



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

November 2021

Pearson Edexcel GCSE
In Portuguese (1PG0) Paper 3H

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2021

Publications Code xxxxxxxx*

All the material in this publication is copyright

© Pearson Education Ltd 2021

1PG0 3H is assessed for the second 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 the second examination under the new 2018 specification and, there are content areas aligned with other modern language and community languages specifications. Although this is the second run of Paper 1PG0 3H, it is positive to be able to report that most 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 failed to 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.

GCSE Portuguese 1PG0 3H

Question 1: A crossover question related to the theme of School - School Activities: school trips, events and exchanges..

1(a) Candidates generally handled this well, understanding that it was about a school theatre group.

1(b) Most candidates also handled this question well, providing the one of the expected answers.

1(c) Some candidates showed frequently the inability to read the questions properly and reflect on its answer. This was more frequent whenever the answer required some mental reasoning prior to answering. Just like in this question where the way responsibility was shared was the key to the answer. Here is an answer of a candidate who did reflect on the question.

(c) How is responsibility shared within the group?

(1)

.....
Equally (everyone is responsible)

And a second example of an answer that does not match the question.

(c) How is responsibility shared within the group?

(1)

.....
two actors take care of the light

Question 2: A crossover question related to the theme of Identity and Culture, Who am I - relationships; when I was younger; what my friends and family are like; what makes a good friend;

interests; socialising with friends and family; role models . This question is an extract from a literary text, adapted from the original to fit the specifications requirements. Overall candidate performance was good on this paper. This time, it is not possible to compare performances between tiers. Again, the fact that questions were not read properly and thus the answers were not right happened more frequently than it should.

In 2a), the candidates were expected to explain why there was a nurse with the man. The key was in understanding the cirurgia / surgery situation.

Candidates need to check carefully that what they have written is a coherent and logical answer to the question asked. This is what caused some wrong answers in b) and c) as the text was not properly read. Although some candidates opted not to answer d) those who have understood what was expected as an answer.

Example of bad answer for b) and c)

(b) What worries the man?

(1)

the operation

(c) Give **one** example of the mix-ups he had to suffer in the past.

(1)

he swapped his baby with one of a married couple

Example of a good answer in d) even if it is longer than usual.

(d) On this occasion, why was he right to be afraid after all?

(1)

He had an operation his appendix but was meant to be operated on his nose

Question 3: A question related to the theme Daily Life: social media and technology (use of, advantages and disadvantages). The questions did not require knowledge beyond the text as all answers were there. The text just required a fair reading ability and some reflexion 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. Some used what seems to be their own experience instead of allowing to assess reading ability. As for the answers, please refer to the Mark Scheme.

Question 4: A question related to the theme of Holidays: preferences, experiences, destinations. 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 most 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 (i) (C) 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 – What school is like: school types, school day; subjects; rules and pressures; celebrating success. 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) most candidates got at least 3 of 4 marks available. In 5(e) and (f) few candidates lost marks here due to vagueness, rushed answers and inability to reason prior to writing. The majority showed a fair understanding of the

text and thus correct answers for both questions. Some rushed answers did not even match the question or the candidate failed to see the relation. Here are two examples.

(e) What does Beatriz think about some of students on the honours board?

(1)

They are students who spend there life in privacy

(f) What is Matheus's incentive to keep on working?

(1)

He doesn't need his name on the board so keep working had to get to us

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

Question 6: A question related to the theme of Future Aspirations, Study and Work: further study, volunteering and training - would allow the candidate to contact with the Portuguese reality for most student when confronted with what to study after the basic education. This question proved to be a good discriminator. The quality of one's reading of the text and one's reflection on the questions were key to successful answers. 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 Future Aspirations, Study and Work: jobs, careers and professions - and an extract from a newspaper story, adapted from the original to fit the specifications requirements. The questionnaire was a multiple choice one and most 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 Future Aspirations, Study and Work: Using languages beyond the classroom- forming relationships; travel; employment. This question elicits answers that are about the advantages of speaking a foreign language. The large majority of students got all marks. The least successful answer was: 8(d) linking "Leonor" with "quando não sabe o caminho, pergunta noutra língua" and the reference in the text to: "É muito mais fácil chegar onde preciso. Quando não sei, pergunto". The remain answers were identified correctly by the majority of the candidates.

Question 9: A question in Portuguese related to the theme International and Global Dimension – Environmental issues: being 'green'; access to natural resources. 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. Some candidates left parts of this question blank or wrote words from the text without showing understanding. Some did not read instructions properly and answered the questions using a different language from the one requested. 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. Here is an example of bad instructions reading.

Responda às questões em português. Não é necessário escrever respostas completas.

(a) Quão dependente é o homem do petróleo?

(1)

(b) Qual a opinião do autor sobre o futuro, quando o petróleo acabar?

Question 10: A translation from Portuguese into English related to the theme of International and Global Dimension –, Bringing the world together: sports events; music events; campaigns and good causes. This question worked very well and the whole range of marks was represented. Successful students inferred meaning and if they didn't fully understand the passage made informed guesses. Average candidates, although understanding the text in Portuguese, failed to deliver an adequate text in English. Some candidates did not take the context into consideration, essential in this type of question. Only the context would allow to decide on the correct translation of the word 'vela', and lead the candidates to choose 'sailing' instead of 'candle'.

Here is an example of a weak translation, revealing poor sentence building in English:

Luciana Diniz won the last of the team selection for the Olympic Games in 2024. She will participate in an event with 3 more athletes in the area of ~~athletes~~ are in the area of Athletics, cycling, swimming, and ^{table} tennis. small, the ~~portuguese~~ ~~portuguese~~ Portuguese representation is very of Portugal, with medals.

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

Luciana Binger won the last slot in the team selected for the Olympic Games of 2024. She will take place in the event with three more athletes in the horse ~~and~~ riding area. The rest are ^{from} areas of athletics, cycling, swimming, sailing and table tennis. Even though it is small, the Portuguese representation has a lot of hope of returning to Portugal, with medals.