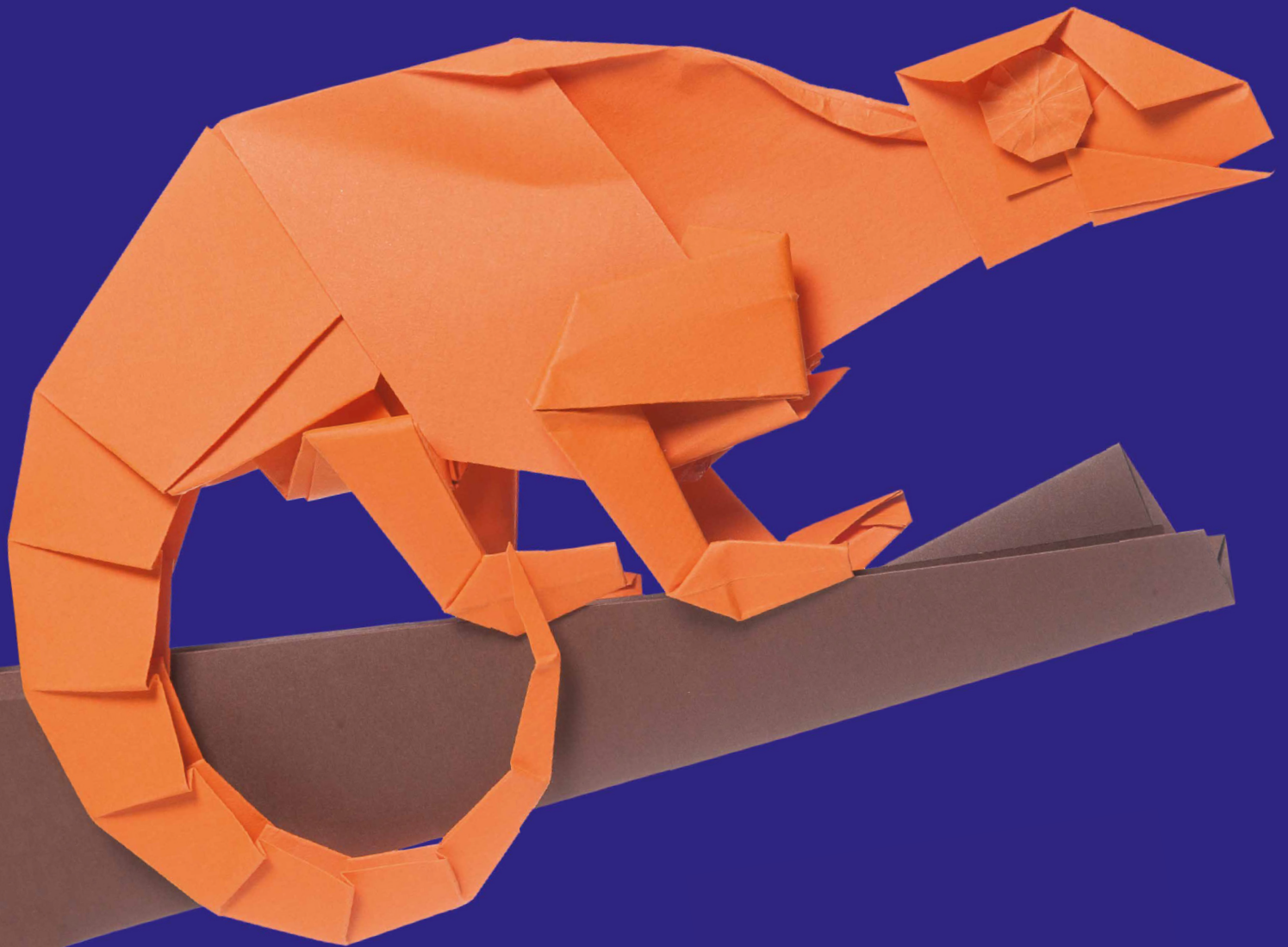


GCSE (9-1) Portuguese



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese (1PG0)

First teaching from September 2018

First certification from June 2020

Issue 2

About Pearson

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Summary of Pearson Edexcel Level 1/2 GCSE in Portuguese Sample assessment materials

Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 4 Writing, Foundation and Higher tiers The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: <ul style="list-style-type: none">• the addition of the optional Question 2(b) on the Foundation tier paper• an addition of 5 minutes to the length of the Foundation tier paper• question titles appearing in English instead of the target language for both Foundation and Higher tier papers	157 - 165 and 329 - 340

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Portuguese is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 1: Listening and understanding in Portuguese Transcript

Foundation Tier

Sample assessment material for first teaching
September 2018

Paper Reference

1PG0/1F

Do not return the transcript with the question paper.

Turn over ►

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SECTION A

In town

Question 1

Example

F1: Vou aos correios.

Question 1

F2: Quero comprar fruta e vegetais no mercado.

M1: Quero visitar um museu.

M2: Quero comprar alguns postais de Natal.

Giovanna's ideal holiday

Question 2

Example

F1: Nas férias, gosto de acampar.

Question 2 Part (i)

F1: Geralmente, vou com duas amigas e minha tia.

Question 2 Part (ii)

F1: À noite, cantamos canções brasileiras famosas.

Question 2 Part (iii)

F1: As melhores férias são quando está calor o tempo todo!

Mobile phones

Question 3

Example

F1: Pedro, como usas o telemóvel?

M1: Para mim, o mais importante são as mensagens.

Question 3

M1: E tu, Cândida?

F1: Gosto de falar com amigos. Que o Joel odeia, não é?

M2: É verdade, não gosto de telefonar. Prefiro páginas de música. E tu, Pedro?

M1: Procuo páginas de desporto.

A better school

Question 4

Example

M1: O Cristiano gostaria de ter muito menos testes.

Question 4

M1: Na opinião da Elsa, as salas de aula são aborrecidas e deveriam ter mais cor. Para a Antónia, a comida da cantina não é boa o suficiente. Deveria melhorar. O Cristiano queria trabalhar em grupo mais vezes.

My favourite band

Question 5

Question 5 Part (a)

F1: Os «Azeitonas» são um grupo português de música rock.

Question 5 Part (b)

F1: O próximo concerto é em janeiro.

Question 5 Part (c)

F1: Tenho uma camisola com a fotografia deles.

Question 5 Part (d)

F1: A minha irmã também os adora.

School trip to Rio de Janeiro

Question 6

F2: Lara, para onde você vai na próxima visita escolar?

F1: Rio de Janeiro. Quero muito tirar fotografias da cidade e ir ao Museu da História Nacional.

F2: E você, Eduardo, também vai, verdade?

M1: Sim. Vou visitar o monumento Cristo Redentor e à tarde irei passear na praia. Vai ser muito legal!

Saving water

Question 7

Example

F1: Tome sempre banhos de chuveiro de apenas dois minutos.

Question 7

F1: Podemos poupar água em tudo o que fazemos. Por exemplo, ao lavar os dentes, nunca deixe a água a correr. Lave a roupa uma vez por semana. Vai ver que é suficiente. Além disso, é melhor lavar a louça à mão.

Young Brazilian people and future ambitions

Question 8

M2: Uma entrevista recente mostra que dois terços dos jovens brasileiros com 16 anos prefere trabalhar com computadores. Mais de 50% responde que prefere empresas internacionais. Quais as grandes ambições? As respostas são muitas. Alguns jovens querem ganhar muito dinheiro. Outros querem viajar e conhecer outras culturas.

The Cultural Centre of Belém

Question 9

Example

F1: O Centro Cultural de Belém, ou CCB, está aberto todos os dias até às 20 horas.

Question 9

F1: Neste centro cultural, há muitos tipos de espetáculos, nacionais e internacionais. O melhor para o visitante é ir de autocarro ou de comboio. Não há muitos lugares para estacionar. Se gosta de teatro, dança ou música, pode comprar os bilhetes tanto na bilheteira como online. É mais barato comprar um bilhete para toda a família. Também se podem adquirir bilhetes para todo o ano. As galerias de arte são grátis às segundas.

School exchanges

Question 10

F2: Quero fazer um intercâmbio na Áustria porque poderei praticar a língua. Estudo alemão na escola há já 2 anos. Agora, quero usá-lo.

M1: Bem pensado! Aprendemos muito em contacto com outros povos, não é? Eu queria trabalhar ao mesmo tempo... tomar conta de crianças, por exemplo. Seria ótimo!

F2: Sim, é verdade. O meu irmão está em Itália com uma família e toma conta dos animais de estimação deles.

M1: Excelente! Amanhã vou perguntar na escola o que tenho de fazer para ir no próximo intercâmbio. Estou interessado num país europeu.

Edgar's contribution

Question 11

Example

M2: Olá! Chamo-me Edgar e sou angolano. Sempre gostei de ajudar os outros. Faz-nos ver a vida com outros olhos.

Question 11

M2: Sou voluntário no CACAJ que é um centro de acolhimento que abriga cerca de 130 crianças em Luanda. Esta organização humanitária é muito importante porque há muitas crianças sem abrigo nesta cidade. Ontem, o centro recebeu uma menina de 8 anos que tinha estado na rua sem comer durante três dias. Foi maravilhoso vê-la hoje de manhã a sorrir e a brincar com os outros. Voltei para casa feliz.

Mia Couto

Question 12

F2: Mia Couto nasceu em 1955 na cidade da Beira, a segunda maior cidade moçambicana. Com 16 anos, foi com a família viver para a capital, onde começou a estudar na universidade. No entanto, não terminou os estudos porque começou a trabalhar como jornalista, a sua profissão durante alguns anos. Os seus livros podem ser lidos em muitos países.

SECTION B

A rotina diária em família

Question 13

Example

F1: Me levanto sempre antes de todos. Eles se levantam às sete.

Question 13

F1: De manhã, meu irmão não conversa muito, quase nem diz «bom dia». Meu pai, que é sempre o primeiro a se despachar, põe a mesa do café da manhã. Minha mãe faz sumo para mim e chá para meu irmão. Entretanto, ligamos a rádio para saber o que acontece no mundo. Vou para a escola a pé pois fica perto.

O primeiro emprego

Question 14

Example

M2: O primeiro emprego é sempre complicado porque não temos experiência.

Question 14

M2: É importante levar roupa e calçado confortáveis, porque podemos ter um dia muito longo e cansativo. Além disso, um escritório nem sempre é um local cómodo, onde nos sentimos bem. Devem procurar chegar sempre a horas! Ninguém acha bem se entrarem às 10, quando deveriam estar lá às 9! Lembrem-se de que só é possível conversar com os colegas nos intervalos ao beber o café. Finalmente, fazer sempre o que o chefe manda. É mais simples seguir o que ele diz, principalmente numa fase em que ainda precisamos de ajuda.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 1: Listening and understanding in Portuguese

Foundation Tier

Sample assessment material for first teaching
September 2018

Time: 30 minutes and 5 minutes' reading time

Paper Reference

1PG0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Portuguese.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

SECTION A

In town

1 What do these people want to do?

Listen to the recording and put a cross in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example go to the post office
<input type="checkbox"/>	A have a meal
<input type="checkbox"/>	B buy a new coat
<input type="checkbox"/>	C go to the market
<input type="checkbox"/>	D go to the cinema
<input type="checkbox"/>	E go to the bank
<input type="checkbox"/>	F visit a museum
<input type="checkbox"/>	G buy Christmas cards

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Giovanna's ideal holiday

2 Giovanna talks to a local Brazilian radio programme about her ideal holiday.

What does she say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

Example: Giovanna prefers...

<input type="checkbox"/>	A youth hostels.
<input checked="" type="checkbox"/>	B camping.
<input type="checkbox"/>	C hotels.
<input type="checkbox"/>	D staying with a family.

(i) She usually goes with her...

<input checked="" type="checkbox"/>	A brother.
<input checked="" type="checkbox"/>	B parents.
<input checked="" type="checkbox"/>	C sister.
<input checked="" type="checkbox"/>	D aunt.

(ii) In the evening they...

<input checked="" type="checkbox"/>	A chat.
<input checked="" type="checkbox"/>	B play games.
<input checked="" type="checkbox"/>	C sing songs.
<input checked="" type="checkbox"/>	D dance.

(iii) On holiday, the most important thing for Giovanna is the...

<input checked="" type="checkbox"/>	A company.
<input checked="" type="checkbox"/>	B price.
<input checked="" type="checkbox"/>	C weather.
<input checked="" type="checkbox"/>	D location.

(Total for Question 2 = 3 marks)

Mobile phones

- 3 In the school break, three Portuguese friends are talking about how they use their mobile phones.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

	Statement	Cândida	Joel	Pedro
Example	I send text messages	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A	I take pictures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B	I do online shopping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C	I talk with my friends	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D	I look at music sites	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E	I watch films	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F	I like sports sites	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G	I book tickets	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A better school

- 4 Renato is reporting on a school council meeting and sharing the results of the recent survey about what makes a better school.

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

	Statement	Elsa	Antónia	Cristiano
Example	fewer tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A	longer breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	more colourful classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	bigger classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	more comfortable chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	less homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	better food in the canteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	more group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

My favourite band

5 Paula is talking about her favourite band. What does she tell you?

Listen to the recording and answer the following questions **in English**.

(a) What kind of music do the 'Azeitonas' play? (1)

(b) Why is January mentioned? (1)

(c) What souvenir of the 'Azeitonas' does Paula have? (1)

(d) Who else is a fan of this band? (1)

(Total for Question 5 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

School trip to Rio de Janeiro

- 6 You are listening to an interview of Lara and Eduardo, who are talking about their future school trip to Rio de Janeiro.

What will they do?

Complete the sentences. Use the correct word or phrase from the box.

go shopping	visit museums
go sightseeing	buy souvenirs
take photos	taste local food
eat ice cream	go for a walk

(a) Lara will **take photos** and (1)

(b) Eduardo will and (2)

(Total for Question 6 = 3 marks)

Saving water

7 You are watching a Portuguese TV advert reminding people to save water.

How can people save water?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example have quick showers
<input type="checkbox"/>	A remember to turn the taps off
<input type="checkbox"/>	B brush your teeth quickly
<input type="checkbox"/>	C wash clothes once a week
<input type="checkbox"/>	D avoid using hot water
<input type="checkbox"/>	E do the washing up by hand
<input type="checkbox"/>	F only put the dishwasher on when it is full
<input type="checkbox"/>	G have a smaller bath tub

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Young Brazilian people and future ambitions

- 8 You hear this radio news report on what 16 year-olds in Brazil want to do in the future.

Listen to the report and answer the following questions **in English**.

- (a) How many young people prefer working with computers? (1)

- (b) What do we learn about 50% of young Brazilians? (1)

- (c) According to the report, what ambitions do young Brazilians have?
Give **one** example. (1)

(Total for Question 8 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

The Cultural Centre of Belém

9 You hear this advert on the radio about the Cultural Centre of Belém.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: The Cultural Centre of Belém is open...

<input type="checkbox"/>	A after 8 p.m.
<input checked="" type="checkbox"/>	B until 8 p.m.
<input type="checkbox"/>	C from 7 a.m. to 6 p.m.
<input type="checkbox"/>	D 24 hours.

(i) In the centre there are...

<input type="checkbox"/>	A mostly free shows.
<input type="checkbox"/>	B only international shows.
<input type="checkbox"/>	C very few national shows.
<input type="checkbox"/>	D different kinds of shows.

(ii) It is a good idea to...

<input type="checkbox"/>	A arrive early.
<input type="checkbox"/>	B take public transport.
<input type="checkbox"/>	C take a camera.
<input type="checkbox"/>	D park closeby.

(iii) It is cheaper to buy tickets...

<input type="checkbox"/>	A online.
<input type="checkbox"/>	B at the ticket office.
<input type="checkbox"/>	C for the whole family.
<input type="checkbox"/>	D in advance.

(iv) Monday is a good day to visit the art galleries because there is free...

<input type="checkbox"/>	A entrance.
<input type="checkbox"/>	B parking.
<input type="checkbox"/>	C transport.
<input type="checkbox"/>	D food.

(Total for Question 9 = 4 marks)

DO NOT WRITE IN THIS AREA

School exchanges

10 In a Portuguese TV talk show you hear two students, Paulo and Filipa, talking about exchange experiences abroad.

Listen to the conversation and answer the following questions **in English**.

(a) Why does Filipa want to go to Austria? (1)

(b) What does Paulo want to do during the school exchange? (1)

(c) What is Filipa's brother doing in Italy? (1)

(d) What will Paulo find out about tomorrow? (1)

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Edgar's contribution

11 Edgar is from Luanda and helps in a charity in Angola.

What does he say in his YouTube video?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example you see life differently
<input type="checkbox"/>	A you have to be strong
<input type="checkbox"/>	B Luanda has too many people
<input type="checkbox"/>	C many children are homeless
<input type="checkbox"/>	D there are not enough homes
<input type="checkbox"/>	E a child was hungry
<input type="checkbox"/>	F a girl was scared
<input type="checkbox"/>	G a smile makes you happy

(Total for Question 11 = 3 marks)

Mia Couto

12 You hear this podcast about the Mozambican writer, Mia Couto.

Listen to the report and answer the following questions **in English**.

(a) What do we learn about Beira? Give **one** detail. (1)

(b) What happened when Mia was 16? Give **one** detail. (1)

(c) What was the reason Mia did **not** finish his studies? (1)

(d) How do we know that Mia is a successful writer? (1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B

A rotina diária em família

13 Num programa de televisão matinal, a Bruna fala sobre a rotina diária em família.

O que é que ela diz?

