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Examiners' Report
Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE
In Portuguese (1PG0) Paper 3H: Reading and
Understanding

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Introduction

1PG0 3H is assessed for the first time in 2020 and it consists of a 65 minutes examination. During this time, candidates are assessed on their understanding of written Portuguese across a range of different types of texts. The assessment consists of 10 questions and is out of 50 marks.

Section A has six questions set in English. Section B contains three questions set in Portuguese. Section C contains one translation passage from Portuguese to English. Texts for individual questions within the assessment use high frequency language and vary in length. Some texts can include authentic sources that introduce more complex language and unfamiliar materials. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

This is a first examination under the new 2018 specification and, there are content areas aligned with other modern language and community languages specifications. Although this is the first run of Paper 1PG0 3H, it is positive to be able to report that a majority of candidates demonstrated a clear understanding of the rubrics and the general format of the examination. There was evidence of much good practice in teaching translation skills. In some cases, it was evident that candidates prepared well and practiced in preparation for the examination. This paper proved to be accessible to all candidates. Few candidates left significant gaps in their answers or did not complete the paper at this level. In general terms, the paper differentiated very effectively across all grades. Very good candidates scored highly throughout the paper. Average candidates scored consistently throughout the papers regardless of type of questionnaire. The stronger candidates demonstrated a clear and precise understanding of the expected at the higher-level questions, in terms of content, vocabulary, grammar and level of inference. They were also successful on questions which required processing or interpreting meaning. Crossover questions generally discriminated well and were completed more accurately by candidates who entered at the higher level.

Spelling

The spelling of some English and Portuguese words proved problematic for some candidates. However, examiners were sympathetic in their responses and where spelling was phonetically recognisable versions of required words, these were credited.

Question 1

A crossover question related to the theme of Future Aspirations, Study and Work – Work – jobs, careers and professions.

1(a) Candidates generally handled this well, understanding that it required a rate number as an answer.

1(b) Some candidates showed frequently the inability to read the questions properly and reflect on its answer. This was frequently found in most questions requiring a short answer. While we were expecting to find some reference of the increase in exportations clearly mentioned in the text. Here is an example.

(b) Besides more jobs, why is there a positive development?

More jobs

1(c) the candidates were expected to compare the first semester of the year (2019) to the second one and come to the conclusion that the second semester was better or that the first semester was worse. Here is a correct answer.

(c) How does the first half of 2019 compare to the second?

(1) 1

It was negative, second half is positive.

Question 2

A crossover question related to the theme of School, What school is like - school types; school day, subjects; rules and pressures, celebrating success. This question is an extract from a literary text, adapted from the original to fit the specifications requirements. Whilst overall candidate performance was better on this paper than on Paper 3F, candidates still found this question challenging as the literary style of this text. Again, the fact that questions were not read properly and thus the answers were not happened more frequently than it should. In 2a), the candidates were expected to make reference to the old house of the convent and answers

(a) Where was the classroom located?

Hall

like this confirm the misreading. Nothing in the text suggest a hall nor similar space.

In the following questions, a good proportion of the candidates understood what the other students mentioned in the text were doing (2a), why the narrator reacted badly to the idea of being left there (2b) and also why Helena left the narrator behind (2c).

Candidates need to check carefully that what they have written is a coherent and logical answer to the question asked. Here is an example of accepted answers to 2b) c) and d), even if the answers were quite short (b and c).

(b) What were the other students doing when Helena and the narrator entered?

Doing their work

(c) How did the boy/narrator react when he realised Helena was leaving him behind?

He cried

(d) How do we know Helena believes school is important?

Because she wants the boy to learn how to read

Question 3

A question related to the theme of International and Global Dimension – Environmental issues – being 'green'; access to natural resources; and about the ecological footprint. The questions did not require knowledge beyond the text as all answers were in the text. The text just required a fair reading ability and some reflection on what the questions were asking for. Again, the rushed answers resulted frequently in missing the mark as the candidates did not reflect on what they were expected to write. As for the answers, please refer to the Mark Scheme.

Question 4

A question related to the theme of Future Aspirations - Using languages beyond the classroom - forming relationships, travel, employment. This question is an extract from a literary text, adapted from the original to fit the specifications requirements. The questionnaire was a multiple choice one and a majority of candidates got questions right in same proportion of the other questions in the exam. The type of questionnaire does not make it easier nor more difficult. For the selected answers, please check the Mark Scheme. The correct answer to (v) (A) would allow to confirm the candidate's sensibility to understanding the literary text selected and how well the reading was done.

