the following outline as a guide to write a letter of **NO MORE THAN 130–150 words in PORTUGUESE**. Use the tenses appropriate to the topic.

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

You have just visited Brazil for the New Year's celebration with your family. Write a letter to your friend in Portugal in which you

- (i) Greet him/her and enquire about his/her well being
- (ii) Give details about your stay (where you went and what you did)
- (iii) Discuss what happened on New Year's Eve
- (iv) Compare New Year's celebration in Brazil to that of your country.

(DO NOT write your real name and address, but include the date in PORTUGUESE and use the appropriate beginning and ending.)

Total 30 marks

Candidate's Response to Question 2

Write your answer to Question 2 here.

16 de junho, 2022 ✓

Querido Andre ✓

Como vão as coisas? Espero
que você esteja bem. Obrigado pela revista e
a carta que me enviou ^o mês passado. Como
está a família? ✓

Estou escrevendo para dizer que
minha estadia ~~em~~ Rio de Janeiro foi divertida. ✓
Eu visitei meus parentes e passei tempo com
eles em ~~um~~ interessante. Meu site favorito foi
a estatua Cristo Redentor. ✓

Adicionalmente, ^o dia antes do
primeiro de janeiro, fui ~~à~~ praia Copacabana
~~à~~ a uma festa que tem lugar na Praia
Copacabana. Houve muitas pessoas na festa
e uma variedade de bebidas e comidas
nativas. Finalmente, provei feijoada pela primeira
vez. ✓

Paraceu-me que ^o ~~a~~ger os brasileiros
festeja ^o ano novo ~~po~~ir para muitas festas
enquanto ~~o~~ Portugal agente festeja por jantar
com a família. ✓

Bem! Tenho que sair agora porque devo
escrever uma carta por minha mãe. Escreva-me em
breve e fique com Deus. ✓

Seu amor,

Samuel ✓

Examiner's Comments

The candidate was able to write an acceptable letter. However, the candidate made some orthographical errors. Additionally, some aspects of the response seemed to be influenced by English. Examples of such included *'uma festa que tem lugar na Praia'*. Other frequent interferences from English include *'Adicionalmente,'* and *'Finalmente,'*. It should be noted that while a comma is required in English in such situations, no comma is used in Portuguese. In Portuguese, it is correct to write *Hoje eu estou em casa* but not *'Hoje, eu estou em casa'*.

Recommendations

Teachers and students should take note of the following.

- The teaching of grammar might appear to be burdensome but it cannot be overlooked. Teachers should emphasize to students the importance of using good grammar. Regular drilling may be required.
- Teachers should encourage students to use idioms in letter writing. Idioms add some measure of delight to what is written.
- Students need to practise letter writing often and they need to acquire a pool of idiomatic expressions which might enhance the quality of their work.
- Teachers need to place greater emphasis on teaching students about the importance of using the subjunctive.
- Teachers also need to pay more attention to teaching students about conjugating verbs, particularly irregular verbs.
- Teachers must ensure that students are competent in the use of verbs, particularly irregular verbs. Certain verbs are almost sure to be needed in any Portuguese exam. These may include *ter, ser, ir, dizer, fazer, ver*.
- Teachers must make clear to students that the use of gerunds is very different in Portuguese when compared to how they are used in English.
- Students need to practise writing their responses under test conditions.
- Teachers need to emphasize to students that they should learn vocabulary.
- Students need to pay more attention to applying correct grammatical rules.
- Teachers need to guide students on how to use a dictionary so that students can use vocabulary correctly.
- Teachers must stress the importance of accents.
- Teachers can incorporate games and drills giving students practice in using the language.
- Teachers can direct students to appropriate websites for further practice. Prospective candidates are encouraged to use websites which assist with learning the language.

Question 3

Candidates were required to complete a contextual dialogue for which some English cues were provided. The contextual dialogue was in keeping with the information outlined in the syllabus and therefore within the scope of candidates' ability.

Candidates' Strengths

Most candidates followed the rubric. They attempted to address at least three of the cues. Overall, candidates exhibited fairly good competence in grammar and they used appropriate vocabulary.

Candidates' Weaknesses

Some candidates failed to demonstrate a good command of grammar and knowledge of relevant vocabulary.

CONTEXTUAL DIALOGUE

3. **In the blank spaces provided, complete the dialogue between you and best friend, Elisa. Give your responses in PORTUGUESE using between 80 and 100 words.**

You were involved in a vehicular accident and are in the hospital recovering. Your best friend, Elisa, comes to see you.

Responses to ALL the cues listed below MUST be included in the completed dialogue.

- (i) Greetings
- (ii) Reason for being in the hospital
- (iii) Injuries you have suffered
- (iv) The general treatment in the hospital
- (v) Plans upon leaving the hospital

Candidate's Response to Question 3

Elisa: Oi, boa tarde a minha amiga, Como vai você?

