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Examiners' Report Principal Examiner Feedback

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Pearson Edexcel GCE
In Portuguese (9PG0)

Paper 2: Translation into Portuguese and written
response to works

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Examiners' Report on Paper 9PG02 – Autumn 2020

General comments

This report relates to paper **9PG02**, which tests candidates' ability to translate from English into Portuguese and to demonstrate their ability to respond analytically to literature or film in Portuguese.

The evidence from marking in this session indicates that the paper was effective in differentiating between candidates of different abilities and that all the questions worked as anticipated.

The published mark scheme provides extensive guidance regarding the overarching approach to marking, including the range of correct, acceptable and rejected responses as they relate to Section A, as well as indicative content for Sections B and C.

Teachers should note, however, that the mark scheme for Section A is not designed in such a way that every possible answer is included. Examiners look at each answer on merit to allocate marks. The approach to marking is positive, so examiners always seek to reward what candidates produce. In marking Sections B and C, examiners use a levels based mark scheme and apply a 'best-fit' approach, first placing the candidate's response in the correct box in the mark scheme and then deciding which mark in that box is applicable to that candidate.

It is helpful for teachers to distinguish clearly between the assessment objectives stated in the specification. These are: A01- listening and responding in Portuguese; A02 – reading and responding in Portuguese; A03 – grammar and vocabulary of Portuguese; A04 Knowledge and understanding of the countries and communities where Portuguese is spoken.

In this paper A03 is assessed in Section A, and A03 and A04 are assessed in Sections B and C.

There was varied evidence of how well candidates were prepared for this assessment, but there was little evidence of rubric infringement.

Comments on each question

Section A

This section tests candidates' ability to translate into Portuguese. Teachers should note that, in common with the translation in Paper 1, in the mark scheme there may, on occasion, appear to be misalignment between the English column and the Portuguese column: this is a reflection of the idiomatic nature of translation and the way word order and clause structure varies between English and Portuguese. Reading the correct answer column vertically from the top will provide a complete translation in good Portuguese of the passage.

This year the translation related to the theme of *Mudanças na sociedade contemporânea*, the subtheme: *O mundo do trabalho* and the content was focused on the aspect of *O desemprego*.

One mark is awarded for each correctly translated segment up to a maximum of 20 marks and, as previously mentioned, not every acceptable or rejected answer is included in the mark scheme. Examiners will award a mark to a segment where the message is conveyed clearly, correctly and unambiguously in such a way that a native speaker of English with no knowledge of Portuguese would understand exactly the same message as would a native Portuguese speaker with no knowledge of English.

As part of the design of the passage for the assessment of translation into Portuguese, each segment is targeted at a particular grade and so it is normal and expected that candidates with different levels of Portuguese should find some parts more challenging than others. In this way the passage is differentiated to assess across the full range of grades.

Most candidates were successful in translating the more straightforward segments such as:

- *to find a job; The reason is very simple; they want the same quality of life; their parents have already achieved.*

The parts of the passage that challenged all but the highest scoring candidates were:

- *more than any other young people in the European Union; The more adventurous opt for; it is unlikely they will return.*

Recurring grammatical issues amongst candidates included faulty adjectival agreement (which can easily be eliminated with careful checking) and knowledge of the subjunctive.

There was evidence that some candidates needed to pay closer attention to the naturalness of the Portuguese phrasing that they used, in order to avoid ambiguity of message. A close reading of the reject column in the mark scheme will provide teachers with some useful areas to work on in terms of linguistic structures.

Comments on sections B and C

These sections assess candidates' ability to respond critically and analytically to literature and film. Teachers are reminded that all candidates **must** answer on at least one work of literature and then may choose to answer on either a film or a second work of literature. These sections also assess the candidates' ability to produce extended writing in Portuguese. The specification and mark scheme provide detailed guidance on the available choices of works to study and the approaches to marking.

The indicative content for A04 in the mark scheme is designed to be a guide to what a candidate could write about in response to the works they have

studied. Examiners, however, assess each candidate response on its own merit, so it is perfectly acceptable for a candidate to approach their answer in a different way and still access the full range of marks available in the mark scheme.

To score highly, candidates need to write showing both knowledge of the work and understanding of the writer's or director's purpose and/or the effect on the reader or audience. Candidates should avoid retelling the story and should also avoid unnecessary, generalised preambles with biographical details of the writer or director, since these are not deemed relevant to answering the question that is asked.

High-scoring candidates tended to make valid points, offer valid evidence and add analytical academic comments about the author's or director's purpose and aims. It was evident in some cases that the guidance on the Pearson website had been followed carefully by teachers in preparing their candidates.

[Approaches to teaching literature](#)

Section B

The most popular works were *As Cidades e as Serras*, *Capitães da Areia* and *A Viagem do Elefante*.

As Cidades e as Serras: Responses to this novel were sometimes detailed and perceptive, but there was a marked tendency towards the merely descriptive. One or two responses displayed only very superficial knowledge of the text.

Capitães da Areia: Most responses showed good engagement with the themes and aims of the novel, going beyond the descriptive to produce genuine critical analysis.

Antes do Baile Verde: There were few responses here, but those candidates who chose this work selected their short stories carefully.

A Viagem do Elefante: Unfortunately, the majority of responses to this work lacked specific detail from the text or simply recounted the story.

Pensageiro Frequente: The few responses to this work tended to show good insight and had well-chosen examples from specific *crônicas* to illustrate points being made.

Section C

The most popular films were *Os Gatos Não Têm Vertigens* and *Que Horas Ela Volta?*

Abril Despedaçado: There were insufficient responses to this film for any useful comment to be made.

Os Gatos Não Têm Vertigens: This film was clearly enjoyed by those candidates who answered on it, with some responses showing a pleasing awareness of basic film language when discussing the question on the director's choice of locations (8a).

Que Horas Ela Volta?: This was the most popular choice of film, with some candidates showing lively engagement with the filmmaker's intentions and with well-chosen scenes to illustrate points being made. There was, however, a tendency towards the descriptive from some candidates. A few gave the impression of having seen, but not studied, the film and so were unable to recall much specific detail.

A Canção de Lisboa: There were insufficient responses to this film for any useful comment to be made.

Guidance for teachers for future sessions

1. Ensure that all candidates are familiar with the format of the paper and what they need to do in each section and question.
2. In section A, make students aware that a correct translation will not necessarily be a literal word-by-word translation. There will be difference in word order, clause structure or other linguistic features between the two languages. The resulting Portuguese passage should be natural, correct and unambiguous.
3. In section A, work with students using the mark scheme, to exemplify different approaches to translation. It can be useful in teaching students to translate into Portuguese to ask them to produce a 'mark scheme', rather than a translated passage; this can help to develop the ability to think laterally. It may also be helpful in steering them away from online translators, if they are encouraged to think carefully about alternatives and how to avoid errors.
4. For sections B and C, show students the information about literature and film on the Pearson website.
5. Look carefully at the indicative content, even for the works and films your students do not study; this can provide useful insights into the approach to writing a response.
6. Look carefully at the language of the A04 mark schemes and teach students to use this kind of vocabulary in Portuguese when they write. Including the words for 'analyse', 'conclusion' and so on can help them to write in an appropriate academic register.