Question 5

A question related to the theme of School - School Activities: school trips, events and exchanges. This question was challenging and proved to be a good discriminator especially 5(e) and 5(f) where only the very high end of the entry scored the two marks available for these questions. In Questions 5a) to 5d) a majority of candidates got at least 3 of 4 marks available. In 5(e) and (f) candidates lost marks here due to vagueness, rushed answers and inability to reason prior to writing. Some answers did not match the question or the examiner's did not see the relation. Here are three examples.

(e) What problem does Roberto see in having too many activities?

(10 Q05)

That she is no interest in the activities

(f) What is the consequence for Tomás of having arrived recently at the school?

Met before in his old school
the plan was more small

(Total for Question 5 = 6 m)

(e) What problem does Roberto see in having too many activities?

he is no have interest in activities.

(f) What is the consequence for Tomás of having arrived recently at the school?

he is very sub interested

As for the accepted answers, please refer to the Mark Scheme.

Question 6

A question related to the theme of Local area, holiday and travel - travel and tourist transactions - travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping. - would 'take' the candidate to Rio de Janeiro and its tourist attractions. This question proved to be a good discriminator. Average candidates and the good ones answered successfully to (ii) and (iii). Please refer to the Mark Scheme for the accepted answers, as they show the care in considering many different possibilities, although all consistent with the text and the text's message. This question, overall, was well answered by the majority of the candidates.

Question 7

A crossover question related to the theme of Identity and Culture- Who am I - relationships; when I was younger; what friends and family are like; what makes a good friend; interests, socializing with friends and family, role models and an extract from a published work, adapted from the original to fit the specifications requirements. The questionnaire was a multiple choice one and a majority of candidates got questions right in same proportion of the other questions in the exam. The type of questionnaire does not make it easier nor more difficult. For the selected answers, please refer to the Mark Scheme.

Question 8

A crossover question in Portuguese related to the theme of Identity and culture – Who am I - relationships; when I was younger; what friends and family are like; what makes a good friend; interests, socializing with friends and family, role models. This question elicits answers that are about cultural activities. The candidate's performance was much better on this paper than on Paper 3F. The least successful answers were: 8(c) linking "Cinema" with "Gosta de se divertir com toda a família" and the reference in the text to: "Há filmes para todas as idades... animando...". The remain answers were identified correctly by the majority of the candidates. Weaker candidates, sadly, not try to answer.

Question 9

A question in Portuguese related to the theme of Local area, holiday and travel – Town, Region and Country - weather, places to see; things to do. This final question proved to be a very good discriminator. It was challenging for all but the highest scoring candidates. This passage contains some complicated lexis and structures, as is appropriate for a question at this level. Quite a few candidates left parts of this question blank or wrote words from the text without showing understanding. For the answers to each question, please refer to the Mark Scheme, as it presents a wide variety of possible answers. Although more demanding, some answers also showed how rushed the reading of the text was and how little reasoning the candidates did prior to answering. Some did not read instructions properly, just like in this example.

Responda às seguintes questões **em português**. Não é necessário escrever frases completas.

(a) O que é que ficamos a saber sobre o inverno na Calheta?

its long, dry.

(b) Qual é a melhor estação do ano para visitar a região?

June to September

(c) Qual é a melhor maneira de conhecer a região?

history

(d) Como é o tempo na região, na maior parte do ano?

loads of clouds

(e) Que tipo de pessoa deverá evitar a Calheta em fevereiro?

In 9(b) This question required the season of the year and not the months in which the season occurs. This kind of mistake, although proving reading ability and being able to locate the information for the answer, also proves little reasoning in reading the question properly. Candidates were expected to make a deduction. It proved very challenging with a majority of candidates lifting only partial answers or totally irrelevant sections of the text, as well.

Question 10

A translation from Portuguese into English related to the theme of Future Aspirations, Study and Work - Ambitions: further study, volunteering, training. This question worked very well and the whole range of marks was represented. Successful candidates inferred meaning and if they didn't fully understand the passage made informed guesses. Average candidates, although understanding the text in Portuguese, did not deliver an adequate text in English. Here is an example of a weak translation, revealing poor sentence building in English like in 'For that

Jossika is 17 and has always lived in in Santarém.
Caring for animals who are victims to , as the
tourist area the arena, and happens a lot
in your region. For that reason, I consider
you to turn into a vet. If the course goes
good, you can work in the zone and it
would be great.

reason, I consider you to turn into a vet'.

Here is the example of a fine translation, including some variants to the original translation in the Mark Scheme.

Jessica is 17 years old and has always lived
in Santarém. Her dream is to take care of animals who
are mistreated by the owners like bulls after their
showdowns, which tends to happen a lot in her region.
Because of that she is ~~consider~~ considering becoming
a ~~veterinarian~~ ^{veterinarian}. If her course goes well, she will
be able to work in the ~~to~~ area, which would
be great!

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