Você: Oi, boa tarde. Elisa: Eu ^{não} me sinto bem.

Elisa: O que aconteceu com você? Por que você está aqui no hospital?

Você: Ontem, eu tive um acidente com meu carro.

Elisa: Um acidente! Como? Quando? Onde?

Você: Eu estava dirigindo devagar quando eu parei no semáforo. De repente, um ônibus veio em alta velocidade e me esbarrou.

Elisa: Mas, você sofreu muitos ferimentos? Eu posso ver que você tem uma perna quebrada.

Você: Claro. Certo. Sim. Também, eu fracturei minhas costelas. Graças a Deus. Graças a Deus, eu não tenho muito ferimentos, mas eu fracturei minhas costelas também.

Elisa: Suas costelas? Você vai estar bem?

Você: Certo. Os médicos me dizem que eu vou sair daqui a dois dias e voltar e voltar na minha casa. Certo. Os médicos me dizem que eu vou sair daqui e voltar a minha casa a terça-feira.

Elisa: Ah, sim. É muito bom que você vá sair do hospital daqui a dois dias.

Você: ..Claro que sim: ^{Que} ~~Que~~ sorte! ✓
.....
.....

Elisa: Como é o hospital? E os médicos?

Você: ..O hospital é um lugar agradável, e os médicos são.....
..simpáticos e úteis. ✓
.....

Elisa: Bom. Depois de sair do hospital, o que vai fazer?

Você: ..Eu ~~gaa~~ gostaria de ficar em casa porque a perna.....
..curará ^á depois de sete semanas. ✓
.....

Total 20 marks

Examiner's Comments

The candidate provided good answers. However, there were some errors in orthography and grammar. Some candidates forgot to include accents. They should be reminded that accents are fundamental in Portuguese. Candidates excluded accents on words such as *também* and *curará*. It is crucial to include the accent on words such as *curará* because inclusion or omission of the accent changes the tense of the word.

Recommendations

Teachers and students should take note of the following.

- Teachers should remind students of the importance of using articles when they were required.
- Teachers should spend more time teaching students how to complete contextual dialogue using the utterances that come before and after to help them formulate a response.
- Teachers need to give students more practice in speaking and in preparing and writing contextual dialogues, using themes and the relevant formats. Students should also be encouraged to read newspapers, magazines and dialogues from texts. Additionally, students should be given completed dialogues (along with other possible responses) to discuss the tenses, vocabulary and structures used in the exercise.
- Students must be encouraged to read the dialogue carefully before inserting their responses to ensure that the conversation flows naturally. Furthermore, they should be made aware that even though the cues are given in a particular order, the dialogue does not have to be written in the same order.
- Students need to be encouraged to avoid writing in English and then translating to Portuguese.
- Students need to build and strengthen their vocabulary and learn idioms, synonyms and antonyms in the target language so that they can incorporate them into their writing.
- Students should be taught how to manage word limits. Additionally, teachers need to encourage their students to always review and reread their work. Teachers can plan and structure review time into each lesson to help students get into the habit of looking over their work before they submit it.

Question 4

This question tested candidates' reading comprehension skills. They were required to read a passage in Portuguese and respond to questions posed in English.

Candidates' Performance

Most candidates showed that they had the vocabulary skills needed to comprehend the passage. As the general context of the passage proved easily comprehensible, many candidates were able to achieve full marks. However, some candidates were unable to interpret the passage because they lacked knowledge of key vocabulary.

Some candidates responded in Portuguese or a combination of Portuguese and English. Candidates are advised that there are penalties for doing so.

Candidates' Strengths

Most candidates understood the information required to answer most questions and responded appropriately.

Candidates' Weaknesses

Some candidates did not understand what occurred in the passage, especially what trick the girl used and where she was heading.

Candidate's Response to Part (a)

Read the following selection carefully. Do NOT translate the selection, but answer the questions in ENGLISH.

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

A Clever Trick

Um dia, José estava dirigindo seu carro por uma estrada deserta para chegar à casa de seus avós. De repente, ao dobrar a esquina, ele viu uma menina jovem e bonita que estava sentada no lado da estrada com duas malas na mão.

Ela estava usando uma saia curta, uma blusa elegante e um chapéu grande. Ela parecia tão atraente! Assim, sem pensar, José parou seu carro e a menina pediu para levá-la ao seu destino. Ela disse que morava numa cidade longe e tinha pressa porque a sua mãe estava muito doente.

Rapidamente a menina entrou no carro, quando disse a José que tinha esquecido a sua mala do lado de fora. Naturalmente, José que é um rapaz simpático, voltou para pegar a mala, enquanto a menina ficou no carro. De repente, ao virar-se, ele se deu conta de que a menina tinha fugido com seu carro em alta velocidade.

