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Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Portuguese (1PG0)

Paper 3H: Reading and understanding in
Portuguese

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Introduction

1PG0 3H is assessed for the third time in 2022 and it consists of a 60-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.

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 third examination under the new 2018 specification and, there are content areas aligned with other modern language and community languages specifications. Although this is the third 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 International and Global Dimension – Environmental issues: being ‘green’, access to natural resources.

1(a) Candidates generally handled this well, understanding that it was about preserving the environment in the Algarve area.

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

1(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 2: 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 specification's requirements. Overall candidate performance was good 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 2a), the candidates were expected to identify the 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 these answers 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 3: A question related to the theme Future Aspiration, Study and Work. The subtheme is Ambitions and the aspects are: further study; volunteering; training. 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. In question b), candidates were expected to mention one of the reasons why João took the placement seriously. One of the accepted answers was about the fact his apprenticeship was a paid one. It means João had a salary for his work done during the apprenticeship and not that he had to pay to do the placement. These errors, coming from a rushed reading, were more common than it should, just as in the example:

(b) Give **one** reason why he took his placement seriously.

(1)

..... because he paid

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

Question 4: A question related to the theme of Local Area, Holidays and Travel. The subtheme and the aspects are Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping. 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 the 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 (ii) and (iii) (C for both) 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 Local Area, Holiday and Travel - Town, Region and Country: weather; places to see; things to do. 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 questions, or the candidate failed to see the relation. Here is a rushed answer, a fine example of information used in the answer that is not mentioned in the text.

(e) What does Daniela think about her hometown?

Culturally diverse

(1)

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, to the subtheme of Using Languages Beyond the Classroom and the aspects of forming relationships; travel; employment – that would allow the candidate to contact with the narrative of an example where the knowledge of a foreign language was particularly useful. 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. In these specific set of questions, the knowledge of the English was essential to convey the right answer. For example, in (ii), the expected answer was the Coast Guard. It was mistaken by some candidates as the 'Cost Guard', the 'Life Guard', the "Cort Guard or the 'Beach Guard'.

Question 7: 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 8: 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 4 out of the 5 available marks. It was essential to understand the statements in order to identify who said what in the text. For the selected answers, please refer to the Mark Scheme.

Question 9: A question in Portuguese related to the theme International and Future Aspiration, Study and Work: jobs; careers and professions. 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 and vague answering. Some of the answers are not even clear about what is the candidate talking about, just like in b).

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

(a) Por que é que as mídias sociais são cada vez mais procuradas pelas empresas?

(1)

eles são de marca

(b) Indique **uma** das atividades a que as empresas se dedicaram na Internet.

(1)

as redes

(c) O que é que o gestor de mídias sociais avalia?

(1)

resultado
~~resposta~~ das companhias

(d) O que é que Herlander acha que vai acontecer às mídias sociais no futuro?

(1)

vai aumentar

(e) Mencione **uma** vantagem em ser gestor de mídias sociais.

planeja tudo

(1)

Question 10: A translation from Portuguese into English 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 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 essential to respect the original text and convey the same message, even if using another language: tenses and connectives are as essential as 'good friends'.

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

Its important to have good friends in our
~~life~~ ^{lives}. They help us solve our problems. I also
I ~~also~~ stay with them in ~~some~~ ^{the same} moments.
with them bad and good.
Thankfully, we can always find some when we
were children its amazing ~~to~~ because having
~~ea~~ ^{are} friends is for real and they are always by
our sides. what would we be without
them being close?

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

Pea
wit
Having good friends is essential in our life. They
help us solve our problems. We also share
our happiest moments with them. Fortunately,
I was always able to have them as a
child and teenager because true friends
are always by our side. What would
we be without them near us?