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Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Portuguese (1PG0)

Paper 3F: Reading and understanding in
Portuguese

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Introduction

1PG0 3F is assessed for the second time in 2022 and it consists of a 45-minute 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. It is a Foundation exam and therefore the level of demand reflects the tier of the exam.

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 3F, it is positive to be able to report that most candidates demonstrated a fair understanding of the rubrics and the general format of the examination. There was evidence of much good practice. In some cases, however, it was evident that candidates had limited to in-existent preparation and little practice when preparing for the examination. This paper is not just about their knowledge of the Portuguese language. It requires a significant domain of the English language and fair reasoning skills. Some 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. The exam proved a challenge for candidates who did not get familiar to the structure and level of demand of the exam prior to sitting for exam itself. 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 Foundation 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 3F

Question 1: A question related to the theme Local Area, Holiday and Travel. The subtheme is Travel and Tourist Transactions and the aspects are: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping. 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. Most candidates get 4 or more marks out of the 6 available.

Question 2: A question related to the theme School. The subtheme is School Activities and the aspects are: school trips; events and exchanges. 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 how to complete the sentences correctly and in consonance with the text. Again, the rushed answers resulted frequently in missing the mark as the candidates did not reflect on the word they were expected to use to complete each sentence, according to the text. In c), the candidates should use 'once' in reference to the first line of the text 'com um espetáculo único'. Some used twice, which has no link to the text and was included as a distractor. If 'único' is so close to unique, a

possible explanation is that the candidates were not familiar with the exercise and with what was expected. The same conclusion is possible about the use of new to complete sentence c).

(b) The theatre group is new for the comedy acts.

(c) The show will be performed twice

Question 3: A question related to the theme of Future aspiration, Study and Work. The subtheme and the aspects are: Using Languages Beyond the Classroom: forming relationships; travel; employment. The text narrates a job interview experience where the knowledge of foreign languages was essential to succeed in the interview and get the job. The questionnaire required a short answer to each question. The type of questionnaire does not make it easier nor more difficult. For the selected answers, please check the Mark Scheme. The correct answers to (bi) and (bii) would allow to confirm the candidate's sensibility to understanding the text, as in the example. This example represents well the majority of the answers to these questions.

(i) What was unusual about the start of the interview?

(1)

..... They didn't ask her any questions in Portuguese

(ii) How did they check Marcela's Portuguese skills?

(1)

..... By reading her email and CV

Question 4: A question related to the theme of Future aspiration, Study and Work. The subtheme and the aspects are: Work: jobs; careers and professions. 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 answers to (i) (D) and (ii) (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 crossover question related to the theme of International and Global Dimension – Environmental issues: being 'green', access to natural resources.

5(a) Candidates generally handled this well, understanding that it was about preserving the environment in the Algarve area, even if they were not able to express themselves

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

5(c) Some candidates showed frequently the inability to read the questions properly and reflect on its answer. The text was clear in stating the campaign is aimed at the local habitants (7th line) and yet part of the candidates associated Algarve with tourism and answered tourists, surely without even locating the answer in the text. Here is an example.

(c) Who is the campaign aimed at?

(1)

..... tourists

Question 6: A crossover question related to the theme of Identity and Culture, Cultural Life - celebrations and festivals; reading; music; sport; film and television. This question is an extract from a literary text, adapted from the original to fit the specifications requirements. Overall candidate performance was reasonably well on this question. Again, the fact that questions were not read properly and thus the answers were not right happened more frequently than it should.

In 6a), the candidates were expected to identify the kind of books the narrator would relate to the most: those about real life stories. In d), they were expected to state the happiness she felt when moved by a book or a passage. Most candidates got this answer right.

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 nor the questions fully understood. In this fine example, several common-sense principles were not considered: the answers to a) and b) are the same and that does not normally happen. Questions aim at different passages/moments of the text. In c), writing is mistaken by underlining. To underline something is not to write. The question c) specifically asked for what the narrator used to write.

(a) What books would she relate to the most?

(1)

..... The real life ones

(b) Why would she read stories consecutively?

(1)

..... because it's based in real life

(c) Mention **one** of the things she used to write when particularly moved by a book.

(1)

..... She underlines that specific line.

Question 7: A question in Portuguese related to the theme Local area, holiday and travel, Town, region and country: weather; places to see; things to do. It was challenging for all but the highest scoring candidates. The text is an email in response to an information request about Cabo Verde. Candidates would then have to complete five sentences about the text in Portuguese. Some candidates left parts of this question blank or wrote words from the list available without showing understanding nor knowledge of the language, as the sentences are often incorrect or make no sense. Some did not read instructions properly and answered the questions using a different language from the one requested. Again, the general impression for most of the incorrect answers is the lack of familiarity with this type of questionnaire, when preparing for the exam. For the correct answer to each question, please refer to the Mark Scheme. Most candidates got at least 3 out of the 5 marks available. Here is an example of correct answers to the first three sentences.

(a) Manuela dá uma opinião das ilhas ao Tadeu.

(b) Há produtos locais nos mercados.

(c) Também há cosméticos feitos com produtos naturais.

Here is an example of incorrect completion of the same sentences.

(a) Manuela dá uma mercados das ilhas ao Tadeu.

(b) Há produtos locais nos historia

(c) Também há cosméticos feitos com produtos comprar

Question 8: A crossover question related to the theme of Identity and Culture, the subtheme of Daily Life and the aspects of customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) - and an extract of a cooking and drinking experience in S. Salvador da Bahia, in Brazil, 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 9: A crossover question in Portuguese related to the theme of School, the subtheme of School Activities and the aspects of school trips; events and exchanges. This question elicits answers that are about the impressions of a group of teenagers after visiting the school they will attend the following school year. Most students got at least 3 out of the 5 available marks. It was essential to understand the statement in order to identify who said it in the text. For the selected answers, please refer to the Mark Scheme.

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. It is very important to respect the original text and convey the same message, even if using another language: tenses and connectives must be carefully considered. False friends need to be avoided. Overall, the translation for some candidates, surprisingly, seemed to be too challenging, just as if it was their first time translating into English. Training of these skills prior to the exam is vital for the candidates at any level and in any tier.

Here are two examples: the first one, of a weak translation, revealing poor sentence building and a second one where clearly the vocabulary limitation in English causes problems:

First example:

Clara has a organization. Her content and
proteet. No Sábado passado, organize activities
and help consult in hospitais. In the future

Second example:

Clara helps children in an organisation
for _____ She is content with
this project. Last weekend, organised
activities with more new _____
_____. In the future _____
_____ more people than needed.

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

Clara helps children ^{through a charity} ~~in an~~ orphanage. She is
happy with this project. Last Saturday, ~~she~~
organized activities with ~~the~~ younger ones
while they waited for their appointment in the
hospital. In the future, she would like to
support more people in need.