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Edexcel

Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel GCSE
In Portuguese (1PG0) Paper 4H

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Introduction

This is the second year of the new specification.

Questions are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organized into five themes, each broken down into topics and sub-topics. The five themes are: Identity and culture, Local area, Holiday and travel, School, Future aspirations, Study and work and International and global dimension.

Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students. Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Portuguese. The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullet points. All questions are marked against the assessment criteria as published in the current specification. The instructions to students are all in Portuguese. The use of dictionaries is not permitted.

The assessment time for paper 4H is 1 hour and 20 minutes in length and it carries 60 marks. The paper consists of two questions and one translation from English into Spanish. Students must answer all questions.

Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students should use the informal register. This question is common to the Foundation tier.

Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register.

Question 3 is the translation question. Students are required to translate a short paragraph from English to Portuguese. The individual sentences are ordered by increasing level of difficulty.

Question 1 (a)

Q1(a) required students to write an email to a friend about different aspects of their school. They had to address the 4 bullet points and produce between 80-90 words in Portuguese.

My school

- 1 (a) A Maria, uma amiga portuguesa, está a pensar mudar-se para a sua escola, mas precisa de mais informações.

Escreva um e-mail informal.

Deve incluir os pontos seguintes:

- o que mais aprecia na sua escola e porquê
- como é o seu uniforme
- uma visita escolar que a escola organizou recentemente
- que atividades extracurriculares poderão fazer no futuro e porquê.

Escreva aproximadamente 80–90 palavras **em Português**.

Question 1 (b)

Q1(b) required students to write an informal blog post about an international project that promotes foreign languages. They had to address the 4 bullet points and produce between 80-90 words in Portuguese.

Foreign Languages

- (b) A sua escola participa num projeto internacional para promover as línguas estrangeiras. Você foi um dos alunos participantes na última reunião desse projeto.

Escreva um post informal para a página do jornal escolar.

Deve incluir os pontos seguintes:

- a importância de projetos internacionais e porquê
- conte a sua experiência
- que línguas melhorou devido a este projeto
- que vantagens poderá ter no futuro em falar outras línguas e porquê.

Escreva aproximadamente 80–90 palavras **em Português**.

The majority of the students wrote more than 90 words in Portuguese. All words written by the student are considered and assessed even though the responses were longer than the recommended word count.

This response scores 12 marks for Communication and Content. The majority of students have written information relevant to all 4 bullet points. Some students expanded the key points and ideas. There was some variety of language with

some examples of creative, uncommon language. The register and style were appropriate for the vast majority of students.

This response scores 8 marks for Linguistic Knowledge and Accuracy. The students who scored 6 or more marks produced frequently extended sentences, which were well-linked together using *porque, já que, visto que*. The language is generally accurate and included successful references to past, present and future events.

On the other hand, candidates who scored up to 5 marks for Linguistic Knowledge and Accuracy, produced sentences which were less complex (*Na minha escola eu uso uniforme*) and very simple with repetition of the same vocabulary and over use of topic related vocabulary (for example: *escola*). The language was somewhat accurate as there were several interferences with Spanish and even English (for example: *subjectivos* – instead of *disciplinas* and *quando* instead of *quando*) or over use of the approximate spoken form of the words (*garvata*). Whilst some references to past, present and future were attempted, in many cases only one was successful due to spelling mistakes (*tu vas gostar; porsoras, presesar, tenes, mininos*). Occasionally errors occur that hinder clarity of communication due to some confusion between the 1st person singular and the 3rd person singular (*vai ficar* instead of *vou* or *vais*)

Question 2 (a)

Q2(a) required students to write an opinion article on a solidarity concerts as a way of fundraising. They had to address the 4 bullet points and students had to justify their ideas and opinions. They had to produce between 130-150 words in Portuguese.

Solidarity concert

- 2 (a) Você participou num concerto de solidariedade que a sua escola organizou para angariar fundos para os sem-abrigo. Escreva um artigo de opinião formal em que apresente as suas ideias e motive outros jovens a participar nestas atividades.

Deve incluir os pontos seguintes:

- a sua opinião sobre as atividades de angariação de fundos
- porque participou no concerto
- o que aprendeu com a experiência
- convença os jovens a participar nestas atividades no futuro.

Deve justificar as suas ideias e opiniões.

Escreva aproximadamente 130–150 palavras **em Português**.

Q2(b) required students to write a formal article on a summer camp for teenagers. They had to address the 4 bullet points and students had to justify their ideas and opinions. They had to produce between 130-150 words in Portuguese.