Complete cada uma das frases com as palavras da caixa. Nem todas as palavras deverão ser utilizadas.

música	levanta	pacífico	notícias
prepara	longe	sandes	vestir-se
bebidas	perto	levantar-se	falador

Exemplo: A Bruna é a primeira a levantar-se

- (a) O irmão da Bruna **não** é muito (1)
- (b) O pai a mesa . (1)
- (c) A mãe faz as (1)
- (d) À mesa, ouvem (1)
- (e) A escola da Bruna **não** é (1)

(Total for Question 13 = 5 marks)

O primeiro emprego

14 O Mário tem um vídeo no YouTube onde dá alguns conselhos sobre o que fazer no primeiro emprego.

Que conselhos dá? Complete as frases, usando uma das seguintes palavras: **prático, difícil, correto e fácil.**

Cada palavra pode ser usada várias vezes.

Exemplo: A falta de experiência pode ser **difícil**

- (a) O que se veste para ir trabalhar deve ser (1)
- (b) O local de trabalho pode nem sempre ser (1)
- (c) **Não** é chegar atrasado. (1)
- (d) Conversar sem ser no intervalo é (1)
- (e) É sempre mais fazer o que o chefe diz. (1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

GCSE Portuguese Foundation tier

Paper 1 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Portuguese script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied a Portuguese word or name.

SECTION A

Question number	Answer	Mark
1	C, F, G	(3)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	C	(1)

Question number	Answer	Mark
2(iii)	C	(1)

Question number	Answer	Mark
3 (Cândida)	C	(1)

Question number	Answer	Mark
3 (Joel)	D	(1)

Question number	Answer	Mark
3 (Pedro)	F	(1)

Question number	Answer	Mark
4 (Elsa)	B	(1)

Question number	Answer	Mark
4 (Antónia)	F	(1)

Question number	Answer	Mark
4 (Cristiano)	G	(1)

Question number	Answer	Reject	Mark
5(a)	rock music	Portuguese	(1)

Question number	Answer	Mark
5(b)	(it is when) the next concert is/takes place	(1)

Question number	Answer	Reject	Mark
5(c)	a sweater (with their photo on)	their photo	(1)

Question number	Answer	Mark
5(d)	(her) sister	(1)

Question number	Answer	Mark
6(a)	visit museums	(1)

Question number	Answer	Mark
6(b)	go sightseeing (1) go for a walk (1)	(2)

Question number	Answer	Mark
7	A, C, E	(3)

Question number	Answer	Mark
8(a)	two thirds	(1)

Question number	Answer	Mark
8(b)	they prefer international companies	(1)

Question number	Answer	Mark
8(c)	Any one of the following: earn a lot of money (1) travel (1) get to know other cultures (1)	(1)

Question number	Answer	Mark
9(i)	D	(1)

Question number	Answer	Mark
9(ii)	B	(1)

Question number	Answer	Mark
9(iii)	C	(1)

Question number	Answer	Mark
9(iv)	A	(1)

Question number	Answer	Mark
10(a)	practise/use the (German) language (1)	(1)

Question number	Answer	Mark
10(b)	Any one of the following: to work (1) to take care of/babysit/look after children (1)	(1)

Question number	Answer	Mark
10(c)	takes care of/looks after pets (of the family he's staying with)	(1)

Question number	Answer	Mark
10(d)	what (he needs/has) to do (to go on the next exchange)	(1)

Question number	Answer	Mark
11	C, E, G	(3)

Question number	Answer	Mark
12(a)	Any one of the following: Mia Couto was born there (1) the second largest city (in Mozambique) (1)	(1)

Question number	Answer	Mark
12(b)	Any one of the following: he moved to the capital city (with his family) (1) he started studying (at the university) (1) he went to university (1)	(1)

Question number	Answer	Mark
12(c)	(because of) work/(because) he started working (as a journalist)	(1)

Question number	Answer	Reject	Mark
12(d)	his books are/can be read in many countries	he has many books	(1)

SECTION B

Question number	Answer	Mark
13(a)	falador	(1)

Question number	Answer	Mark
13(b)	prepara	(1)

Question number	Answer	Mark
13(c)	bebidas	(1)

Question number	Answer	Mark
13(d)	notícias	(1)

Question number	Answer	Mark
13(e)	longe	(1)

Question number	Answer	Mark
14(a)	prático	(1)

Question number	Answer	Mark
14(b)	prático	(1)

Question number	Answer	Mark
14(c)	correto	(1)

Question number	Answer	Mark
14(d)	difícil	(1)

Question number	Answer	Mark
14(e)	fácil	(1)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese General instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Portuguese Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR3
- Picture card FP8
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
	Role Play	Picture Based	Conversation 1	Conversation 2		
Candidate 1	→	→	→	→	→	
		FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4		
		FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5		
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
Candidate 2	→	→	→	→	→	
		FP3 (Theme 2)	Theme 1	Theme 4 OR Theme 5		
		FP2 (Theme 1)	Theme 2	Theme 4 OR Theme 5		
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 2		
		FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 2		
Candidate 3						
		FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5		
		FP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4		
		FP4 (Theme 2)	Theme 4	Theme 3 OR Theme 5		
		FP7 (Theme 4)	Theme 5	Theme 2 OR Theme 3		
Candidate 4						
		FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		FP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5		
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3		
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
Candidate 5						
		FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3		
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5		
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5		
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2		

Candidate 6	FR7 (Theme 3)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		FP7 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		FP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
Candidate 7	FR2 (Theme 1)	FP8 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 8	FR5 (Theme 2)	FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
Candidate 9	FR9 (Theme 4)	FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		FP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 10	FR10 (Theme 4)	FP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR1

Topic: Who am I?

Instructions to candidates

You are at your Portuguese friend's home and are making plans for the day. The teacher will play the role of your friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está na casa do seu amigo português em Coimbra e falam sobre onde gostariam de ir hoje.

1. Preferência para a visita – onde
2. Preferência para a visita – razão
3. !
4. Preferência para o almoço – o quê
5. ? Meio de transporte

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR1

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está na casa do seu amigo português em Coimbra e falam sobre onde gostariam de ir hoje.

1	<i>O que vamos fazer hoje de manhã?</i> Allow the candidate to say where s/he would like to go today.
2	<i>Porque é que quer ir lá?</i> Allow the candidate to say why s/he wants to go there.
3	! <i>Então qual é a melhor hora para sairmos?</i> Allow the candidate to say at what time s/he would like to set off.
4	<i>O que vamos fazer para o almoço?</i> Allow the candidate to say what s/he would like to do for lunch. <i>Está bem.</i>
5	? Allow the candidate to ask you how you are getting there. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Cultural life

Instructions to candidates

You are talking to your Brazilian friend about your plans for a concert this evening. The teacher will play the part of your friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

Where you see - ? - you must ask a question.

Where you see - ! - you must respond to something you have not prepared.

Task

Está em casa de uma amiga brasileira no Rio de Janeiro e estão a fazer planos para ir a um concerto esta noite.

1. Concerto – hora (partida)
2. !
3. Música preferida – razão
4. Planos – depois do concerto
5. ? Planos – amanhã

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR2

Topic: Cultural life

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está em casa de uma amiga brasileira no Rio de Janeiro e estão a fazer planos para ir a um concerto esta noite.

1	<i>Olá. Qual é a melhor hora para sairmos?</i> Allow the candidate to say what time s/he wishes to leave for the concert.
2	<i>!</i> <i>Com que frequência vai a concertos?</i> Allow the candidate to say how often s/he goes to concerts.
3	<i>Qual é a sua música favorita e porquê?</i> Allow the candidate to say what his/her favourite music is and why.
4	<i>O que é que gostaria de fazer depois do concerto?</i> Allow the candidate to say what s/he wants to do after the concert. <i>OK.</i>
5	<i>?</i> Allow the candidate to ask you what your plans are for tomorrow. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to candidates

You are in a tourist information office in Praia, the capital of Cabo Verde, with your family. The teacher will play the role of an employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está na cidade da Praia, em Cabo Verde, onde vai passar duas semanas de férias. No aeroporto, vê um centro de turismo e entra. Dirige-se ao funcionário.

1. Transporte para o hotel
2. Alojamento na cidade – onde
3. !
4. Nesta cidade – razão
5. ? Mapa – pedido

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está na cidade da Praia, em Cabo Verde, onde vai passar duas semanas de férias. No aeroporto, vê um centro de turismo e entra. Dirige-se ao funcionário.

1	<i>Como posso ajudar?</i> Allow the candidate to say how s/he wants to get to the hotel.
2	<i>Onde é que vai ficar na cidade?</i> Allow the candidate to say where s/he is staying. <i>Give an appropriate brief response.</i>
3	<i>!</i> <i>Que tipo de atividades gosta normalmente de fazer nas férias?</i> Allow the candidate to say what type of activity s/he likes to do on holiday. <i>Give an appropriate brief response.</i>
4	<i>Porque é que está nesta cidade?</i> Allow the candidate to say why s/he is in this town. <i>OK.</i>
5	<i>?</i> Allow the candidate to ask for a map. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Holidays

Instructions to candidates

You are visiting a local gym while on holiday in Portugal and would like to book some activities. The teacher will play the role of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está a visitar um ginásio local durante as férias no Algarve e gostaria de marcar algumas atividades.

1. Atividade – qual
2. Atividade – razão
3. !
4. Instrutor – descrição
5. ? Instrutor – nome

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR4

Topic: Holidays

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está a visitar um ginásio local durante as férias no Algarve e gostaria de marcar algumas atividades.

1	<i>Posso ajudar?</i> Allow the candidate to say which activity s/he wants to do.
2	<i>Porque é que está interessado nesta atividade?</i> Allow the candidate to say why s/he wants to do this activity.
3	<i>!</i> <i>Com que frequência quer ter aulas?</i> Allow the candidate to say how often s/he wishes to have a lesson.
4	<i>Que tipo de instrutor gostaria de ter?</i> Allow the candidate to describe the type of sports coach s/he would like. <i>Está bem, temos um instrutor adequado para si.</i>
5	<i>?</i> Allow the candidate to ask you the name of the sports coach. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to candidates

You are telephoning a hotel in Brazil to book accommodation for your family. The teacher will play the part of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Telefona para um hotel em São Paulo, uma cidade no Brasil, para reservar alguns quartos para a sua família. O rececionista do hotel atende o telefone.

1. Reserva – número de quartos
2. Quartos – tipo
3. !
4. Serviços do hotel – informação
5. ? Café da manhã – preço

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Telefona para um hotel em São Paulo, uma cidade no Brasil, para reservar alguns quartos para a sua família. O rececionista do hotel atende o telefone.

1	<i>Olá. Hotel Real Parque. Como posso ajudar?</i> Allow the candidate to say how many rooms s/he wants.
2	<i>Que tipo de quartos deseja?</i> Allow the candidate to say which type of room s/he wants.
3	<i>!</i> <i>Qual é a sua data de chegada?</i> Allow the candidate to provide the arrival date.
4	<i>O que é que gostaria de saber sobre os serviços do nosso hotel?</i> Allow the candidate to say what s/he would like to know about the hotel facilities. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask the price of breakfast. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR6

Topic: School activities

Instructions to candidates

You are in your school talking to your Mozambican exchange partner about a school trip your school is organising. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está a conversar com a sua colega moçambicana do intercâmbio sobre uma visita escolar à sua cidade em que vão participar.

1. Viagem – quando
2. Viagem – durante quanto tempo
3. !
4. Visitas escolares – opinião
5. ? Visitas escolares – com que frequência

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR6

Topic: School activities

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está a conversar com a sua colega moçambicana do intercâmbio sobre uma visita escolar à sua cidade em que vão participar.

1	<i>Vamos fazer uma viagem com a sua escola?</i> Allow the candidate to say when the trip is.
2	<i>A viagem dura quanto tempo?</i> Allow the candidate to say how long the trip lasts.
3	<i>!</i> <i>Onde é que nos vamos encontrar?</i> Allow the candidate to say where to meet.
4	<i>O que é que pensa sobre as visitas escolares?</i> Allow the candidate to give his/her opinion of school trips. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask how often you go on school trips. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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STIMULUS FR7

Topic: What school is like

Instructions to candidates

You are talking to a Portuguese friend about school. The teacher will play the part of your Portuguese friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está em casa de um amigo português, em Lisboa. Estão a conversar sobre a escola dele.

1. Aulas – início
2. Disciplina favorita – razão
3. !
4. Intervalos – atividades
5. ? Matemática – por semana

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR7

Topic: What school is like

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está em casa de um amigo português, em Lisboa. Estão a conversar sobre a escola dele.

1	<i>Eu começo as aulas à 1:30. E tu?</i> Allow the candidate to say what time his/her classes start.
2	<i>Qual é a tua disciplina favorita e porquê?</i> Allow the candidate to say what his/her favourite subject is and why.
3	<i>!</i> <i>Fala-me do professor que mais gostas na tua escola.</i> Allow the candidate to describe his/her favourite teacher.
4	<i>O que é que fazes nos intervalos?</i> Allow the candidate to say what s/he does during break time. <i>Certo.</i>
5	<i>?</i> Allow the candidate to ask how often you have Maths lessons each week. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Ambitions

Instructions to candidates

You would like to volunteer at a youth centre in the south of London. The teacher will play the role of a youth worker and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você gostaria de ajudar num centro de juventude no sul de Londres que acolhe muitos jovens falantes de português. Entra no centro e dirige-se ao funcionário.

1. Trabalho – tipo procurado
2. Trabalho voluntário – razão
3. !
4. Pontos fortes – quais
5. ? Início – quando

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR8

Topic: Ambitions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você gostaria de ajudar num centro de juventude no sul de Londres que acolhe muitos jovens falantes de português. Entra no centro e dirige-se ao funcionário.

1	<i>Olá. Como posso ajudar?</i> Allow the candidate to say what kind of work s/he is looking for.
2	<i>Porque é que quer fazer trabalho voluntário?</i> Allow the candidate to say why s/he is interested in voluntary work.
3	<i>!</i> <i>Durante a semana, em que dias pode trabalhar no centro?</i> Allow the candidate to state his/her availability. <i>Ótimo!</i>
4	<i>Quais os seus pontos fortes para ajudar no centro?</i> Allow the candidate to describe his/her strengths. <i>Está bem.</i>
5	<i>?</i> Allow the candidate to ask when s/he can start work. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR9

Topic: Ambitions

Instructions to candidates

You want to register for a Portuguese language course at a language institute in Manchester. The teacher will play the role of the course administrator and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você quer aprender Português num instituto de línguas em Manchester. Vai falar com a responsável.

1. Instituto de língua – porquê
2. Curso – duração
3. !
4. Português – uso futuro
5. ? Professor – de onde

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR9

Topic: Ambitions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você quer aprender Português num instituto de línguas em Manchester. Vai falar com a responsável.

1	<i>Olá. Posso ajudar?</i> Allow the candidate to say why s/he has come to the language institute.
2	<i>Durante quanto tempo gostaria de estudar aqui?</i> Allow the candidate to say how long s/he would like to study.
3	<i>!</i> <i>O que é que gosta de estudar em Português?</i> Allow the candidate to say what s/he likes about studying Portuguese.
4	<i>O que é que gostaria de fazer com o que vai aprender no curso?</i> Allow the candidate to tell you what s/he would like to do with his/her Portuguese. <i>Muito bem.</i>
5	<i>?</i> Allow the candidate to ask where the teacher is from. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: Using languages beyond the classroom

Instructions to candidates

A local hotel attracts lots of tourists from Portuguese-speaking countries during the summer. You are asking for a holiday job there and the manager tests your Portuguese. The teacher will play the role of the hotel manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está à procura de um trabalho de verão num hotel local e vai falar com o gerente do hotel.

1. Visita ao hotel – razão
2. Trabalhar no verão – razão
3. !
4. Tarefas possíveis – hotel
5. ? Salário – quanto

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR10

Topic: Using languages beyond the classroom

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está à procura de um trabalho de verão num hotel local e vai falar com o gerente do hotel.

1	<i>Olá. Como posso ajudar?</i> Allow the candidate to say why s/he has come to the hotel.
2	<i>Por que razão quer trabalhar neste verão?</i> Allow the candidate to tell you why s/he wants to work this summer.
3	<i>!</i> <i>Que outros planos tem para o verão?</i> Allow the candidate to say what his/her other plans are for the summer. <i>Give an appropriate brief response.</i>
4	<i>O que é que se imagina a fazer num hotel?</i> Allow the candidate to tell you what s/he could do at the hotel. <i>Temos o trabalho ideal para si.</i>
5	<i>?</i> Allow the candidate to ask you how much the salary is. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP1

Topic: Daily life



(Source: © RooM the Agency/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- o que é que pensa sobre o seu telemóvel
- que uso fez do computador na escola recentemente
- como é que vai usar as redes sociais esta semana
- a sua opinião sobre a internet.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Daily life



(Source: © Room the Agency/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Eu gosto do meu telemóvel. O que acha do seu?

[Porquê (Porque não)?/Algo mais?]

3. Fale-me do uso que fez do computador na escola recentemente.

[Algo mais?]

4. Como é que irá usar as redes sociais esta semana?

[Porquê?/Algo mais?]

5. O que é que pensa da internet?

[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP2

Topic: Who am I?



(Source: © oneinchpunch/Shutterstock)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre sair com os amigos
- coisas que fez quando era criança
- o que é que vai fazer com os seus amigos no próximo fim de semana
- o/a seu/sua amigo/a ideal.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP2

Topic: Who am I?