Ela tinha roubado o carro de José e ele estava muito furioso. Neste momento, ele teve uma ideia. Ele decidiu abrir a mala para ver o que havia dentro. Para sua surpresa, a mala tinha duas frutas secas. Que golpe perfeito!

Answer, in ENGLISH, the following questions based on the selection you have just read. Use a complete sentence for EACH response.

(a) Where was José going?

.....He was going to his grandparents' home.....

.....
.....

(1 mark)

Examiner's Comments

The candidate gave a simple and correct answer.

Candidate's Response to Part (b)

How does the author describe the girl?

~~He~~ The author described the girl as young and
beautiful.

(2 marks)

Examiner's Comments

The candidate gave a correct answer.

Candidate's Response to Part (c)

What was the girl wearing?

The girl was wearing a short skirt, an elegant blouse and
a big hat.

(3 marks)

Examiner's Comments

The candidate gave a correct answer which included all the items the girl was wearing. Many candidates were unable to list all three items.

Candidate's Response to Part (d)

Explain the girl's reason for wanting to go to her destination. .

The girl's reason for wanting to go to her destination is.....
because she lives in a far city and her mother was very.....
sick ill.....

(3 mark)

Examiner's Comments

The candidate gave a correct answer. Several candidates did not understand the passage and therefore, they made up reasons.

Candidate's Response to Part (e)

What did the girl point out to José?

She indicated that she forgot her suitcase.....
on the ^{out} side of the car.....
.....

(2 marks)

Examiner's Comments

The answer provided by the candidate is correct. Many candidates did not understand the passage.

Candidate's Response to Part (f)

Describe José.

..... José was a kind young man.

.....

.....

(1 mark)

Examiner's Comments

The candidate gave a correct answer.

Candidate's Response to Part (g)

What did the girl do when José was standing outside? .

..... The girl drove away in José's vehicle at
..... a high speed.

.....

(2 marks)

Examiner's Comments

The answer given by the candidate was correct. Several candidates had difficulty understanding the passage and therefore, they made up answers.

Candidate's Response to Part (h)

Describe José's reaction.

He was naturally ~~fine~~ furious since his car had just been
stolen by someone who took advantage of his kindness.

(2 marks)

Examiner's Comments

The candidate gave a correct answer.

Candidate's Response to Part (i)

What did José decide to do and what did he find?

He decided to open the suitcase and see what was inside.
Inside, he found dried fruits.

(2 marks)

Examiner's Comments

The candidate gave a correct answer.

Recommendations

Teacher and students are asked to take note of the following.

- It is important that students write legibly. Many answers were illegible or almost illegible.
- Students are encouraged to read more, both in English and in Portuguese, so that they can learn the meanings of words, the synonyms for words in Portuguese and English, how to spell and how to use language.
- It is important for candidates to read the given instructions carefully and to avoid including Portuguese in their answers.
- It is advisable that candidates read the entire passage before beginning to answer the questions. It is also very important to pay keen attention to what is required for each question and to give precise and concise answers. Many times, when candidates give additional irrelevant information, it indicates a lack of comprehension and detracts from the answers, causing candidates to lose marks.
- Candidates should take note of the information about marks allocated to the individual questions. When a question which is worth more than one mark, this indicates that the candidate should provide more details.
- Candidates are to be commended for adhering to the rubric. However, being required to answer in a complete sentence does not mean that the candidate should supply answers that are not in the passage or provide answers that are required for other questions.
- Candidates should explore all that the technology has to offer with regard to foreign language learning.
- When practising reading comprehension, teachers ought to encourage students to be as precise and concise as possible in their responses, especially where only one mark is awarded. It is hoped that teachers and future candidates will take note of the following.
 - Vocabulary is important to comprehension. Students ought to keep revising vocabulary using revision techniques that work for their learning style(s).
 - Grammar is also critical in understanding the passage. A lot of practice is required, especially for irregular verbs and preterit tense.
 - Students have to read the passage at least three times in order to understand the story.
 - It is recommended that teachers continue to dedicate time to reading comprehension exercises with their CSEC final year students at least once per week.
 - Teachers can also employ the use of skimming and scanning as well as other scaffolding exercises to help students achieve their potential in these skills.
 - Teachers are encouraged to continue the good practice of exposing students to the relevant vocabulary that is covered in the syllabus. Vocabulary can be tested and built through games, quizzes, oral presentations, role play and puzzles among other things.
 - The use of technology in the teaching and learning process could also enhance students' acquisition of necessary vocabulary and reading comprehension skills. Doing storyboards in Portuguese will also help students build the necessary vocabulary.

- In incorporating reading comprehension activities into the classes, teachers must continue to ensure that students are engaged in exercises that mirror the format of the CSEC examination, and that the students clearly understand that the responses to the reading comprehension are to be written in English.
- Teachers are again encouraged to use internet resources to facilitate instruction. Please refer to past reports for websites we have recommended.