Summer camp

- (b) Você recebeu uma promoção para participar outra vez num campo de férias. Para beneficiar da promoção terá de levar consigo 10 alunos que estudem na mesma escola. Escreva uma carta formal aos pais dos alunos da sua escola para os convencer a participar.

Deve incluir os pontos seguintes:

- informações sobre a promoção
- porque é que gostou do campo de férias do ano passado
- o que os alunos farão no campo de férias
- convença os pais da importância dos campos de férias para os jovens.

Deve justificar as suas ideias e opiniões.

Escreva aproximadamente 130–150 palavras **em Português**.

A high number of students wrote more than 150 words in Portuguese. All words written by the students are considered and assessed even though the response is considerably longer than the recommended word count.

There is a total of 16 marks for Communication and Content.

Student who scored more than 12 marks have effectively developed their points and justified their ideas. They have adapted the language they have used to narrate, inform, interest and convince the reader of their ideas and points of view. There is a wide variety of vocabulary and expression with frequent examples of uncommon language. The register and style were appropriate although there wasn't always a clear awareness of the need for writing in the formal register.

Students who scored in between 8 to 11 marks wrote detailed information relevant to all 4 bullet points. They have mostly effectively developed their points and justified their ideas. They have adapted the language they have used to narrate, inform, interest and convince the reader of their ideas and points of view quite well. There is a variety of vocabulary and expression with frequent examples of uncommon language. The register and style were appropriate.

Students who scored in between 4 to 7 marks have at times written detailed information relevant to all 4 bullet points, however in other instances some bullet points have lapses in communication. They have developed a limited number of points with more facts and straightforward opinions, which they fail to justify in length. The register and style are somewhat appropriate.

Students who scored in between 0 to 3 marks have either not attempted to answer this response or they have partially responded to either one or two bullet points with limited amount of information, thus huge lapses in communication.

There is a total of 12 marks for Linguistic Knowledge and Accuracy.

Students who scored more than 10 marks wrote fluent responses with extended, well-linked sentences using a wide variety of structures. The overall impression of the response is a use of consistently accurate language, including consistently successful references to past, present and future events. Some answers were not completely faultless. However, those mistakes did not hinder the clarity of communication as they were balanced against the rich, wide ranging vocabulary and structures that the students used.

Students who scored in between 7 to 9 marks wrote predominantly fluent responses with extended, well-linked sentences using a variety of structures. The language is mostly accurate and includes mostly successful references to past, present and future events. Errors occur but they rarely hinder the clarity of the communication, for example spelling that derives from the English: *diferentes* and from Spanish: *año*.

Students who scored in between 4 to 6 marks exhibited a repetitive use of simple grammatical structures as well as simple language. There are some prolonged sequences of writing with some extended linked sentences, mostly using *porque*. The language ranges from generally accurate to somewhat accurate with either one or two successful references to past, present and future events. Errors occur that occasionally or completely hinder the clarity of the communication.

Students who scored in between 0 to 3 marks, either have not attempted to provide an answer or they have exhibited a repetition of simple sentences, with repetitive vocabulary and simple structures. Errors occurred that hindered the clarity of the communication or there were huge interferences with other languages, such as Spanish and English. In some instances the students attempted to make references to past, present and future events and have been only successful in one of them on one or two occasions.

Question 3

Q3 required students to translate a short passage of 4 sentences from English to Portuguese. The passage was based around the topic of ambitions.

Holidays

3 Traduza o seguinte parágrafo **para Português**.

I have stayed in campsites many times with my friends in the north of Portugal. In my opinion, this type of accommodation is the best way to enjoy life outside. Of course, many people find it difficult and unpleasant. However, my dream is to become a travel agent with a speciality in alternative types of holidays.

Students who scored more than 11 marks fully communicated the meaning of the passage. They used consistently accurate language and structures. Any errors are minor and do not hinder the clarity of the communication.

Students who scored in between 7 to 10 marks mostly communicated the meaning of the passage. The student has used mostly accurate language and structures. Errors occur that occasionally hinder clarity and in rare instances prevent the meaning being conveyed, for example.

Students who scored in between 3 to 6 marks partially communicated the meaning of the passage. They omitted some words and phrases or incorrectly communicated. The student used accurate language and structures in some phrases and sentences, but some errors prevented meaning being conveyed.

Students who scored in between 0 to 2 marks, either did not attempt to answer the question at all or just translated a few sections thus the meaning of the passage was not communicated, the majority of the words and phrases were omitted or incorrectly communicated. The students used inaccurate language (*esta typo de vivida*) and structures (*meu sonho e para ser*) in the majority of phrases and sentences. Thus the errors prevented meaning being conveyed.