(Source: © oneinchpunch/Shutterstock)

1. Descreva esta foto.
[Algo mais?]
2. Acho que sair com os amigos é importante. O que é que pensa?
[Porquê (Porque não)?/Algo mais?]
3. Que tipo de coisas fazia com os seus amigos quando era criança? Fale-me sobre isso.
[Algo mais?]
4. O que é irá fazer com os seus amigos no próximo fim de semana?
[Porquê?/Algo mais?]
5. Como é que é o/a amigo/a ideal?
[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

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- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP3

Topic: Town, region and country



(Source: © Kumar Sriskandan/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre atividades para jovens na sua região
- o que fez na última vez que você foi ao centro de uma cidade
- uma cidade que gostaria de visitar no futuro
- a sua opinião sobre viver no campo.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP3

Topic: Town, region and country



(Source: © Kumar Sriskandan/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Eu penso que há muitas coisas para os jovens na minha região. E na sua?

[Porquê (Porque não)?/Algo mais?]

3. O que é que fez na última vez que foi ao centro de uma cidade?

[Algo mais?]

4. Que cidade gostaria de visitar no futuro?

[Porquê?/Algo mais?]

5. O que acha de viver no campo?

[Porquê?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FP4

Topic: Holidays



(Source: © robertharding/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre as férias à beira-mar
- o que menos gostou nas suas últimas férias
- as suas próximas férias de verão
- a sua opinião sobre as longas férias escolares de verão.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP4

Topic: Holidays



(Source: © robertharding/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Acho que as férias à beira-mar são excelentes. O que é que lhe parece?

[Porquê (Porque não)?/Algo mais?]

3. O que é menos gostou nas últimas férias? Fale-me sobre isso.

[Algo mais?]

4. O que é que vai fazer nas próximas férias de verão?

[Porquê?/Algo mais?]

5. O que é que pensa sobre as longas férias escolares de verão?

[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FP5

Topic: School activities



(Source: © Lee Snider Photo Images)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre as visitas escolares
- uma visita escolar em que participou
- um clube escolar que irá frequentar no futuro
- outras atividades escolares de que mais gosta

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP5

Topic: School activities



(Source: © Lee Snider Photo Images)

1. Descreva esta foto.
[Algo mais?]
2. Penso que as visitas escolares são aborrecidas. O que é que pensa?
[Porquê (Porque não)?/Algo mais?]
3. Em que visita escolar participou? Como é que foi?
[Algo mais?]
4. Que clube escolar irá frequentar no futuro?
[Porquê?/Algo mais?]
5. Além das visitas escolares, quais são as atividades escolares de que mais gosta?
[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FP6

Topic: What school is like



(Source: © PhotoAlto/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre o uniforme escolar
- o que fez ontem na escola
- como irá celebrar o fim dos exames
- as suas atividades escolares favoritas.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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Pearson

STIMULUS FP6

Topic: What school is like



(Source: © PhotoAlto/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Considero que o uniforme escolar é uma boa ideia. O que é que você pensa?

[Porquê (Porque não)?/Algo mais?]

3. O que é que fez na escola ontem? Fale-me sobre isso.

[Algo mais?]

4. Como vai celebrar o fim dos exames?

[Porquê?/Algo mais?]

5. O que é que gosta de fazer na escola?

[Porquê?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
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Pearson

STIMULUS FP7

Topic: Ambitions



(Source: © Ammentorp Photography/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- opinião sobre dificuldade do ano escolar
- a disciplina que mais gostou de estudar este ano
- os seus planos para agosto
- a sua opinião sobre estudar na universidade

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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Pearson

STIMULUS FP7

Topic: Ambitions



(Source: © Ammentorp Photography/Alamy Stock Photo)

1. Descreva esta foto.
[Algo mais?]
2. Considero que o ano escolar é muito difícil e exige muito trabalho. O que acha?
[Porquê (Porque não)?/Algo mais?]
3. Que disciplina gostou mais de estudar este ano?
[Porquê?/Algo mais?]
4. Quais são os seus planos para agosto este ano?
[Porquê?/Algo mais?]
5. Parece-lhe importante estudar na universidade?
[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

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Pearson

STIMULUS FP8

Topic: Work



(Source: © imageBROKER/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- o que é que pensa sobre trabalhar em equipa
- atividade preferida realizada através da escola
- em que é que irá trabalhar no futuro
- trabalhar no que gosta ou ganhar muito dinheiro.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
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- Candidates must **not** read out whole, prepared sentences in answer to questions.
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Pearson

STIMULUS FP8

Topic: Work



(Source: © imageBROKER/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Eu gosto de trabalhar em equipa. O que é que você pensa?

[Porquê (Porque não)?/Algo mais?]

3. Fale-me da atividade mais interessante que já fez organizada pela sua escola.

[Algo mais?]

4. Que tipo de emprego irá ter no futuro?

[Porquê?/Algo mais?]

5. Acha que é mais importante trabalhar no que gosta ou ganhar muito dinheiro?

[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
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Pearson

STIMULUS FP9

Topic: Bringing the world together



(Source: © Halfpoint/Shutterstock)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- o que é que pensa sobre concertos de música
- um espetáculo que viu recentemente
- um evento futuro em que gostaria de participar
- o seu estilo de música favorito.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
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- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP9

Topic: Bringing the world together



(Source: © Halfpoint/Shutterstock)

1. Descreva esta foto.
[Algo mais?]
2. Eu gosto de concertos. E você?
[Porquê (Porque não)?/Algo mais?]
3. Fale-me de um espetáculo que viu recentemente.
[Algo mais?]
4. Há algum evento em que gostaria de participar no futuro?
[Porquê (Porque não)?/Algo mais?]
5. De que estilo de música gosta mais?
[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FP10

Topic: Environmental issues



(Source: © Image Source Plus/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar do seguinte:

- descrição da foto
- a sua opinião sobre o que fazer ao que já não precisamos
- coisas recicladas pela sua família na semana passada
- o que poderá fazer para ajudar o meio ambiente
- se considera o seu bairro um bairro limpo.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
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- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP10

Topic: Environmental issues



(Source: © Image Source Plus/Alamy Stock Photo)

1. Descreva esta foto.
[Algo mais?]
2. O que devemos fazer ao que já não precisamos?
[Porquê (Porque não)?/Algo mais?]
3. O que é que a sua família reciclou a semana passada?
[Algo mais?]
4. O que mais poderá fazer para ajudar o meio ambiente no futuro?
[Porquê?/Algo mais?]
5. Acha que o seu bairro é suficientemente limpo?
[Porquê (Porque não)?/Algo mais?]

GCSE Portuguese Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

Formal register: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, *você* with a verb conjugated in the third person singular is accepted in both formal and informal contexts. However, *tu* with a verb conjugated in the second person singular is only acceptable in informal contexts.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

Foundation card 1 (FR1)

Está na casa do seu amigo português em Coimbra e falam sobre onde gostariam de ir hoje.

Prompt 1: Preferência para a visita – onde

Question 1: *O que vamos fazer hoje de manhã?*

Mark	Descriptor	
0	Ir ó shopping centre.	Vais para um volta.
	No rewardable communication because response communicates the required message using the incorrect structures "ir" and "ó". They have also used the English phrase "shopping centre" to respond.	Highly ambiguous. Incorrect elements in the sentence make it unclear as to what the candidate's purpose is.
1	Vamos à centro comercial.	Passear pela cidade.
	Communication is partially clear but not entirely because despite the incorrect use of the preposition, it does not prevent communication.	Communication is only partially clear due to the inappropriate use of the verb.
2	Podíamos ir ao centro comercial.	Gostaria de passear pela cidade.
	Clearly communicated.	Clearly communicated.

Prompt 2: Preferência para a visita – razão

Question 2: *Porque é que quer ir lá?*

Mark	Descriptor	
0	Compras.	De autocarro.
	No rewardable communication because response does not communicate the required message: use of the noun for shopping, instead of a verb, makes the meaning highly ambiguous.	No rewardable communication. The candidate has not answered the question.
1	Quero compras.	Gosto cidade.
	The meaning is understandable within the context of the role play due to the use of the word "Quero" to indicate intention. However, the statement is ambiguous due to the lack of either of the verbs "fazer" or "ir", as well as the lack of "porque".	Communication is partially clear because although the candidate has stated they like the city, they have provided no indication of the reason why. "Porque" and "de" after "gostar" are also essential for clarity of meaning.
2	Porque gostava de fazer umas compras e de levar umas recordações para os meus amigos.	Porque gostava conhecer melhor a cidade e de ver os monumentos.
	Clearly communicated and complete response to the prompt.	Clearly communicated. Although the mandatory "de" after the verb form "gostar" is still missing, it does not affect communication.

Prompt 3: !

Question 3: *Então qual é a melhor hora para sairmos?*

Mark	Descriptor	
0	Rápido.	Diz.
	No rewardable communication: this is not a response to the question asked.	Pronunciation prevents communication. Mispronunciation of "Dez" as "Diz" has changed the meaning to something that does not answer the question.
1	Em meia hora.	Por dez horas.
	Ambiguous because of the use of the incorrect preposition makes it unclear the exact time of departure. However in the context of the role play the statement still has some meaning.	Ambiguous because of the use of the incorrect preposition makes it unclear as to when the candidate wishes to leave. However in the context of the role play the statement still has some meaning.
2	Seria melhor sairmos cedo, daqui a meia hora.	Gostava de ter tempo, podíamos sair às ...dez horas.
	Clearly communicated.	Clearly communicated.

Prompt 4: Preferência para o almoço – o quê**Question 4: O que vamos fazer para o almoço?**

Mark	Descriptor	
0	Comer comida.	Lanchar no hamburger.
	No rewardable communication. The response is not meaningful as it states the obvious.	No rewardable communication. The response is not meaningful as the reference to the meal and the preposition are incorrect.
1	Almoçar num restaurante de comida da área.	Podemos comer comida leve.
	Partially appropriate because it conveys an answer related to the question. However, although it has some meaning, the use of the word "área" instead of "região" creates ambiguity.	Partially appropriate because the candidate has used the word for "food" instead of "meal". The candidate has also used the word "comida", which is not necessary after the verb "comer".
2	Eu acho que podemos ir almoçar a um restaurante de comida típica da região. Poder ser?	Eu gostava de ter uma refeição ligeira num sítio rápido para podermos passear mais à tarde.
	Clearly communicated. This response is unambiguous and complete.	The response is unambiguous, despite the incorrect use of "rápido".

Prompt 5: ? Meio de transporte

Mark	Descriptor	
0	E para ir lá?	Que tu fazer para chegar lá?
	No rewardable communication. The candidate has not asked a suitable question. The use of "como" here is essential.	Highly ambiguous. The candidate has failed to ask the required question.
1	Como chegar ao restaurante?	Como pretende o senhor dirigir-se ao restaurante?
	Ambiguous as candidate did not conjugate the verb. Although it has some meaning, the question is not complete.	Communication is only partially appropriate within the context of the role play due to the use of formal register by the candidate.
2	Como é que chegamos ao restaurante?	Como é que fazemos para lá chegar?
	Clearly communicated. Has asked a clear and appropriate question.	Clearly communicated, despite the unnecessary use of "fazer".

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of single-word answers.• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.• A straightforward opinion may be expressed but without justification.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed.• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.• Straightforward, brief opinions are given but without justification.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
13–16	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation.
3–4	<ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
7–8	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.Responses are generally coherent although errors occur that occasionally hinder clarity of communication.

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions.• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
4–6	<ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions.• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
7–9	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
10–12	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question. Short, undeveloped responses, many incomplete. Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.
4-6	<ul style="list-style-type: none"> Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question. Short responses, any development depends on teacher prompting. Limited ability to sustain communication, pace is mostly slow and hesitant.
7-9	<ul style="list-style-type: none"> Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. Occasionally able to initiate and develop responses independently but regular prompting needed. Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
10-12	<ul style="list-style-type: none"> Responds spontaneously to some questions, interacting naturally for parts of the conversation. Sometimes able to initiate and develop the conversation independently, some prompting needed. Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation. • Limited accuracy, minimal success when referring to past, present and future events. • Individual words and phrases are coherent; high frequency of errors prevent meaning being conveyed throughout much of the conversation.
4–6	<ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures. • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.
7–9	<ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
10–12	<ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication.

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 3: Reading and understanding in Portuguese

Foundation Tier

Sample assessment material for first teaching
September 2018

Time: 45 minutes

Paper Reference

1PG0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Portuguese.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Saturday

- 1 Read your friends' emails about what they like to do on a Saturday.

Isabel:	Eu vou ao cinema com a minha família e depois passeamos pelo centro da cidade!
Filipe:	Quando está calor eu fico em casa e jogo no computador. Os meus jogos favoritos são os de desporto.
Renato:	Primeiro vou comer ao restaurante com um grupo de amigos e depois vamos dançar até tarde.
Rosa:	Geralmente vou à biblioteca. Tem lá todos os livros novos!

What do they say? Enter **Isabel, Filipe, Renato** or **Rosa**.

You can use each person more than once.

Example: Isabel likes the cinema.

- (a) likes dancing. (1)
- (b) likes to be with family. (1)
- (c) likes to eat out. (1)
- (d) likes video games. (1)
- (e) likes to read. (1)
- (f) does not like to go out when it is hot. (1)

(Total for Question 1 = 6 marks)

Public transport

2 Read this article about public transport.

Os transportes públicos de Lisboa são bons mas andam vazios.

Para aumentar o número de utilizadores, a Câmara Municipal quer reduzir os preços dos bilhetes e passes até 2017.

A partir de hoje, as viagens são gratuitas para crianças até aos 12 anos.

Os jovens entre os 13 e os 18 anos continuam a pagar um passe mensal de €26,75.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

transport	average	fares	alone
good	users	free	monthly
daily	today	staff	empty

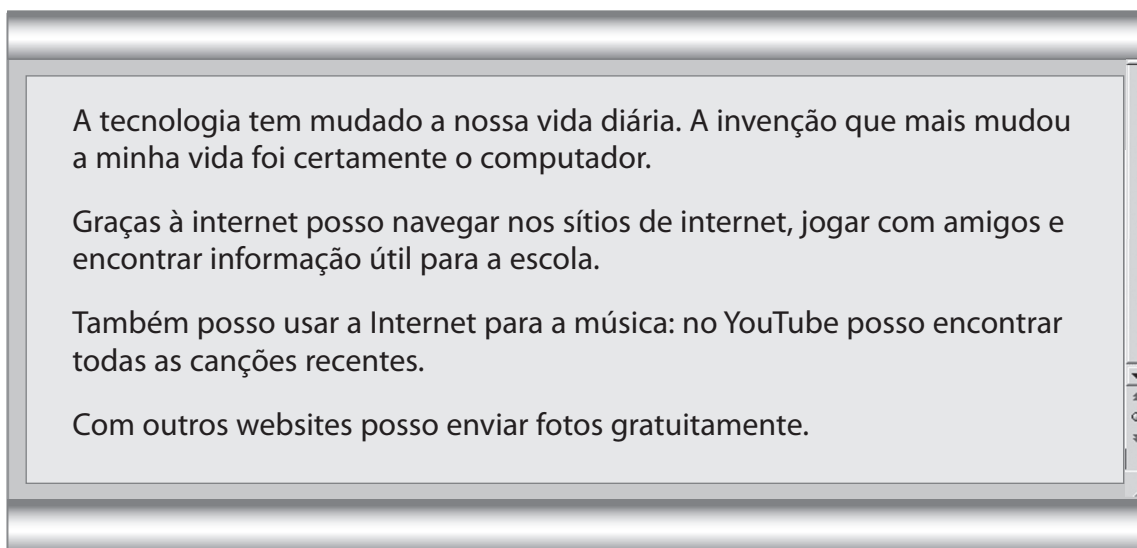
Example: Public transport in Lisbon is empty

- (a) The quality of public transport is (1)
- (b) They want to increase the number of (1)
- (c) There will be a reduction in (1)
- (d) Children up to 12 travel (1)
- (e) Teenagers still pay for a pass. (1)

(Total for Question 2 = 5 marks)

Media and technology

- 3 (a) Read this blog post by Marinho about technology.



Answer the following questions **in English**. You do not need to write in full sentences.

- (i) What is the most important invention according to Marinho? (1)

- (ii) Why does he like YouTube? (1)

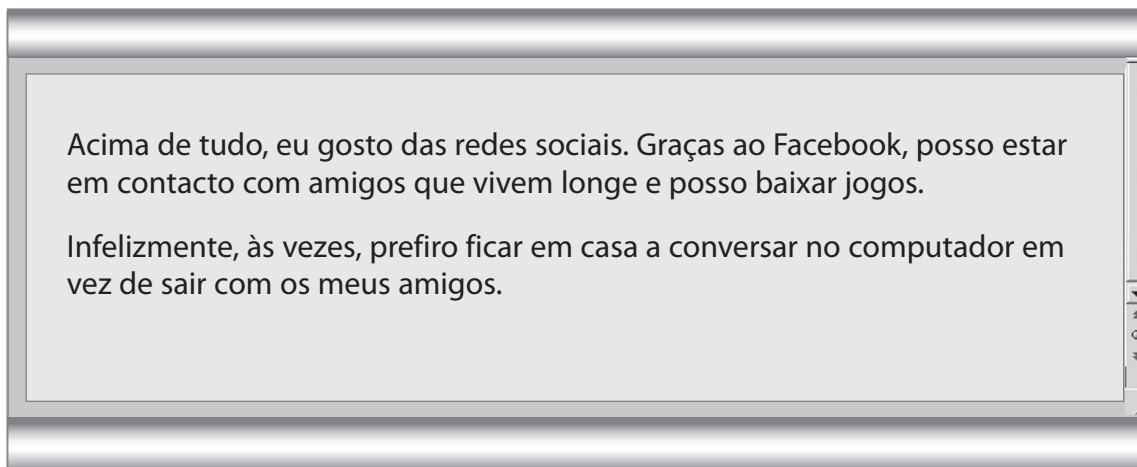
- (iii) What can he send for free? (1)

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(b) The blog post continues.



(i) Name **one** reason why Marinho likes Facebook.

(1)

(ii) What is the downside of using social networks, according to Marinho?

