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Edexcel

Examiners' Report  
Principal Examiner Feedback

November 2021

Pearson Edexcel GCSE

In Portuguese

Paper 1H: Listening and understanding in  
Portuguese

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## Overview

The paper was worth 50 marks and was divided into two sections, A and B. The question in Section A were set in Portuguese. The questions in Section B were set in English.

Students had 40 minutes in which to complete their answers, and 5 minutes to read through the paper before the start of the paper.

## SECTION A

### Question 1

The candidates were asked to listen to a teacher talking about his student's ambitions. Then they were presented with five sentences with missing words, and they were asked to complete those sentences using options from a list of 12 given words. The overall results for this question were better than last year, with a good number of students getting all the answers right. Nevertheless, for some candidates this question was challenging and they didn't manage to identify all the right answers.

### Question 2

Candidates were asked to identify the opinions of a group of four students talking about good causes. The candidates had to complete four sentences (a, b, c and d) with the correct words chosen from a given list of four. Sentences (a, b and c) had one missing word; sentence (d) had two missing words. Incorrect answers for different parts of the question were random with less successful candidates failing to understand the recorded statements and consequently finding it difficult to complete the given sentences. For sentence (d), the correct answer was: *positivo, práctico (in this order)*. A great number of students who were successful at completing sentences (a, b and c) did not give the correct answer for (d); often it was because they either missed one of the words or they wrote them in the wrong order.

## SECTION B

### Question 3

Students were asked to listen to a podcast about "how to improve your reading" and complete four sentences by putting a cross in the correct box. This question had very successful results, and only a small number of students didn't get any answers correct.

### Question 4

Students were asked to listen to two young people talking about their experience visiting a recycling centre as part of a school project. After listening to the recording students had to choose the three correct statements, from a given list of seven. Most students performed well in this

question and were able to recognise the speaker's views and eliminate incorrect statements. Less successful students got one of the choices wrong and only a very small number did not get a correct answer.

### **Question 5**

Students were asked to listen to a recording by two people talking about their visit to the Island of São Tomé, and identify key information about its country houses, known as 'roças', and the local food. They had three multiple choice questions to complete. A great number of students got one incorrect answer as part of this question.

### **Question 6**

Students were asked to identify key information from a radio interview with a teacher working in Brazil. Students had to answer four open ended questions in English and each question was worth 1 mark. Overall, the students did well in this question (much better than in last year paper).

Most students answered question (a, b and d) correctly. A small number of students left these blank or gave an incorrect answer.

Most students answered (c)(i) correctly and only a small number did not know the answer to this question. While question (c)(ii) was the one that got a few students confused, with some answering "*they can't mark well*" instead of "*they can't prepare well*"

### **Question 7**

Students were asked to listen to an interview with a Brazilian employment expert found on a language website. Students were asked to answer five open-ended questions in English. Overall, this year performance for this question was very good. Nevertheless, some less successful students answering question 7, found it more difficult to give the correct answer to (a) and (b).

In (a) the correct answer was *a 60% increase*, but some misunderstood the figure and wrote a different number, such as 70%

In (b) the correct answer was *those with an international dimension*, but some students gave an answer related to *companies working/or being able to work in South America*.

### **Question 8**

Students listened to the recording of an expert talking about eating habits of Portuguese people. This question 8 was broken in two parts, part (a) and part (b) each part with a group of three multiple choice questions. Overall, the students performed well in this question.

## Question 9

Students were asked to listen to an interview with the Brazilian footballer Richarlison, who has played for the English teams Watford and Everton, and then answer seven open-ended questions, in English. This question 9 was divided into two parts, part (a), with three questions and part (b), with four questions. The overall performance for this question was good.

In 9(a) (i) less successful students often gave incomplete answers, by answering that he *worked in the morning and he studied in the afternoon/evening*, instead of he *sold ice-cream in the morning and he studied in the afternoon/evening*.

Question 9b (ii) was where less successful students did worse as they seemed to have found it difficult to identify that Richarlison *had not had a holiday for three years*, other students only answered that *he had no holidays*.

## Question 10

Students were asked to listen to two young people talking about their experiences with Airbnb. There were two parts to the question, 10 (i) and 10 (ii). Students had to put a cross in each of two statements from a given list of five. Overall students performed well in this question.

## Summary and recommendations to centres

Overall, the performance this year was very good. While students were stronger at answering multiple choice questions or those questions where they had to complete sentences (such as in Section A 1 & 2) than in open-ended questions, the overall results were very positive. This year students left fewer blank questions. This shows evidence of how well students were prepared for this paper.

I would encourage students to practise their listening skills beforehand as much as they can, so that they get used to it and possibly feel more relaxed and confident when facing the paper. Avoid leaving any questions blank. Students should always try to answer all the questions, even if they are unsure about the answer.

During the exam it is essential that the students carefully read the requirements of each question and give the required answers. Pearson approach to marking is positive so examiners are always keen to reward what student's produce.

## Section A

Questions 1 and 2 are set in the target language and require students to complete sentences in Question 1 and to identify the views of named individuals in question 2.

Tips

Encourage students to use the reading time to try and work out in Question 1 which part of speech is required to complete the questions, and to always read their final answer more than once. Often students' choice of words makes the sentence become grammatically incorrect. For example: In Question 1 (e) *Querem colegas.....ideias semelhantes* - the sentence needs a preposition (*Preposição*) that will connect the two terms of the sentence - *com* was the answer

In Question 2 they need to take time to work out the meaning of the individual statements.

## **Section B**

Questions 2, 3, 4, 5 ,8 and 10. These questions require students to pick out key points and some details, both information and opinions by choosing from a given range.

### Tips

Encourage students to listen for keywords and to highlight those keywords in the questions.

They can listen for the use of negation, time indicators and tenses, qualifiers, the use of the comparative, positive and negative opinions.

Questions 6, 7 and 9 requires students to respond to questions in English.

### Tips

In preparation for the paper, encourage students to find resources online, that they can use to practice listening to native speakers (films, new reports, podcasts, etc).

During the exam they need to use the reading time available to think carefully about the questions asked.

Whilst the required answers are not long, students should ensure they give precise or complete answers to the questions. For instance, in 7 (a) the correct answer is *a 60% increase*, and not simply *60%*. It is important that the students give the correct answer.

Throughout the paper knowledge of the vocabulary listed in the specification (Foundation and Higher) is essential.

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