(1)

(Total for Question 3 = 5 marks)

A Árvore by Sophia de Mello Breyner Andresen

4 Read the extract below. In Japan there once was a beautiful tree that everyone admired.

Era uma vez uma árvore enorme que crescia numa ilha muito pequenina do Japão. Os japoneses têm um grande amor e respeito pelo meio ambiente e tratam todas as árvores e flores com um grande cuidado e carinho.

Assim, o povo dessa ilha sentia-se feliz por possuir uma árvore tão grande e tão bela. Até os viajantes que passavam por ali diziam que nunca tinham visto uma árvore tão alta.

E, nas tardes de verão, as pessoas vinham sentar-se debaixo da larga sombra, admiravam o tamanho da árvore e maravilhavam-se com a leve frescura da sombra e das folhas.

Assim foi durante várias gerações. Mas com o tempo surgiu um problema.

Put a cross ☒ in the correct box.

Example: This extract is about a...

<input type="checkbox"/>	A beach.
<input checked="" type="checkbox"/>	B tree.
<input type="checkbox"/>	C village.
<input type="checkbox"/>	D mountain.

(i) The island was...

<input type="checkbox"/>	A big.
<input type="checkbox"/>	B in Europe.
<input type="checkbox"/>	C very small.
<input type="checkbox"/>	D very beautiful.

(ii) Japanese people...

<input type="checkbox"/>	A cut down trees.
<input type="checkbox"/>	B look after the environment.
<input type="checkbox"/>	C plant trees.
<input type="checkbox"/>	D pick flowers.

(iii) Having the tree made villagers feel...

<input type="checkbox"/>	A joyful.
<input type="checkbox"/>	B sad.
<input type="checkbox"/>	C cold.
<input type="checkbox"/>	D important.

(iv) People sat under the tree when...

<input type="checkbox"/>	A it was cold.
<input type="checkbox"/>	B it was windy.
<input type="checkbox"/>	C travellers came.
<input type="checkbox"/>	D it was hot.

(v) The village continued this way...

<input type="checkbox"/>	A for a short period of time.
<input type="checkbox"/>	B for many years.
<input type="checkbox"/>	C until the tree fell.
<input type="checkbox"/>	D until the next summer.

(Total for Question 4 = 5 marks)

An international event

5 Read the blog post below.



Em setembro há um festival de música internacional com o objetivo de juntar jovens músicos sul-americanos para celebrar a música dos diferentes países.

No ano passado, o festival decorreu no sul do Brasil, mas este ano irá mudar-se para o norte. O festival começou em 2012 com cinco grupos, mas agora a organização convidou mais de vinte.

Não está sempre calor nesta região do Brasil, por isso, para os visitantes há mais do que uma opção: acampar, claro, ou passar o tempo de maneira mais confortável num hotel, apesar de ser mais caro.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where will the festival be held this year? (1)

(b) How many groups will there be? (1)

(c) What will the weather probably be like? (1)

(Total for Question 5 = 3 marks)

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Aventuras de Xisto by Lúcia Machado de Almeida

- 6 Read the extract from the text. In a far away kingdom two boys set off for an adventure in the countryside.

Certa manhã, Xisto e Bruzo saíram pelo mato à procura de frutos silvestres.

Tanto andaram que ficaram com fome e resolveram entrar numa gruta. Estavam acabando a merenda quando ouviram um ruído de passos. Alguém se aproximava e, por isso, esconderam-se rapidamente.

De imediato, surgiu uma extravagante figura com uma capa negra e de gola levantada. Tinha ainda um grande chapéu preto que cobria o rosto. Colocou num canto, ao fundo, uma pequena caixa. Olhou à volta e saiu com ar suspeito.

- Aquele sujeito parece bruxo! – exclamou Xisto. – Você não viu o jeitão dele?
- Vamos desvendar o mistério e espreitar o que está naquela caixa! respondeu Bruzo, de olhos arregalados.

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) Why did the boys go into a cave? (1)

- (b) What noise did they hear? (1)

- (c) Give **one** detail that made Xisto think the figure was a witch. (1)

- (d) What action did they take in the end? (1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Estágio profissional

7 A Cristina escreve-lhe um correio eletrónico sobre o estágio dela.

Vem aí o verão e eu mal posso esperar! Não só iremos ter as férias grandes de verão, mas também irei ter um estágio profissional em Inglaterra.

Eu decidi fazer este estágio noutro país porque eu quero trabalhar e estudar ao mesmo tempo. Eu estudei inglês na escola e gosto muito porque a professora é simpática.

Vou trabalhar durante duas semanas com um advogado num escritório grande, mesmo no centro de Londres. Vai ser fantástico! Além disso, vou poder visitar muitos museus e ir ao teatro ao final do dia.

Preenche os espaços em cada frase usando uma palavra da caixa abaixo. Há mais palavras do que espaços.

alegremente	má	escola	trabalhar
relaxar	não gosta	sete	amigos
catorze	tristemente	bom	gosta

Exemplo: Ela está a aguardar pelo verão *alegremente*

- (a) Ela gosta do verão porque ela não tem (1)
- (b) Nas férias ela irá no estrangeiro. (1)
- (c) Ela de estudar inglês. (1)
- (d) Ela vai estar em Londres durante dias. (1)
- (e) Ela pensa que o estágio será (1)

(Total for Question 7 = 5 marks)

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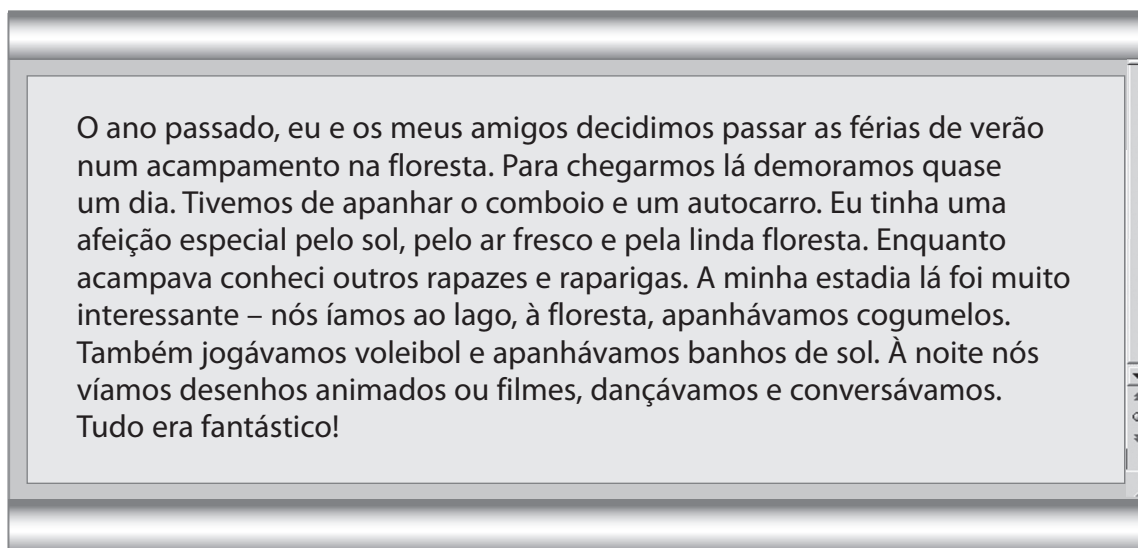
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Férias de verão

8 Leia blog do Emílio sobre as suas férias de verão.



Coloca uma cruz ☒ na caixa correta.

Exemplo: As férias foram...

<input type="checkbox"/>	A há um mês.
<input type="checkbox"/>	B há duas semanas.
<input type="checkbox"/>	C há dois dias.
<input checked="" type="checkbox"/>	D há um ano.

(i) O parque de campismo era...

<input type="checkbox"/>	A no campo.
<input type="checkbox"/>	B na cidade.
<input type="checkbox"/>	C junto ao rio.
<input type="checkbox"/>	D na praia.

(ii) Para chegar ao acampamento, o Emílio...

<input type="checkbox"/>	A usou transporte privado.
<input type="checkbox"/>	B foi com o seu amigo de carro.
<input type="checkbox"/>	C usou transporte público.
<input type="checkbox"/>	D viajou de bicicleta.

(iii) O tempo esteve...

<input type="checkbox"/>	A péssimo.
<input type="checkbox"/>	B frio.
<input type="checkbox"/>	C bom.
<input type="checkbox"/>	D nublado.

(iv) À noite eles...

<input type="checkbox"/>	A faziam desporto.
<input type="checkbox"/>	B ficavam no acampamento.
<input type="checkbox"/>	C brigavam.
<input type="checkbox"/>	D nadavam.

(v) As férias no campismo foram...

<input type="checkbox"/>	A um pesadelo.
<input type="checkbox"/>	B muito caras.
<input type="checkbox"/>	C sem interesse.
<input type="checkbox"/>	D muito agradáveis.

(Total for Question 8 = 5 marks)

Protege o nosso planeta

9 Leia esta informação sobre projetos ambientais.

Projeto Rio
Durante este agosto uma equipa vai limpar o rio local. Vais precisar de calças impermeáveis. Apenas para gente que sabe nadar bem. Não é adequado para menores de dezasseis anos.

Projeto Praia
A primavera é o tempo perfeito para limpar a nossa praia. Trabalhando sozinho vais recolher todo o tipo de lixo. Para a tua segurança, tens que ter mais de catorze anos.

Projeto Bosque
Estás preocupado com os habitats da fauna local? Durante o outono vamos trabalhar no bosque, limpando a área e plantando árvores para ajudar as diferentes espécies.

Projeto Cidade
Em dezembro vamos limpar o lixo das ruas em preparação para o Natal. Também há atividades especiais para os mais pequenos.

Qual é o projeto ideal? Escolha entre **Rio**, **Praia**, **Bosque** ou **Cidade**. Pode usar as palavras mais de uma vez.

Exemplo: Só pode ajudar em maio ou abril: Praia

- (a) Nada sem problema: (1)
- (b) Não gosta de trabalhar com outras pessoas: (1)
- (c) Tem dois irmãos de cinco e seis anos: (1)
- (d) Está interessado/a em proteger os animais: (1)
- (e) Vai precisar de roupa especial: (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage **into English**.

Eu vou a pé para a escola. O meu professor de Português é simpático mas às vezes é rigoroso. Eu estive a fazer os deveres ontem à noite até tarde. Nem sequer tive tempo de ver o meu programa de televisão favorito.

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(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Portuguese Foundation tier

Paper 3 mark scheme

SECTION A

Question number	Answer	Mark
1(a)	Renato	(1)

Question number	Answer	Mark
1(b)	Isabel	(1)

Question number	Answer	Mark
1(c)	Renato	(1)

Question number	Answer	Mark
1(d)	Filipe	(1)

Question number	Answer	Mark
1(e)	Rosa	(1)

Question number	Answer	Mark
1(f)	Filipe	(1)

Question number	Answer	Mark
2(a)	good	(1)

Question number	Answer	Mark
2(b)	users	(1)

Question number	Answer	Mark
2(c)	prices	(1)

Question number	Answer	Mark
2(d)	free	(1)

Question number	Answer	Mark
2(e)	monthly	(1)

Question number	Answer	Mark
3(a)(i)	computer	(1)

Question number	Answer	Mark
3(a)(ii)	find songs/music	(1)

Question number	Answer	Mark
3(a)(iii)	photographs/photos	(1)

Question number	Answer	Mark
3(b)(i)	stay in touch with friends (who live far away) OR download games	(1)

Question number	Answer	Mark
3(b)(ii)	staying at home (chatting to friends) OR not going out with his friends	(1)

Question number	Answer	Mark
4(i)	C	(1)

Question number	Answer	Mark
4(ii)	B	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	D	(1)

Question number	Answer	Mark
4(v)	B	(1)

Question number	Answer	Mark
5(a)	north (of Brazil)	(1)

Question number	Answer	Mark
5(b)	more than twenty	(1)

Question number	Answer	Mark
5(c)	bad (also accept: not great, mixed, not always fine, not sunny, rainy)	(1)

Question number	Answer	Mark
6(a)	they were hungry/they wanted to eat	(1)

Question number	Answer	Mark
6(b)	footsteps	(1)

Question number	Answer	Reject	Mark
6(c)	Accept one answer from: - covered by a black cape - (face was covered by) a big hat - his manner/way - he looked suspicious - how he looked	extravagant figure	(1)

Question number	Answer	Mark
6(d)	to open the box/see what was in the box	(1)

SECTION B

Question number	Answer	Mark
7(a)	escola	(1)

Question number	Answer	Mark
7(b)	trabalhar	(1)

Question number	Answer	Mark
7(c)	gosta	(1)

Question number	Answer	Mark
7(d)	catorze	(1)

Question number	Answer	Mark
7(e)	bom	(1)

Question number	Answer	Mark
8(i)	A	(1)

Question number	Answer	Mark
8(ii)	C	(1)

Question number	Answer	Mark
8(iii)	C	(1)

Question number	Answer	Mark
8(iv)	B	(1)

Question number	Answer	Mark
8(v)	D	(1)

Question number	Answer	Mark
9(a)	Rio	(1)

Question number	Answer	Mark
9(b)	Praia	(1)

Question number	Answer	Mark
9(c)	Cidade	(1)

Question number	Answer	Mark
9(d)	Bosque	(1)

Question number	Answer	Mark
9(e)	Rio	(1)

SECTION C

Question number	Indicative content	Mark
10	I walk to school. My Portuguese teacher is nice. However, sometimes he is strict. I was doing homework last night until late. I did not even get time to watch my favourite TV show.	(7)

Mark	Descriptor
0	No rewardable communication.
1-2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3-4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
5-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

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Portuguese

Paper 4: Writing in Portuguese

Foundation Tier

Sample assessment material for first teaching
September 2018
Time: 1 hour 15 minutes

Paper Reference

1PG0/4F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

On holiday



(Source: © Folio Images / Alamy Stock Photo)

- 1 Você está de férias em Lisboa. Envie esta fotografia por e-mail aos seus amigos.

Descreva a foto e diga o que pensa sobre férias.

Escreva aproximadamente 20–30 palavras **em português**.

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(Total for Question 1 = 12 marks)

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Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box .

A study visit

- 2 (a) Um grupo de estudantes portugueses quer visitar a sua escola. O seu professor pede-lhe para escrever um relatório formal sobre a sua escola para o professor responsável pela visita escolar.

Deve incluir os pontos seguintes:

- uma descrição da sua escola
- o melhor momento para fazer a visita
- onde vão ficar alojados
- uma viagem que irão fazer todos juntos.

Escreva aproximadamente 40–50 palavras **em português**.

(16)

If you answer Question 2(b) put a cross in the box .

Music

(b) Um grupo de estudantes portugueses quer fazer uma revista de música. O seu professor pede-lhe para escrever um relatório formal sobre o seu estilo de música preferido.

- Deve incluir os pontos seguintes:
- uma descrição do seu estilo de música preferido
- quando gosta de ouvir música
- o próximo evento musical em que vai participar
- um instrumento musical que irá aprender.

Escreva aproximadamente 40–50 palavras **em português**.

(16)

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(Total for Question 2 = 16 marks)

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Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box .

Employment

3 (a) A Carolina, uma amiga angolana, enviou-lhe uma carta sobre o emprego para os jovens em Angola.

Escreva uma carta informal à Carolina.

Deve incluir os pontos seguintes:

- as disciplinas que mais gostou de estudar
- os empregos que interessam aos jovens
- por que os jovens devem trabalhar
- o que você gostaria de fazer no futuro.

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

(20)

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If you answer Question 3(b) put a cross in the box .

An international sports event

(b) Recebeu um e-mail do Márcio, um amigo brasileiro, perguntando sobre o último evento desportivo internacional que viu.

Escreva um e-mail informal de resposta ao Márcio.

Deve incluir os pontos seguintes:

- como é que se informou sobre este evento
- um desporto popular no seu país
- por que é importante para os jovens fazer desporto
- uma atividade desportiva que irá fazer num futuro próximo.

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

(20)

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(Total for Question 3 = 20 marks)

Free time**4** Traduza as seguintes frases **para português**.

(a) I like football.

(2)

(b) I often watch television.

(2)

(c) I relax at the beach.

(2)

(d) My favourite sport is basketball, but I never play it.

(3)

(e) On Saturday I listened to rock music; however, I prefer pop music when I go dancing with friends.

(3)

(Total for Question 4 = 12 marks)**TOTAL FOR PAPER = 60 MARKS**

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GCSE Portuguese Foundation tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given, likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained

Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Repetitive use of minimal selection of straightforward grammatical structures• Produces individual words/set phrases• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Use of a restricted range of straightforward grammatical structures, frequent repetition• Produces simple, short sentences, which are not linked• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces simple, short sentences with minimal linking• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none">• Uses straightforward grammatical structures, occasional repetition• Produces predominantly simple sentences occasionally linked together• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	<ul style="list-style-type: none"> • Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, *você* with a verb conjugated in the third person singular is accepted in both formal and informal contexts.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	(Eu) gosto de futebol.
4(b)	(Eu) vejo televisão frequentemente/com frequência.
4(c)	(Eu) relaxo/descanso/descontraio-me/me descontraio/me relaxo na praia.

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	O meu desporto favorito é o basquetebol, mas eu nunca jogo.
4(e)	No sábado (eu) ouvi música rock, mas eu prefiro música pop quando vou dançar com (os meus) amigos.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 1: Listening and understanding in Portuguese Transcript

Higher tier

Sample assessment material for first teaching
September 2018

Paper Reference

1PG0/1H

Do not return the transcript with the question paper.

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SECTION A

A rotina diária em família

Question 1

Example

F1: Me levanto sempre antes de todos. Eles se levantam às sete.

Question 1

F1: De manhã, meu irmão não conversa muito, quase nem diz «bom dia». Meu pai, que é sempre o primeiro a se despachar, põe a mesa do café da manhã. Minha mãe faz sumo para mim e chá para meu irmão. Entretanto, ligamos a rádio para saber o que acontece no mundo. Vou para a escola a pé pois fica perto.

O primeiro emprego

Question 2

Example

M2: O primeiro emprego é sempre complicado porque não temos experiência.

Question 2

M2: É importante levar roupa e calçado confortáveis, porque podemos ter um dia muito longo e cansativo. Além disso, um escritório nem sempre é um local cómodo, onde nos sentimos bem. Devem procurar chegar sempre a horas! Ninguém acha bem se entrarem às 10, quando deveriam estar lá às 9! Lembrem-se de que só é possível conversar com os colegas nos intervalos ao beber o café. Finalmente, fazer sempre o que o chefe manda. É mais simples seguir o que ele diz, principalmente numa fase em que ainda precisamos de ajuda.

SECTION B

The Cultural Centre of Belém

Question 3

Example

F1: O Centro Cultural de Belém, ou CCB, está aberto todos os dias até às 20 horas.

Question 3

F1: Neste centro cultural, há muitos tipos de espetáculos, nacionais e internacionais. O melhor para o visitante é ir de autocarro ou de comboio. Não há muitos lugares para estacionar. Se gosta de teatro, dança ou música, pode comprar os bilhetes tanto na bilheteira como online. É mais barato comprar um bilhete para toda a família. Também se podem adquirir bilhetes para todo o ano. As galerias de arte são grátis às segundas.

Edgar's contribution

Question 4

Example

M2: Olá! Chamo-me Edgar e sou angolano. Sempre gostei de ajudar os outros. Faz-nos ver a vida com outros olhos.

Question 4

M2: Sou voluntário no CACAJ que é um centro de acolhimento que abriga cerca de 130 crianças em Luanda. Esta organização humanitária é muito importante porque há muitas crianças sem abrigo nesta cidade. Ontem, o centro recebeu uma menina de 8 anos que tinha estado na rua sem comer durante três dias. Foi maravilhoso vê-la hoje de manhã a sorrir e a brincar com os outros. Voltei para casa feliz.

Volunteering at the Azgo Festival

Question 5

Example

F2: Durante dois dias em maio, a cidade de Maputo enche-se de música com o Festival Azgo. Se queres inscrever-te como voluntário, preenche primeiro o formulário online.

Question 5

F2: À chegada, os voluntários recebem uma t-shirt amarela fluorescente para serem vistos, quer pelos colegas quer pelo público. Para dar informações corretas, os voluntários deverão ler um pequeno folheto informativo. Este está disponível à entrada. Pedimos desculpa por não estar online. Não te esqueças que a ambição do bom voluntário é um recinto limpo. Recolhe o lixo, por favor, como copos de plástico ou papéis atirados para o chão.

Social media

Question 6

F1: Marisa, como você usa as redes sociais?

F2: Porque me interessam as questões ambientais, ponho no Facebook fotografias ou links importantes sobre este tema. Além disso, escrevo um blogue com dicas ecológicas. Aqui aprendo mais com as respostas das outras pessoas do que com as leituras que faço para poder escrever!

F1: Carlos?

M1: Creio que as redes sociais são uma forma de criar relações. Gosto de entrar em salas de chat internacionais e trocar ideias sobre filmes de ficção científica. Mas, claro, é importante proteger sempre a nossa identidade. Nunca digo meu nome verdadeiro, número de telefone ou morada. Também é importante proteger a identidade dos outros – nunca lhes peço o nome, o telefone ou a morada. É uma regra básica!

A holiday to remember

Question 7

- M1:** Me conte umas férias de que você se recorda bem.
- F2:** Quando tinha 15 anos, minha avó estava sozinha e fui passar as férias de verão a casa dela no sul do Brasil. Estava muito calor e, claro, íamos muitas vezes tomar banhos de sol. Um dia, na praia, minha avó me apresentou um primo que não conhecia. Descobrimos que fazíamos as mesmas atividades de lazer – montanhismo e equitação. A partir daí, estivemos sempre juntos.
- M1:** Que fizeram mais?
- F2:** Andámos de barco. Foi inesquecível! Que maravilhosa sensação de estar livre do barulho da cidade!
- M1:** Que legal! E mais?
- F2:** Sentávamo-nos a conversar sobre tudo um pouco até que minha avó me dizia que já era tarde e tínhamos de regressar a casa.
- M1:** Ainda mantêm contato?
- F2:** Mantivemos durante alguns anos mas agora já não. Tenho pena que assim seja!

Animal rights

Question 8

Example

- M1:** Carla?
- F1:** Para ter um cão não chega ter tempo para o levar ao veterinário. Temos de ter uma casa que seja grande o suficiente para que o animal se sinta bem.

Question 8 Part (a)

- M1:** Francisco, como ajudar a Liga Portuguesa dos Direitos do Animal?
- M2:** Com um donativo. Por pouco que seja, os animais agradecem.
- M1:** Gabriel?
- M2:** Esta organização divulga histórias emocionantes sobre o seu trabalho para que o público saiba. Ontem ouvimos que um cão salvou uma família num tremor de terra no Algarve.
- M1:** Luísa?
- F2:** Na loja online, pode-se comprar uma grande variedade de coisas que contribuem para o divertimento dos animais.

Question 8 Part (b)

M1: Catarina?

F1: Os membros têm um desconto em hotéis para animais, para que possam ir de férias relaxados.

M1: Sílvio?

M2: Tenho um gato muito brincalhão. Fico zangado se alguém deixa o seu animal em casa sozinho durante muito tempo. É horrível! Porque não pedir a um vizinho e solucionar o problema? O ideal seria que os práticos hotéis para animais não custassem tanto.

College of Catering and Tourism in Douro-Lamego**Question 9****Question 9 Part (a)**

F1: A Escola de Hotelaria e Turismo do Douro-Lamego tem como objetivo principal dar formação no setor do turismo. Os cursos dão aos formandos as competências necessárias para entrar no mercado de trabalho. No ano passado, 30 jovens obtiveram as suas licenciaturas, dos quais 22 começaram imediatamente a trabalhar na região. Uma escola com sucesso! Através de intercâmbios com escolas de prestígio internacional, os alunos partilham conhecimentos e melhoram o seu trabalho. Todos os anos, a escola recebe professores de outros países. Com as competições anuais nacionais entre escolas, aprende-se a acreditar em nós próprios.

Question 9 Part (b)

F1: Para ser um bom cozinheiro não basta cozinhar bem! É necessário conhecer quem vai provar os nossos pratos. É também importante estar pronto para enfrentar problemas. Um dos nossos alunos recebeu um prémio, não apenas por ter preparado um fabuloso arroz doce mas especialmente por o ter tornado numa sobremesa saudável. Esta escola pretende que os seus alunos reconheçam os seus erros para poderem ter a ambição de fazer sempre melhor.

Cities in the future

Question 10

Example

M1: No futuro, não haverá engarrafamentos porque muito do transporte será aéreo.

Question 10 Part (i)

M1: Todos os meios de transporte, sem exceção, não poluirão o meio ambiente, porque usarão somente recursos naturais. O petróleo terá chegado ao fim e o aquecimento global já não será um problema tão grande para resolver. Por outro lado, a circulação dos peões será muito mais segura. As passadeiras nas cidades emitirão um sinal sonoro, para avisar sempre que seja perigoso atravessar a rua. Na minha opinião, a proteção das pessoas será um tema muito sério.

Question 10 Part (ii)

M1: Haverá mais gente a viver nas cidades. Mas isso não será um problema ou uma ameaça à qualidade de vida das pessoas, porque não haverá falta de espaços verdes. Todas as florestas estarão protegidas por uma camada de gás protetor especial que será inventado no futuro. Além disso, os edifícios serão, na sua maioria, muito altos e coloridos. As pessoas serão tão felizes que não pensarão mais em violência e guerras.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 1: Listening and understanding in Portuguese

Higher tier

Sample assessment material for first teaching
September 2018

Time: 40 minutes and 5 minutes' reading time

Paper Reference

1PG0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Portuguese.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

A rotina diária em família

1 Num programa de televisão matinal, a Bruna fala sobre a rotina diária em família.

O que é que ela diz?

Complete cada uma das frases com as palavras da caixa. Nem todas as palavras deverão ser utilizadas.

música	levanta	pacífico	notícias
prepara	longe	sandes	vestir-se
bebidas	perto	levantar-se	falador

Exemplo: A Bruna é a primeira a levantar-se

(a) O irmão da Bruna **não** é muito (1)

(b) O pai a mesa. (1)

(c) A mãe faz as (1)

(d) À mesa, ouvem (1)

(e) A escola da Bruna **não** é (1)

(Total for Question 1 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

O primeiro emprego

- 2 O Mário tem um vídeo no YouTube onde dá alguns conselhos sobre o que fazer no primeiro emprego.

Que conselhos dá? Complete as frases, usando uma das seguintes palavras: **prático**, **difícil**, **correto** e **fácil**.

Cada palavra pode ser usada várias vezes.

Exemplo: A falta de experiência pode ser **difícil**

- (a) O que se veste para ir trabalhar deve ser (1)
- (b) O local de trabalho pode nem sempre ser (1)
- (c) **Não** é chegar atrasado. (1)
- (d) Conversar sem ser no intervalo é (1)
- (e) É sempre mais fazer o que o chefe diz. (1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

The Cultural Centre of Belém

3 You hear this advert on the radio about the Cultural Centre of Belém.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: The Cultural Centre of Belém is open...

<input type="checkbox"/>	A after 8 p.m.
<input checked="" type="checkbox"/>	B until 8 p.m.
<input type="checkbox"/>	C from 7 a.m. to 6 p.m.
<input type="checkbox"/>	D 24 hours.

(i) In the centre there are...

<input type="checkbox"/>	A mostly free shows.
<input type="checkbox"/>	B only international shows.
<input type="checkbox"/>	C very few national shows.
<input type="checkbox"/>	D different kinds of shows.

(ii) It is a good idea to...

<input type="checkbox"/>	A arrive early.
<input type="checkbox"/>	B take public transport.
<input type="checkbox"/>	C take a camera.
<input type="checkbox"/>	D park closeby.

(iii) It is cheaper to buy tickets...

<input type="checkbox"/>	A online.
<input type="checkbox"/>	B at the ticket office.
<input type="checkbox"/>	C for the whole family.
<input type="checkbox"/>	D in advance.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) Monday is a good day to visit the art galleries because there is free...

<input type="checkbox"/>	A entrance.
<input type="checkbox"/>	B parking.
<input type="checkbox"/>	C transport.
<input type="checkbox"/>	D food.

(Total for Question 3 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Edgar's contribution

4 Edgar is from Luanda and helps in a charity in Angola.

What does he say in his YouTube video?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example you see life differently
<input type="checkbox"/>	A you have to be strong
<input type="checkbox"/>	B Luanda has too many people
<input type="checkbox"/>	C many children are homeless
<input type="checkbox"/>	D there are not enough homes
<input type="checkbox"/>	E a child was hungry
<input type="checkbox"/>	F a girl was scared
<input type="checkbox"/>	G a smile makes you happy

(Total for Question 4 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Volunteering at the Azgo Festival

- 5 In a podcast, Manuela talks about how to volunteer at the Azgo Festival in Mozambique.

What does she say?

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: To volunteer, you should...

<input type="checkbox"/>	A phone.
<input checked="" type="checkbox"/>	B apply online.
<input type="checkbox"/>	C apply by post.
<input type="checkbox"/>	D enquire in person.

- (i) For visitors to find you easily, you will...

<input checked="" type="checkbox"/>	A always be with other colleagues.
<input checked="" type="checkbox"/>	B work in just one area.
<input checked="" type="checkbox"/>	C wear special clothing.
<input checked="" type="checkbox"/>	D need a phone at all times.

- (ii) The brochure...

<input checked="" type="checkbox"/>	A is sent out before the event.
<input checked="" type="checkbox"/>	B tells you all you need to know.
<input checked="" type="checkbox"/>	C can be downloaded.
<input checked="" type="checkbox"/>	D includes two free tickets.

- (iii) Part of being a volunteer includes...

<input checked="" type="checkbox"/>	A cleaning up.
<input checked="" type="checkbox"/>	B recycling plastic.
<input checked="" type="checkbox"/>	C giving out programmes.
<input checked="" type="checkbox"/>	D washing glasses.

(Total for Question 5 = 3 marks)

Social media

6 Two Brazilian 16-year-olds are being interviewed on the radio about social media.

Listen to the recording and answer the following questions **in English**.

(a) What motivates Marisa to post photos and links on Facebook? (1)

(b) What does Marisa like about the comments on her blog? (1)

(c) Why does Carlos have a special interest in chatrooms? (1)

(d) How can you stay safe in chatrooms? Give **two** examples. (2)

(Total for Question 6 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A holiday to remember

- 7 A Brazilian radio programme interviewed Patrícia Poeta, a famous TV presenter, to talk about a holiday to remember.

Listen to the interview and answer the following questions **in English**.

(a) Why did Patrícia travel to the south of Brazil in the summer? (1)

(b) Why were Patrícia and her cousin always together? (1)

(c) How does Patrícia feel about city noise? (1)

(d) What would put an end to conversations between Patrícia and her cousin? (1)

(e) According to Patrícia, what should **not** have happened? (1)

(Total for Question 7 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Animal rights

- 8 You hear this discussion among some young people on a Portuguese radio phone-in.
Listen to the recording and put a cross ☒ in the correct box for each question.

Example: Carla thinks that before getting a dog you need to...

<input type="checkbox"/>	A check with the neighbours.
<input type="checkbox"/>	B choose the right breed.
<input type="checkbox"/>	C think about the vet's bills.
<input checked="" type="checkbox"/>	D have enough space.

- (a) (i) In order to help the association, it is **not** necessary to...

<input type="checkbox"/>	A be a member.
<input type="checkbox"/>	B volunteer.
<input type="checkbox"/>	C give a lot of money.
<input type="checkbox"/>	D adopt an animal.

- (ii) The Portuguese Association for Animal Rights wants to...

<input type="checkbox"/>	A be known in the Algarve.
<input type="checkbox"/>	B raise awareness.
<input type="checkbox"/>	C save animals from forest fires.
<input type="checkbox"/>	D focus only on caring for dogs.

- (iii) In the shop you can buy a wide range of...

<input type="checkbox"/>	A collars.
<input type="checkbox"/>	B beds.
<input type="checkbox"/>	C cages.
<input type="checkbox"/>	D toys.

(b) (i) By being a member you will not need to worry about...

<input type="checkbox"/>	A going on holiday.
<input type="checkbox"/>	B the cost of feed.
<input type="checkbox"/>	C exercising your pet.
<input type="checkbox"/>	D training your pet.

(ii) Sílvio gets angry when animals are left...

<input type="checkbox"/>	A alone.
<input type="checkbox"/>	B without shelter.
<input type="checkbox"/>	C with neighbours.
<input type="checkbox"/>	D without food.

(iii) Pet-minding services should be...

<input type="checkbox"/>	A more practical.
<input type="checkbox"/>	B easier to book.
<input type="checkbox"/>	C more common.
<input type="checkbox"/>	D cheaper.

(Total for Question 8 = 6 marks)

College of Catering and Tourism in Douro-Lamego

9 You hear this report on TV about the Escola de Hotelaria e Turismo do Douro-Lamego. Listen to the report and answer the following questions **in English**.

(a) (i) What benefits do students get from attending this school? Give **one** detail. (1)

(ii) What is the number of the graduates who started to work last year? (1)

(iii) How do students benefit from international exchanges? Give **two** details. (2)

(iv) What happens every year? (1)

(v) What is the advantage of the national competitions? (1)

The report continues.

(b) (i) In addition to cooking well, what does a good chef need to do? Give **two** details. (2)

(ii) What was the main reason a student received a prize? (1)

(iii) How can students keep improving? (1)

(Total for Question 9 = 10 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Cities in the future

10 You hear Dário talking about what he thinks cities in the future will look like.

Put a cross ☒ in each one of the **two** correct boxes for each question.

(i) What does Dário say about transport and traffic?

<input checked="" type="checkbox"/>	Example There will be no traffic jams.
<input type="checkbox"/>	A There will be fewer traffic lights.
<input type="checkbox"/>	B Transport will be environmentally friendly.
<input type="checkbox"/>	C Transport will be safer.
<input type="checkbox"/>	D Pedestrians will be safer.
<input type="checkbox"/>	E There will be more pedestrian crossings.

(ii) What does Dário say about quality of life?

<input type="checkbox"/>	A The population will fall.
<input type="checkbox"/>	B Green spaces will be under threat.
<input type="checkbox"/>	C There will be more green spaces.
<input type="checkbox"/>	D Buildings will look less attractive.
<input type="checkbox"/>	E There will be more peace.

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 50 MARKS

GCSE Portuguese Higher tier

Paper 1 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Portuguese script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied a Portuguese word or name.

SECTION A

Question number	Answer	Mark
1(a)	falador	(1)

Question number	Answer	Mark
1(b)	prepara	(1)

Question number	Answer	Mark
1(c)	bebidas	(1)

Question number	Answer	Mark
1(d)	notícias	(1)

Question number	Answer	Mark
1(e)	longe	(1)

Question number	Answer	Mark
2(a)	prático	(1)

Question number	Answer	Mark
2(b)	prático	(1)

Question number	Answer	Mark
2(c)	correto	(1)

Question number	Answer	Mark
2(d)	difícil	(1)

Question number	Answer	Mark
2(e)	fácil	(1)

SECTION B

Question number	Answer	Mark
3(i)	D	(1)

Question number	Answer	Mark
3(ii)	B	(1)

Question number	Answer	Mark
3(iii)	C	(1)

Question number	Answer	Mark
3(iv)	A	(1)

Question number	Answer	Mark
4	C, E, G	(3)

Question number	Answer	Mark
5(i)	C	(1)

Question number	Answer	Mark
5(ii)	B	(1)

Question number	Answer	Mark
5(iii)	A	(1)

Question number	Answer	Mark
6(a)	(her interest in) the environment	(1)

Question number	Answer	Mark
6(b)	she learns a lot from the answers (of other people)/she learns more	(1)

Question number	Answer	Mark
6(c)	he can chat/exchange ideas about science-fiction films/he can form relationships	(1)

Question number	Answer	Mark
6(d)	Any two of the following: protect your identity (1) protect the others' identity (1) never give your real name/telephone/address (1) never ask for real names/telephones/addresses (1)	(2)

Question number	Answer	Mark
7(a)	to spend her holiday with her grandmother (who was alone)/to keep company to her grandmother/ because her grandmother was alone	(1)

Question number	Answer	Mark
7(b)	they liked the same things/leisure activities	(1)

Question number	Answer	Mark
7(c)	she doesn't like it/ she likes to be away from it	(1)

Question number	Answer	Mark
7(d)	Any one of the following: when it was time to go home (1) grandmother saying it was time to go home (1)	(1)

Question number	Answer	Mark
7(e)	they shouldn't have lost contact	(1)

Question number	Answer	Mark
8(a)(i)	C	(1)

Question number	Answer	Mark
8(a)(ii)	B	(1)

Question number	Answer	Mark
8(a)(iii)	D	(1)

Question number	Answer	Mark
8(b)(i)	A	(1)

Question number	Answer	Mark
8(b)(ii)	A	(1)

Question number	Answer	Mark
8(b)(iii)	D	(1)

Question number	Answer	Reject	Mark
9(a)(i)	Any one of the following: training (in the tourism sector) (1) (learn/get/new) skills (to enter job market) (1)	provide training	(1)

Question number	Answer	Mark
9(a)(ii)	22	(1)

Question number	Answer	Mark
9(a)(iii)	share knowledge (1) improve their work (1)	(2)

Question number	Answer	Mark
9(a)(iv)	school hosts/receives teachers from abroad/other countries	(1)

Question number	Answer	Mark
9(a)(v)	Any one of the following: one learns to believe in oneself (1) you learn to believe in yourself (1) they learn to believe in themselves (1)	(1)

Question number	Answer	Mark
9(b)(i)	to know what kind of people are going to eat/taste the food (1) to be able to face problems (1)	(2)

Question number	Answer	Mark
9(b)(ii)	he managed/was able to turn a rice pudding into a healthy dessert/he created a healthy dessert/rice pudding	(1)

Question number	Answer	Mark
9(b)(iii)	by recognising their mistakes	(1)

Question number	Answer	Mark
10(i)	B, D	(2)

Question number	Answer	Mark
10(ii)	C, E	(2)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese General instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move next to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Portuguese Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR3
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If Candidate 1 has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection*	Teacher Selection
Candidate 1		→	→	HP7 (Theme 4)	→	→
		HR3 (Theme 2)		HP9 (Theme 5)		Theme 1 OR Theme 4
				HP1 (Theme 1)		Theme 3 OR Theme 5
				HP6 (Theme 3)		Theme 1 OR Theme 4
				HP4 (Theme 2)		Theme 4 OR Theme 5
Candidate 2		→	→	HP1 (Theme 1)	→	→
		HR7 (Theme 3)		HP10 (Theme 5)		Theme 1 OR Theme 2
				HP7 (Theme 4)		Theme 1 OR Theme 2
				HP5 (Theme 3)		Theme 4 OR Theme 5
				HP10 (Theme 5)		Theme 2 OR Theme 4
Candidate 3		HR1 (Theme 1)		HP3 (Theme 2)		Theme 3 OR Theme 5
				HP8 (Theme 4)		Theme 2 OR Theme 3
				HP7 (Theme 4)		Theme 3 OR Theme 5
				HP1 (Theme 1)		Theme 4 OR Theme 5
				HP10 (Theme 5)		Theme 1 OR Theme 3
Candidate 4		HR4 (Theme 2)		HP5 (Theme 3)		Theme 1 OR Theme 4
				HP9 (Theme 5)		Theme 2 OR Theme 3
				HP2 (Theme 1)		Theme 3 OR Theme 5
				HP4 (Theme 2)		Theme 1 OR Theme 5
				HP6 (Theme 3)		Theme 1 OR Theme 2
Candidate 5		HR9 (Theme 4)				

Candidate 6	HR6 (Theme 3)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP8 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP3 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP1 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5
Candidate 7	HR2 (Theme 1)	HP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 8	HR5 (Theme 2)	HP2 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
Candidate 9	HR8 (Theme 4)	HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		HP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP10 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 2 OR Theme 5
Candidate 10	HR10 (Theme 4)	HP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP10 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 2 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR1

Topic: Who am I?

Instructions to candidates

You are talking about your friends and family with your Portuguese friend. The teacher will play the part of the friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está a falar sobre a sua família e os seus amigos com um amigo português num café.

1. Relação com os seus familiares – descreva
2. Melhor amigo/a – descrição
3. !
4. ? Amigos – importância
5. ? Família e amigos – opinião

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

Paper Reference

1PG0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR1

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está a falar sobre a sua família e os seus amigos com um amigo português num café.

1	<i>Como é a sua relação com a sua família?</i> Allow the candidate to describe his/her relationship with his/her family.
2	<i>Descreva o/a seu/sua melhor amigo/a.</i> Allow candidate to describe his/her best friend.
3	<i>!</i> <i>O que é que fez recentemente com os seus amigos?</i> Allow the candidate to say what s/he has recently done with friends. <i>Give an appropriate brief response.</i>
4	<i>?</i> Allow the candidate to ask you about the importance of friends. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask your opinion of family and friends. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR2

Topic: Cultural life

Instructions to candidates

You are at the gym in a leisure centre in Cardiff speaking to a young Brazilian person you have met there. The teacher will play the part of the young Brazilian and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está no ginásio de um centro de lazer e tempos livres em Cardiff, à conversa com uma jovem brasileira que conheceu no centro.

1. Este centro de lazer – porquê
2. Exercício – razão
3. !
4. ? Exercício – com que frequência
5. ? Vida saudável – importância

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR2

Topic: Cultural life

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está no ginásio de um centro de lazer e tempos livres em Cardiff, à conversa com uma jovem brasileira que conheceu no centro.

1	<i>Porque é que vem a este centro de lazer?</i> Allow the candidate to say why s/he has come to the leisure centre.
2	<i>Porque é que é importante fazer exercício físico?</i> Allow the candidate to say why it is important to exercise.
3	<i>!</i> <i>O que é que fez até agora para se manter em forma?</i> Allow the candidate to describe what s/he has previously done to keep fit. <i>Give an appropriate brief response.</i>
4	<i>?</i> Allow the candidate to ask you how often you exercise. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask your opinion on living healthily. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR3

Topic: Town, region and country

Instructions to candidates

You are on holiday in Luanda, the capital of Angola, and go to the tourist office for some information about activities. The teacher will play the role of the employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está no posto de turismo em Luanda, a capital de Angola. Está a falar com o funcionário.

1. Atividades – informação
2. !
3. Atividade noturna preferida e razão
4. ? Restaurantes – recomendação
5. ? Último comboio – quando

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR3

Topic: Town, region and country

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está no posto de turismo em Luanda, a capital de Angola. Está a falar com o funcionário.

1	<i>Posso ajudá-lo/a?</i> Allow the candidate to ask for information on local activities. <i>Give an appropriate brief response.</i>
2	! <i>O que é que já fez durante as suas férias em Angola?</i> Allow the candidate to say what s/he has already done during the holidays in Angola. <i>Ah, interessante.</i>
3	<i>O que é que gosta de fazer à noite e porquê?</i> Allow the candidate to explain what s/he likes doing in the evening and why. <i>Muito bem.</i>
4	? Allow the candidate to ask for information on restaurants. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you the time of the last train. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates

You are on holiday in Lisbon and want to return an article of clothing at a shopping centre. The teacher will play the part of the shop assistant and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está num centro comercial em Lisboa. Quer devolver uma peça de roupa e está a conversar com o funcionário.

1. Devolução – item de roupa
2. Problema – descrição
3. !
4. ? Roupas – troca
5. ? Provadores – onde

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está num centro comercial em Lisboa. Quer devolver uma peça de roupa e está a conversar com o funcionário.

1	Como posso ajudá-lo/a? Allow the candidate to say s/he wishes to return an item of clothing.
2	Qual é o problema? Allow the candidate to say what the problem is.
3	! Entre a roupa que comprou recentemente, descreva-me a que tem usado mais. Allow the candidate to describe an item of clothing s/he has been wearing recently. Só um momento, por favor. Vou buscar um item de que vai gostar.
4	? Allow the candidate to ask you about the possibility of changing the item. Claro que sim.
5	? Allow the candidate to ask you where the changing rooms are. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR5

Topic: Holidays

Instructions to candidates

You are on holiday in Portugal with your family. You are at the information desk of a national museum. The teacher will play the role of the employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você dirige-se ao centro de informações de um museu nacional em Portugal. Fala com o funcionário.

1. Comprar bilhetes – número de pessoas
2. Jovens no museu – opinião
3. !
4. ? Exposição – recomendação
5. ? Loja de recordações do museu – onde

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Holidays

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você dirige-se ao centro de informações de um museu nacional em Portugal. Fala com o funcionário.

1	<i>Posso ajudá-lo/a?</i> Allow the candidate to ask for tickets for... (number of) people. <i>Com certeza.</i>
2	<i>Acho ótimo ver jovens no museu. O que lhe parece?</i> Allow the candidate to give his/her opinion about young people visiting museums.
3	<i>!</i> <i>O que é que já fez desde que chegou a Portugal?</i> Allow the candidate to say what s/he has done since arriving in Portugal. <i>Ah, estou a ver.</i>
4	<i>?</i> Allow the candidate to ask you to recommend an exhibition. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you the location of the museum's souvenir shop. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR6

Topic: School activities

Instructions to candidates

You are talking to your Brazilian exchange partner about extracurricular activities in each of your schools. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está a falar com uma amiga brasileira sobre atividades extracurriculares.

1. Atividades extracurriculares – usuais
2. Atividade extracurricular favorita – razão
3. !
4. ? Intercâmbios escolares – opinião
5. ? Último projeto escolar – tema

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR6

Topic: School activities

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está a falar com uma amiga brasileira sobre atividades extracurriculares.

1	<i>Em que atividades extracurriculares é que participa geralmente?</i> Allow the candidate to say what extracurricular activities s/he usually does.
2	<i>Qual é a sua atividade extracurricular favorita e porquê?</i> Allow the candidate to say what his/her favourite extracurricular activity is and why.
3	<i>!</i> <i>Gosto de visitas escolares. Fale-me da última visita escolar que fez.</i> Allow the candidate to describe the last school trip s/he went on. <i>Give an appropriate brief response.</i>
4	<i>?</i> Allow the candidate to ask your opinion of school exchanges. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you the theme of the last school project you were involved in. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR7

Topic: What school is like

Instructions to candidates

You are at a school in Porto during an exchange visit, talking to your exchange partner about school. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Está numa escola na cidade do Porto num intercâmbio entre escolas, a conversar com o aluno que o/a recebe.

1. Uniforme – descrição
2. Exames – utilidade para aprender
3. !
4. ? Deveres de casa – importância
5. ? Regras de disciplina aqui – opinião

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR7

Topic: What school is like

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Está numa escola na cidade do Porto num intercâmbio entre escolas, a conversar com o aluno que o/a recebe.

1	<p><i>Como é o uniforme na sua escola?</i></p> <p>Allow the candidate to talk about his/her school uniform.</p> <p><i>Nós não temos, mas os nossos exames são difíceis.</i></p>
2	<p><i>No entanto, penso que os exames nos ajudam a melhorar. O que é que acha?</i></p> <p>Allow the candidate to give his/her opinion on how useful exams are.</p>
3	<p><i>!</i></p> <p><i>Como é que se preparou para o último exame que fez?</i></p> <p>Allow the candidate to tell you how s/he prepared for his/her last exam.</p> <p><i>Give an appropriate brief response.</i></p>
4	<p><i>?</i></p> <p>Allow the candidate to ask you about the importance of homework.</p> <p><i>Give an appropriate brief response.</i></p>
5	<p><i>?</i></p> <p>Allow the candidate to ask you for your opinion of the discipline in your school.</p> <p><i>Give an appropriate brief response.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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STIMULUS HR8

Topic: Work

Instructions to candidates

You are looking for a summer job at a shopping centre in London that has a lot of Portuguese-speaking customers. You speak to one of the managers at the shopping centre on the phone. The teacher will play the role of the manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

***Você está à procura de um trabalho de verão num centro comercial em Londres.
Está ao telefone com o gerente brasileiro.***

1. Tipo de trabalho procurado
2. Trabalhar neste centro comercial – razão
3. !
4. ? Trabalho – salário
5. ? Data de início

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

Paper Reference

1PG0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR8

Topic: Work

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está à procura de um trabalho de verão num centro comercial em Londres. Está ao telefone com o gerente brasileiro.

1	<i>Como posso ajudá-lo/a?</i> Allow the candidate to say what type of work s/he is interested in.
2	<i>Por que é que quer trabalhar aqui?</i> Allow the candidate to say why s/he wants to work in the shopping centre.
3	<i>!</i> <i>Precisamos de jovens que saibam trabalhar com computadores. Que uso tem feito do computador?</i> Allow the candidate to tell you how good they are with computers. <i>Temos o trabalho ideal para si.</i>
4	<i>?</i> Allow the candidate to ask you how much the job pays. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask about the start date. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR9

Topic: Ambitions

Instructions to candidates

You are on holiday in Portugal and want to become a volunteer at an organisation which cleans beaches. You speak to the organiser. The teacher will play the role of the organiser and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está de férias em Portugal e quer ser voluntário/a numa organização que limpa as praias. Fala com o responsável.

1. Voluntariado – porquê
2. Trabalhar com outras pessoas – opinião
3. !
4. ? Voluntários – idade
5. ? Início

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

Paper Reference

1PG0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR9

Topic: Ambitions

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está de férias em Portugal e quer ser voluntário/a numa organização que limpa as praias. Fala com o responsável.

1	<i>Porque é que quer ser voluntário/a?</i> Allow the candidate to state why s/he wants to be a volunteer.
2	<i>O que é que pensa sobre o trabalho em equipa?</i> Allow the candidate to say what s/he thinks about teamwork.
3	<i>!</i> <i>É importante ajudar a comunidade. Fale-me de uma boa ação que já fez pelos outros.</i> Allow the candidate to tell you something s/he has done to help others. <i>Muito bem.</i>
4	<i>?</i> Allow the candidate to ask how old volunteers are. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you when s/he can start. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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- Dictionaries and other resources are **not** allowed at any time.
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- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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STIMULUS HR10

Topic: Using languages beyond the classroom

Instructions to candidates

You are serving dinner at a local hotel during the summer and you speak to an Angolan tourist.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Você está a servir o jantar num hotel local e conversa com um turista angolano.

1. A sua região – opinião
2. Atividade de fim de semana – recomendação
3. !
4. ? Tomar nota do pedido
5. ? Alergias

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR10

Topic: Using languages beyond the classroom

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Você está a servir o jantar num hotel local e conversa com um turista angolano.

1	<i>O que é que acha da sua região?</i> Allow the candidate to say what s/he thinks about the area.
2	<i>O que é que me recomenda fazer este fim de semana?</i> Allow the candidate to recommend an activity for the weekend.
3	! <i>O que é que fez nas férias do verão passado?</i> Allow the candidate to say what s/he did during the last summer holidays. <i>Give an appropriate brief response.</i>
4	? Allow the candidate to ask you what you would like to order. <i>Não sou capaz de escolher.</i>
5	? Allow the candidate to ask if you have any food allergies. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP1

Topic: Daily life



(Source: © RooM the Agency/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- o que pensa sobre as redes sociais
- como a tecnologia tem sido útil para si recentemente
- de que forma a tecnologia irá ajudar as pessoas no futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP1

Topic: Daily life



(Source: © RooM the Agency/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Eu penso que as redes sociais são essenciais. O que é que acha?

[Porquê (Porque não)?/Algo mais?]

3. Fale-me de uma situação em que a tecnologia lhe foi útil recentemente.

[Algo mais?]

4. No futuro, como irá a tecnologia ajudar as pessoas, no seu ponto de vista?

[Porquê?/Algo mais?]

5. Na sua opinião quais são as desvantagens da tecnologia?

[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: Who am I?



(Source: © oneinchpunch/Shutterstock)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a importância de ter bons amigos
- o que fez recentemente com os seus amigos
- projeto futuro na escola com os seus amigos
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP2

Topic: Who am I?



(Source: © oneinchpunch/Shutterstock)

1. Descreva esta foto.

[Algo mais?]

2. Eu acredito que ter bons amigos é importante. O que é que acha?

[Porquê (Porque não)?/Algo mais?]

3. Conte-me a sua última saída com os seus amigos.

[Algo mais?]

4. Fale-me de um projeto que irá fazer na escola com os seus amigos.

[Algo mais?]

5. O que é que pensa de fazer amigos fora da escola?

[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP3

Topic: Town, region and country



(Source: © Kumar Sriskandan/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre visitar pontos turísticos
- um sítio na sua área local que tenha visitado recentemente
- gostaria de viver num outro país no futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP3

Topic: Town, region and country



(Source: © Kumar Sriskandan/Alamy Stock Photo)

1. Descreva esta foto.
[Algo mais?]
2. Eu gosto de visitar pontos turísticos. E você?
[Porquê (Porque não)?/Algo mais?]
3. Fale-me de um sítio na sua região que tenha visitado recentemente.
[Algo mais?]
4. Gostaria de viver num outro país, no futuro?
[Porquê?/Algo mais?]
5. É melhor viver na cidade ou no campo?
[Porquê?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- Dictionaries and other resources are **not** allowed at any time.
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- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
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Pearson

STIMULUS HP4

Topic: Holidays



(Source: © robertharding/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre as férias à beira-mar ou nas montanhas
- algo de interessante que fez nas últimas férias
- onde gostaria de ir de férias no próximo ano
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP4

Topic: Holidays



(Source: © robertharding/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Eu prefiro as férias na montanha. O que é que mais gosta, férias na montanha ou na praia?

[Porquê (Porque não)?/Algo mais?]

3. Fez algo de interessante nas últimas férias? Fale-me sobre isso.

[Algo mais?]

4. Onde é que irá de férias no próximo ano?

[Porquê?/Algo mais?]

5. Prefere ir de férias com amigos ou com a família?

[Porquê?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

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Pearson

STIMULUS HP5

Topic: School activities



(Source: © Lee Snider Photo Images)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre visitas escolares ao estrangeiro
- algo que aprendeu numa visita escolar
- um evento que a sua turma vai organizar no futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
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- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP5

Topic: School activities



(Source: © Lee Snider Photo Images)

1. Descreva esta foto.

[Algo mais?]

2. Eu penso que as visitas escolares ao estrangeiro são importantes. Está de acordo?

[Porquê (Porque não)?/Algo mais?]

3. Fale-me de algo que tenha aprendido numa visita escolar.

[Algo mais?]

4. Que tipo de evento irá a sua turma organizar no futuro?

[Porquê?/Algo mais?]

5. Considera boa ideia participar num intercâmbio escolar?

[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

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STIMULUS HP6

Topic: What school is like



(Source: © PhotoAlto/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre o uso de computadores na escola
- o seu uso da internet na semana passada
- os seus planos para a escola para o próximo ano
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
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Pearson

STIMULUS HP6

Topic: What school is like



(Source: © PhotoAlto/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Acredito que usamos demasiado os computadores na escola. O que pensa?

[Porquê (Porque não)?/Algo mais?]

3. Para que é que usou a internet na semana passada?

[Algo mais?]

4. O que é que vai fazer na escola no próximo ano?

[Porquê?/Algo mais?]

5. O que é que mais gosta na vida escolar?

[Porquê?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
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Paper Reference

1PG0/2H

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STIMULUS HP7

Topic: Ambitions



(Source: © Ammentorp Photography/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- opinião sobre ser responsável na escola
- o seu emprego de sonho quando era mais novo/a
- planos para o fim do ano escolar
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

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Pearson

STIMULUS HP7

Topic: Ambitions



(Source: © Ammentorp Photography/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Os alunos devem ser muito responsáveis nas suas tarefas escolares. O que é que pensa?

[Porquê (Porque não)?/Algo mais?]

3. Que trabalho sonhava ter quando era mais novo/a?

[Porquê?/Algo mais?]

4. Quais são os seus planos para o fim do ano escolar?

[Porquê?/Algo mais?]

5. Acha bem começar a trabalhar assim que se termina a escola secundária?

[Porquê (Porque não)?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
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Pearson

STIMULUS HP8

Topic: Work



(Source: © imageBROKER/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- opinião sobre trabalhar ao fim de semana
- o tipo de tarefas em grupo em que já participou na escola, em casa ou no local de trabalho
- opinião sobre a utilização da língua portuguesa num trabalho no futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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Pearson

STIMULUS HP8

Topic: Work



(Source: © imageBROKER/Alamy Stock Photo)

1. Descreva esta foto.
[Algo mais?]
2. Eu penso que trabalhar ao fim de semana é boa ideia. O que é que lhe parece?
[Porquê (Porque não)?/Algo mais?]
3. Em que tarefas de grupo já participou na escola, em casa ou num local de trabalho?
[Algo mais?]
4. Como é que poderia usar a língua portuguesa num futuro emprego?
[Porquê (Porque não)?/Algo mais?]
5. Qual é o trabalho ideal na sua opinião?
[Porquê?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

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Instructions

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STIMULUS HP9

Topic: Bringing the world together



(Source: © Halfpoint/Shutterstock)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre concertos
- um evento especial em que tenha participado
- uma atuação que gostaria de ver no futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
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Paper Reference

1PG0/2H

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Instructions

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Pearson

STIMULUS HP9

Topic: Bringing the world together



(Source: © Halfpoint/Shutterstock)

1. Descreva esta foto.

[Algo mais?]

2. Eu penso que os concertos são importantes. O que é que lhe parece?

[Porquê (Porque não)?/Algo mais?]

3. Fale-me de um evento especial em que tenha participado.

[Algo mais?]

4. Fale-me de uma atuação que gostaria de ver no futuro.

[Porquê (Porque não)?/Algo mais?]

5. Ser famoso é ótimo. Qual é a sua opinião?

[Porquê?/Algo mais?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

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STIMULUS HP10

Topic: Environmental issues



(Source: © Image Source Plus/Alamy Stock Photo)

Olhe para a foto e prepare-se para falar sobre o seguinte:

- descrição da foto
- a sua opinião sobre a importância de reciclar
- algo positivo que fez pelo meio ambiente
- o que irá fazer no futuro para poupar energia
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 2: Speaking in Portuguese

Task 1: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1PG0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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Pearson

STIMULUS HP10

Topic: Environmental issues



(Source: © Image Source Plus/Alamy Stock Photo)

1. Descreva esta foto.

[Algo mais?]

2. Eu penso que é importante reciclar. O que é que lhe parece?

[Porquê (Porque não)?/Algo mais?]

3. Quando é que fez algo positivo pelo meio ambiente? Fale-me sobre isso.

[Algo mais?]

4. O que é que vai fazer no futuro para poupar energia?

[Algo mais?]

5. Acha que todos deveríamos usar transportes públicos?

[Porquê (Porque não)?/Algo mais?]

GCSE Portuguese Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

Formal register: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, *você* with a verb conjugated in the third person singular is accepted in both formal and informal contexts. However, *tu* with a verb conjugated in the second person singular is only acceptable in informal contexts.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 1 (HR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

Higher card 1 (HR1)

Está a falar sobre a sua família e os seus amigos com um amigo português num café.

Prompt 1: Relação com os seus familiares - descreva

Question 1: Como é a sua relação com a sua família?

Mark	Descriptor	
0	Viver com família.	Pai e mãe.
	No rewardable communication. The response is completely inappropriate because it does not answer the question about the relationship.	No rewardable communication. The candidate has not given any information about the relationship with his/her family members.
1	Eu gosto muito dos meus parentes.	Damo-nos mau.
	The use of the false friend "parentes" instead of "pais" means communication is only partially clear.	Mispronunciation of "mal" as "mau" impedes clarity of communication.
2	Dou-me muito bem com a minha família porque conversamos muito e fazemos coisas juntos. Gostamos de todos.	Dou-me bem com a minha família mas, às vezes, os meus pais chatearem-me.
	Clearly communicated, despite the inadequate phrasing of the final sentence.	Clearly communicated, despite the inappropriate conjugation of the verb.

Prompt 2: Melhor amigo/a – descrição

Question 2: Descreva o/a seu/sua melhor amigo/a.

Mark	Descriptor	
0	É nice.	Millor amigo.
	No rewardable communication because the candidate has used the English word "nice" instead of "simpático".	Highly ambiguous. Inaccurate pronunciation prevents communication.
1	Meu amigo inteligente e faz-me rir.	Ela é o meu melhor amiga porque ele é simpática.
	Communication is only partially clear due to the inaccurate pronunciation of "inteligente" as "intelgente", as well as the lack of the verb to be.	Communication is partially clear due to a lack of gender agreement.
2	O meu melhor amigo é inteligente, faz-me rir, é simpático e posso contar com ele.	O meu melhor amigo é generoso e muito divertido.
	Clearly communicated and complete response to the prompt.	Clearly communicated and complete response to the prompt.

Prompt 3: !**Question 3: O que é que fez recentemente com os seus amigos?**

Mark	Descriptor	
0	Amanhã cinema.	Foi divertido.
	No rewardable communication: the use of the future timeframe in the response means it does not answer the question being asked.	No rewardable communication: the student has given an opinion instead of stating an activity, as required by the question.
1	Ontem vou ao cinema.	Gostamos do cinema.
	Communication is only partially clear due to the past timeframe in "ontem" contradicting the verb tense of "vou", which is conjugated in the present.	The candidate has not directly answered the question. However the meaning can be understood within the context of the role play.
2	No fim de semana passado fui ao cinema com os meus amigos. Foi divertido.	Fomos passear na parque.
	Clearly communicated.	Unambiguous, even with the incorrect use of the preposition "na" instead of "no".

Prompt 4: ? Amigos – importância

Mark	Descriptor	
0	Tens amigos?	Importantes... amigos.
	No rewardable communication. The candidate has not asked the required question.	Highly ambiguous. The candidate has simply adapted the words on the prompt of the candidate card to make the statement "Importantes... amigos".
1	Que é a importância dos amigos?	Amigos são importantes?
	The question conveys the information required. However, it is ambiguous because it is poorly expressed.	Partially clear due to incorrect word order.
2	Porque é que é importante ter amigos?	Eu acho que ter amigos é muito importante. O que é que achas?
	Clearly communicated. This response is unambiguous and complete.	The response is clearly communicated and complete.

Prompt 5: ? Família e amigos – opinião

Mark	Descriptor	
0	Tens família? Amigos?	Gosto dos meus amigos.
	No rewardable communication. The candidate has not asked the required question.	No rewardable communication. The candidate has made a statement, rather than asking a question.
1	Dás-te bem com a tua família e amigos?	Considera que a família e os amigos são deveras importantes?
	The candidate has not asked the teacher's opinion on family and friends. However, the question has some relevance as it asks if the teacher gets along with his/her family and friends.	Partially appropriate within the context of the role play due to the use of formal register instead of informal register.
2	O que é que achas dos teus amigos e da tua família?	Eu acho que ter família e amigos é importante. Qual é a tua opinião?
	Clearly communicated. Has asked a clear and appropriate question.	Clearly communicated.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions effectively and gives justification which is mostly developed.• Pronunciation and intonation are intelligible and predominantly accurate.
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses.• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions with ease and gives fully-developed justification.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.
5–6	<ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.• Responses are coherent, any errors do not hinder the clarity of the communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate.
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.Occasionally able to initiate and develop responses independently but regular prompting needed.Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
4–6	<ul style="list-style-type: none">Responds spontaneously to some questions, interacting naturally for parts of the conversation.Sometimes able to initiate and develop the conversation independently, some prompting needed.Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.
7–9	<ul style="list-style-type: none">Responds to most questions spontaneously, resulting in mostly natural interaction.Mostly able to initiate and develop the conversation independently.Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	<ul style="list-style-type: none">Responds spontaneously and with ease to questions, resulting in natural interaction.Consistently able to initiate and develop the conversation independently.Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
4–6	<ul style="list-style-type: none"> Manipulates grammatical structures with occasional variation, complex structures used but repetitive. Generally accurate grammatical structures, generally successful references to past, present and future events. Generally coherent speech although errors occur that sometimes hinder clarity of communication.
7–9	<ul style="list-style-type: none"> Manipulates a variety of grammatical structures, some variety of complex structures. Predominantly accurate grammatical structures, mostly successful references to past, present and future events. Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.
10–12	<ul style="list-style-type: none"> Manipulates a wide variety of grammatical structures, frequent use of complex structures. Consistently accurate grammatical structures, consistently successful references to past, present and future events. Fully coherent speech; any errors do not hinder the clarity of the communication.

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 3: Reading and understanding in Portuguese

Higher Tier

Sample assessment material for first teaching
September 2018

Time: 1 hour

Paper Reference

1PG0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Portuguese.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question* – *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

An international event

1 Read the blog post below.



Em setembro há um festival de música internacional com o objetivo de juntar jovens músicos sul-americanos para celebrar a música dos diferentes países.

No ano passado, o festival decorreu no sul do Brasil, mas este ano irá mudar-se para o norte. O festival começou em 2012 com cinco grupos, mas agora a organização convidou mais de vinte.

Não está sempre calor nesta região do Brasil, por isso, para os visitantes há mais do que uma opção: acampar, claro, ou passar o tempo de maneira mais confortável num hotel, apesar de ser mais caro.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where will the festival be held this year? (1)

(b) How many groups will there be? (1)

(c) What will the weather probably be like? (1)

(Total for Question 1 = 3 marks)

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Aventuras de Xisto by Lúcia Machado de Almeida

2 Read the extract from the text. In a far away kingdom two boys set off for an adventure in the countryside.

Certa manhã, Xisto e Bruzo saíram pelo mato à procura de frutos silvestres.

Tanto andaram que ficaram com fome e resolveram entrar numa gruta. Estavam acabando a merenda quando ouviram um ruído de passos. Alguém se aproximava e, por isso, esconderam-se rapidamente.

De imediato, surgiu uma extravagante figura com uma capa negra e de gola levantada. Tinha ainda um grande chapéu preto que cobria o rosto. Colocou num canto, ao fundo, uma pequena caixa. Olhou à volta e saiu com ar suspeito.

- Aquele sujeito parece bruxo! – exclamou Xisto. – Você não viu o jeitão dele?
- Vamos desvendar o mistério e espreitar o que está naquela caixa! respondeu Bruzo, de olhos arregalados.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Why did the boys go into a cave? (1)

(b) What noise did they hear? (1)

(c) Give **one** detail that made Xisto think the figure was a witch. (1)

(d) What action did they take in the end? (1)

(Total for Question 2 = 4 marks)

When I was young

3 Read what these two people have written about their childhoods.

João: Na minha família éramos muitos e fazíamos grandes festas. Enquanto os nossos pais conversavam, as crianças jogavam na rua todo o dia. Nós andávamos de bicicleta sem capacete e só voltávamos, esfomeados, à hora do lanche. Como não havia telemóveis, ninguém nos podia localizar.

Luísa: A minha mãe passava muito tempo comigo, visto que ela não tinha de se dividir entre tarefas múltiplas. As responsabilidades estavam muito bem divididas: o meu pai na fábrica e a minha mãe em casa. Os meus outros familiares viviam muito perto de mim e eu adorava estar com os meus primos, nós líamos muito e nunca nos aborrecíamos porque também tínhamos muitos jogos para nos divertirmos: xadrez, damas e outros.

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) What does João say about the size of his family? (1)
-
- (b) What did the parents do while João and the other children played? (1)
-
- (c) What prompted João and the other children to go back home? (1)
-
- (d) Why was Luísa's mother able to spend a lot of time with her? (1)
-
- (e) What was Luísa's relationship with her cousins like? (1)
-

(Total for Question 3 = 5 marks)

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Os calções verdes do Bruno by Ondjaki

4 Read the extract from the literary text about a young boy's transformation.

Até a professora ficou surpreendida e interrompeu a aula quando o Bruno entrou na sala. No intervalo, em vez de irmos todos brincar a correr, cada um ficou só surpreendido a passar perto do Bruno. A antiga blusa vermelha tinha sido substituída por uma camisa verde. Mas o mais espantoso era o Bruno não trazer os calções dele verdes justos com duas barras brancas de lado. A pele cheirava a sabonete azul limpo, o cabelo lavado e cheio de gel. Até os óculos estavam limpos. Tortos mas limpos.

Eu era grande amigo do Bruno e mesmo assim não consegui entender aquela transformação. Olhei o pátio onde as meninas brincavam. Na porta, a luz iluminava a cara espantada da Romina. Eu olhava a Romina, o sol e o Bruno também.

Já toda a gente sabia menos eu. Havia uma explicação para tanto banho. Parece que o Bruno estava apaixonado pela Romina.

Put a cross ☒ in the correct box.

Example: The person who is speaking in the first paragraph is probably...

<input type="checkbox"/>	A Bruno.
<input type="checkbox"/>	B a girl.
<input type="checkbox"/>	C Romina.
<input checked="" type="checkbox"/>	D Bruno's best friend.

(i) The teacher was so astonished that...

<input type="checkbox"/>	A Bruno walked out.
<input type="checkbox"/>	B she didn't see Bruno.
<input type="checkbox"/>	C she suspended the lesson.
<input type="checkbox"/>	D she asked Bruno to go home.

(ii) During break that day the boys...

<input type="checkbox"/>	A played football.
<input type="checkbox"/>	B admired Bruno.
<input type="checkbox"/>	C played with Bruno.
<input type="checkbox"/>	D had running competitions.

(iii) Before, Bruno used to wear...

<input type="checkbox"/>	A a green shirt.
<input type="checkbox"/>	B blue shorts.
<input type="checkbox"/>	C a red jumper.
<input type="checkbox"/>	D a red shirt.

(iv) Although Bruno made a big impression...

<input type="checkbox"/>	A his glasses were still crooked.
<input type="checkbox"/>	B his glasses were ugly.
<input type="checkbox"/>	C he had blue soap in his hair.
<input type="checkbox"/>	D his shorts were dirty.

(v) Everyone was saying that...

<input type="checkbox"/>	A Romina was in love.
<input type="checkbox"/>	B Romina smelled of perfume.
<input type="checkbox"/>	C Bruno had feelings for Romina.
<input type="checkbox"/>	D I was in love.

(Total for Question 4 = 5 marks)

The value of university

- 5 Read this online magazine article, where young people talk about going straight to university from school.

Vale a pena ir diretamente para a Universidade a seguir ao liceu?

A Joana pensa que entre os pais dos adolescentes portugueses é frequente existir um preconceito: se não vais para a universidade após terminar o liceu, então no futuro vais ter um mau emprego. Mas frequentemente os jovens simplesmente não sabem nessa altura o que querem fazer no futuro. Além disso, a maioria dos pais acha que só algumas licenciaturas têm boas saídas profissionais, o que complica ainda mais a vida dos jovens.

Por sua vez, o Francisco refere que no Ocidente se considera absolutamente normal passar um ano no estrangeiro depois de terminar a escola. Em Inglaterra, por exemplo, muitos alunos fazem voluntariado no estrangeiro.

Já o Pedro pensa que esse período de tempo é ideal para obter experiência de vida valiosa, encontrar-se a si mesmo e decidir qual será a especialização ideal na sua carreira futura.

Contudo, a Ana não tem tanta certeza. Ela acredita que um ano inteiro sem educação pode ser perigoso. A questão é que podemos esquecer praticamente tudo num ano – e lá teríamos que voltar a aprender tudo de novo.

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Who says what? Choose the correct answer from **Joana**, **Francisco**, **Pedro** or **Ana**.

Example: **Joana** thinks that young people's lives are complicated.

- (a) is worried you can forget everything after a year out of education. (1)
- (b) points out that in the West a year abroad after finishing school is normal. (1)
- (c) says some parents think that going straight to university is important to get a good job. (1)
- (d) thinks that having a year out between school and university gives you valuable life experience. (1)

Answer the following questions **in English**.

(e) According to the text, what important decision can a year abroad help you make? (1)

(f) Why do some Portuguese parents encourage their children to choose certain degrees? (1)

(Total for Question 5 = 6 marks)

Football matches

6 Read this magazine article about behaviour during football matches.

Nas bancadas de muitos estádios, a grande maioria dos fãs encorajará a sua equipa. Mas noutros, uma pequena minoria de apoiantes violentos, também estará lá. Para estes últimos, o futebol, como desporto em si, não lhes importa muito.

A violência no futebol é um problema considerável. No Brasil, tem havido numerosos conflitos entre os fãs do Flamengo e do Fulminense. Vários espetadores chegaram a lançar latas de cerveja durante um jogo. Estes atos são tão extremos que algumas pessoas sofreram ferimentos sérios em diferentes partes do mundo.

Agora, há mais legislação para castigar os criminosos, também há cada vez mais investigações sobre o tema e as pessoas sentem-se mais seguras nos estádios. No entanto, apesar de todos estes esforços, a violência não diminuiu.

Um dos problemas é que quase ninguém tem coragem para falar publicamente sobre os fãs violentos. Muitas pessoas sabem quem eles são, mas jamais lhes apontariam o dedo. Diz-se que, às vezes, até a polícia costuma olhar para o outro lado quando estes incidentes ocorrem.

Os especialistas dizem que eliminar totalmente este problema não será fácil mas que se pode conseguir se todos se puserem do mesmo lado: jogadores, dirigentes, fãs, jornalistas e polícias.

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(i) What does the article tell us?

Put a cross next to each one of the the **three** correct boxes.

(3)

<input checked="" type="checkbox"/>	Example Many fans go to support their teams.
<input type="checkbox"/>	A Some spectators are not interested in the actual match.
<input type="checkbox"/>	B There are now more laws against hooliganism.
<input type="checkbox"/>	C Alcohol has been banned from football matches.
<input type="checkbox"/>	D There are more football hooligans in the stadium.
<input type="checkbox"/>	E People are too frightened to name football hooligans.
<input type="checkbox"/>	F There is not enough research done on football violence.
<input type="checkbox"/>	G Fans often throw stones during matches.

Answer the following questions **in English**. You do not need to write in full sentences.

(ii) What observation is made about the police at football matches?

(1)

(iii) According to the article, how could football hooliganism be solved?

(1)

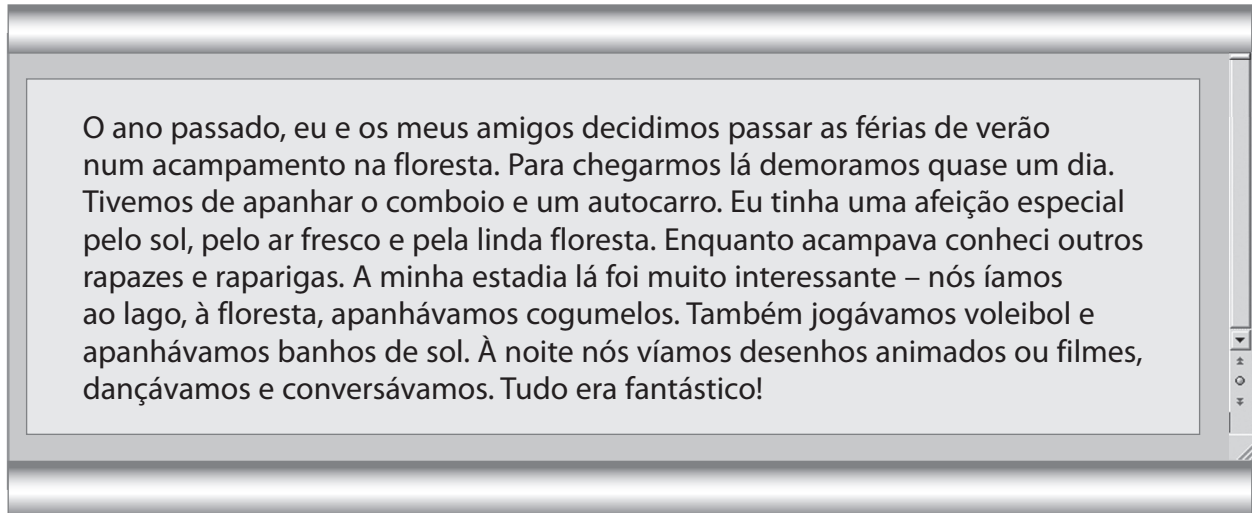
(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Férias de verão

7 Leia blog do Emílio sobre as suas férias de verão.



Coloca uma cruz na caixa correta.

Exemplo: As férias foram...

<input type="checkbox"/>	A há um mês.
<input type="checkbox"/>	B há duas semanas.
<input type="checkbox"/>	C há dois dias.
<input checked="" type="checkbox"/>	D há um ano.

(i) O parque de campismo era...

<input type="checkbox"/>	A no campo.
<input type="checkbox"/>	B na cidade.
<input type="checkbox"/>	C junto ao rio.
<input type="checkbox"/>	D na praia.

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(ii) Para chegar ao acampamento, o Emílio...

<input type="checkbox"/>	A usou transporte privado.
<input type="checkbox"/>	B foi com o seu amigo de carro.
<input type="checkbox"/>	C usou transporte público.
<input type="checkbox"/>	D viajou de bicicleta.

(iii) O tempo esteve...

<input type="checkbox"/>	A péssimo.
<input type="checkbox"/>	B frio.
<input type="checkbox"/>	C bom.
<input type="checkbox"/>	D nublado.

(iv) À noite eles...

<input type="checkbox"/>	A faziam desporto.
<input type="checkbox"/>	B ficavam no acampamento.
<input type="checkbox"/>	C brigavam.
<input type="checkbox"/>	D nadavam.

(v) As férias no campismo foram...

<input type="checkbox"/>	A um pesadelo.
<input type="checkbox"/>	B muito caras.
<input type="checkbox"/>	C sem interesse.
<input type="checkbox"/>	D muito agradáveis.

(Total for Question 7 = 5 marks)

Protege o nosso planeta

8 Leia esta informação sobre projetos ambientais.

Projeto Rio
Durante este agosto uma equipa vai limpar o rio local.
Vais precisar de calças impermeáveis. Apenas para gente que sabe nadar bem.
Não é adequado para menores de dezasseis anos.

Projeto Praia
A primavera é o tempo perfeito para limpar a nossa praia.
Trabalhando sozinho vais recolher todo o tipo de lixo.
Para a tua segurança, tens que ter mais de catorze anos.

Projeto Bosque
Estás preocupado com os habitats da fauna local?
Durante o outono vamos trabalhar no bosque,
limpando a área e plantando árvores para ajudar as diferentes espécies.

Projeto Cidade
Em dezembro vamos limpar o lixo das ruas em preparação para o Natal.
Também há atividades especiais para os mais pequenos.

Qual é o projeto ideal? Escolha entre **Rio**, **Praia**, **Bosque** ou **Cidade**. Pode usar as palavras mais de uma vez.

Exemplo: Só pode ajudar em maio ou abril: Praia

- (a) Nada sem problema: (1)
- (b) Não gosta de trabalhar com outras pessoas: (1)
- (c) Tem dois irmãos de cinco e seis anos: (1)
- (d) Está interessado/a em proteger os animais: (1)
- (e) Vai precisar de roupa especial: (1)

(Total for Question 8 = 5 marks)

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QUESTION 9 BEGINS ON THE NEXT PAGE.

Oportunidades de voluntariado em Cabo Verde

- 9 Leia este anúncio na página web do Projeto Cabo Verde.

O Projeto Cabo Verde (PCV), um evento anual, regressa pela sexta vez consecutiva, com um novo grupo de voluntárias para trabalhar com os habitantes do arquipélago africano.

Este é um projeto de voluntariado internacional para a cooperação entre Portugal e os países africanos. Por exemplo, há dois anos atrás foi remodelado precisamente por estudantes universitárias e jovens profissionais portuguesas. Resultou da colaboração entre várias associações portuguesas e a comunidade local Cabo-Verdiana.

O seu plano de ação desenvolveu-se tendo em conta três áreas do desenvolvimento social: educação e formação, saúde e ambiente.

As voluntárias do PCV vão liderar uma variedade de atividades que vão decorrer durante duas semanas do mês de agosto na cidade da Praia. Primeiro, vão ensinar Inglês aos agentes de turismo. Depois, vão promover o respeito pelas tartarugas marinhas visto que os turistas têm vindo a danificar os seus ovos. Finalmente, vão prestar cuidados básicos de saúde à população.

O Projeto é uma resposta às necessidades locais. A longo prazo, pretende que os habitantes tenham as ferramentas para que se tornem líderes locais e tomem melhores decisões para desenvolver Cabo Verde.

Ao mesmo tempo, PCV também pretende dar às suas voluntárias a oportunidade de ganhar experiência de trabalho nas áreas da educação, saúde e ambiente.

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Responda às perguntas **em português**. Não é necessário escrever frases completas.

(a) Há quantos anos é que o projeto PCV opera em Cabo Verde? (1)

(b) De que forma Portugal contribuiu recentemente para o projeto? (1)

(c) Como é que os voluntários ajudam a melhorar as competências linguísticas dos locais? (1)

(d) Quais são os dois objetivos que o projeto espera alcançar em Cabo Verde no futuro? (2)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage **into English**.

Todos os jovens portugueses têm um smartphone. O telefone também pode ser útil nas atividades escolares. Podes, por exemplo, encontrar informação sobre uma personalidade histórica ou traduzir uma palavra. No entanto, as escolas portuguesas não aplicam todas as mesmas regras: algumas proibiram os alunos de os usar na sala de aula, enquanto outras permitem-no.

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(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Portuguese Higher tier

Paper 3 mark scheme

SECTION A

Question number	Answer	Mark
1(a)	north (of Brazil)	(1)

Question number	Answer	Mark
1(b)	more than twenty	(1)

Question number	Answer	Mark
1(c)	bad (also accept: not great, mixed, not always fine, not sunny, rainy)	(1)

Question number	Accept	Mark
2(a)	they were hungry/they wanted to eat	(1)

Question number	Answer	Mark
2(b)	footsteps	(1)

Question number	Answer	Reject	Mark
2(c)	Accept one answer from: - covered by a black cape - (face was covered by) a big hat - his manner/way - he looked suspicious - how he looked	extravagant figure	(1)

Question number	Answer	Mark
2(d)	to open the box/see what was in the box	(1)

Question number	Answer	Mark
3(a)	it is/was big/large/has/had a lot of people	(1)

Question number	Answer	Mark
3(b)	chatted/talked	(1)

Question number	Answer	Mark
3(c)	hunger/(they were) hungry/starving/tea/snack/supper time/meal/food	(1)

Question number	Answer	Mark
3(d)	she didn't go to work/she stayed at home	(1)

Question number	Accept	Reject	Mark
3(e)	good/positive/great/fun	boring	(1)

Question number	Answer	Mark
4(i)	C	(1)

Question number	Answer	Mark
4(ii)	B	(1)

Question number	Answer	Mark
4(iii)	D	(1)

Question number	Answer	Mark
4(iv)	A	(1)

Question number	Answer	Mark
4(v)	C	(1)

Question number	Answer	Mark
5(a)	Ana	(1)

Question number	Answer	Mark
5(b)	Francisco	(1)

Question number	Answer	Mark
5(c)	Joana	(1)

Question number	Answer	Mark
5(d)	Pedro	(1)

Question number	Answer	Mark
5(e)	your (future) (ideal) career/specialty	(1)

Question number	Answer	Mark
5(f)	Not all degrees will result in good jobs	(1)

Question number	Answer	Mark
6(i)	A, B, E	(3)

Question number	Answer	Mark
6(ii)	they do nothing about these incidents/ignore the violence	(1)

Question number	Answer	Mark
6(iii)	if everyone worked/pulled together/played their part	(1)

SECTION B

Question number	Answer	Mark
7(i)	A	(1)

Question number	Answer	Mark
7(ii)	C	(1)

Question number	Answer	Mark
7(iii)	C	(1)

Question number	Answer	Mark
7(iv)	B	(1)

Question number	Answer	Mark
7(v)	D	(1)

Question number	Answer	Mark
8(a)	Rio	(1)

Question number	Answer	Mark
8(b)	Praia	(1)

Question number	Answer	Mark
8(c)	Cidade	(1)

Question number	Answer	Mark
8(d)	Bosque	(1)

Question number	Answer	Mark
8(e)	Rio	(1)

Question number	Accept	Reject	Mark
9(a)	seis, sexta, 6	dois/2 anos	(1)

Question number	Answer	Mark
9(b)	(estudantes e profissionais) remodelaram o projeto	(1)

Question number	Answer	Mark
9(c)	ensinar-lhes inglês	(1)

Question number	Answer	Mark
9(d)	para que os habitantes se tornem líderes locais (1) para desenvolverem melhor Cabo Verde (1)	(2)

SECTION C

Question number	Indicative content	Mark
10	All Portuguese teenagers have a smartphone. A mobile phone can also be useful for school activities. You can, for example, find information about a historical person or translate a word. However, Portuguese schools do not all apply the same rules: some have banned students from using them in the classroom, while others allow it/them.	(7)

Mark	Descriptor
0	No rewardable communication.
1-3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Portuguese

Paper 4: Writing in Portuguese

Higher Tier

Sample assessment material for first teaching
September 2018

Time: 1 hour 20 minutes

Paper Reference

1PG0/4H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box .

Employment

- 1 (a) A Carolina, uma amiga angolana, enviou-lhe uma carta sobre o emprego para os jovens em Angola.

Escreva uma carta informal à Carolina.

Deve incluir os pontos seguintes:

- as disciplinas que mais gostou de estudar
- os empregos que interessam aos jovens
- por que os jovens devem trabalhar
- o que você gostaria de fazer no futuro.

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

(20)

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If you answer Question 1(b) put a cross in the box .

An international sports event

(b) Recebeu um e-mail do Márcio, um amigo brasileiro, perguntando sobre o último evento desportivo internacional que viu.

Escreva um e-mail informal de resposta ao Márcio.

Deve incluir os pontos seguintes:

- como é que se informou sobre este evento
- um desporto popular no seu país
- por que é importante para os jovens fazer desporto
- uma atividade desportiva que irá fazer num futuro próximo.

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

(20)

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(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box .

Tourism

2 (a) Uma revista portuguesa local quer artigos sobre turismo. Escreva um artigo formal para a revista para convencer os leitores de que a sua área é ideal para os turistas.

Deve incluir os pontos seguintes:

- as atrações turísticas da sua área
- atividades que fez recentemente com os seus amigos na sua área
- onde irá numa férias futuras
- por que devem os jovens viajar.

Deve justificar as suas ideias e opiniões.

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

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If you answer Question 2(b) put a cross in the box .

Technology

(b) Você está muito interessado pela tecnologia. Escreva um post formal para uma revista brasileira on-line para despertar a atenção dos leitores sobre a importância da tecnologia.

Deve incluir os pontos seguintes:

- que tecnologia usa
- o que pensa sobre a tecnologia
- como usou a tecnologia recentemente
- como é que a tecnologia vai mudar a sua vida no futuro.

Deve justificar as suas ideias e opiniões.

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

(28)

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(Total for Question 2 = 28 marks)

School

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

My school is big and modern and it's situated in the centre of Luanda. I study eight subjects and my favourite is Biology. I started to study Science when I was ten years old. Next year I will work hard to pass my exams as I would like to study Medicine at university in Portugal.

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(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

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GCSE Portuguese Higher tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, *você* with a verb conjugated in the third person singular is accepted in both formal and informal contexts.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces brief, simple sentences, limited linking of sentences• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition• Produces occasionally extended sentences linked with familiar, straightforward conjunctions• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	<ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	<ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	A minha escola é grande e moderna e está situada/localizada no centro de Luanda. Eu estudo oito disciplinas e a minha preferida/favorita é Biologia. Eu comecei a estudar Ciências quando eu tinha dez/10 anos. No próximo ano eu trabalharei/vou trabalhar muito/com afinco/duro/com esforço para passar nos meus exames já que/porque eu gostaria/gostava de estudar Medicina numa universidade em Portugal.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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