



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE

In Portuguese (9PG0)

Paper 01: Translation into English, Reading
comprehension and Writing (research task)

Edexcel and BTEC Qualifications

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

Pearson: helping people progress, everywhere

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

Summer 2024

Publications Code 9PG0_01_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

General comments

This report relates to paper **9PG01**, which tests candidates' ability to translate from Portuguese into English, to read and respond to written Portuguese and to demonstrate their ability to undertake independent research in Portuguese and reflect on it.

The evidence from marking in this session indicates that the paper was once more effective in differentiating between candidates of different abilities and that all the questions worked as anticipated.

The published mark scheme provides extensive guidance with regards to the overarching approach to marking, as well as the range of correct, acceptable and rejected responses as they relate to Section A and Section B, as well as indicative content for Section C. Teachers should note, however, that the mark scheme is not designed in such a way that every possible answer is included. Examiners look at each answer on merit to allocate marks. The approach to marking is positive, so examiners always seek to reward what candidates produce.

It is helpful for teachers to distinguish clearly between the assessment objectives stated in the specification. These are: A01- listening and responding in Portuguese; A02- reading and responding in Portuguese; A03- grammar and vocabulary of Portuguese; A04 Knowledge and understanding of the countries and communities where Portuguese is spoken. In this paper A02 is assessed in Sections A, B and C; A03 and A04 are assessed only in Section C.

There was varied evidence of how well candidates were prepared for this assessment, but there was little evidence of rubric infringement; this is where candidates either failed to follow the instructions, for example answering in the wrong language, or ticked more than the required number of boxes in the objective tasks.

Comments on each question

Section A

This section tests candidates' ability to translate into English. Teachers should note that in the mark scheme there may, on occasion, appear to be misalignment between the Portuguese column and the English column: this is a reflection of the idiomatic nature of translation and the way word order and clause structure varies between Portuguese and English. Reading the correct answer column vertically from the top will provide a complete translation in good English of the passage.

This year Question 1 related to the theme of ***Cultura Política e Artística nos países de Língua Portuguesa***, the subtheme: ***Música*** and the content was focused on the aspect of ***mudança e evolução***.

One mark is awarded for each correctly translated segment up to a maximum of 20 marks and, as previously mentioned, not every acceptable or rejected answer is included in the mark scheme. Examiners will award a mark to a segment where the message is conveyed clearly, correctly and unambiguously in such a way that a native speaker of Portuguese with no knowledge of English would understand exactly the same message as would a native English speaker with no knowledge of Portuguese.

As part of the design of the passage for the assessment of translation into English, each segment is targeted at a particular grade and so it normal and expected that candidates

with different levels of Portuguese should find some parts more challenging than others. In this way the passage is differentiated to assess across the full range of grades.

Most candidates were successful in translating:

- Porque é que mudas a cor ao cabelo se queres tanto sentir-te parte de África?

One of the passages that challenged all but the highest scoring candidates were:

- Mariza explicou a controvérsia em que se viu envolvida.

There was evidence that some candidates needed to pay closer attention to the English phrasing that they used, to avoid ambiguity of message. Connectives, for example, must convey the same idea than the ones used in Portuguese, otherwise the message conveyed will not be the same. Time frames proved themselves to be often problematic. The disregard for the tense in the original text would change the message conveyed when translated. A fine example is in segment 9 where a Simple Present in the original text was often translated by a Simple Past which is clearly not the same. A close reading of the reject column in the mark scheme will provide teachers with some useful areas to work on in terms of linguistic structures. The revision of the text translated will allow the students a better overview of the text translated.

Section B

Question 2

This question related to the theme of **Como a História moldou a Política**, the subtheme: **Da Ditadura à Democracia** and the content was focused on the aspect of **Portugal na Comunidade Europeia**.

This is a multiple-choice task with four parts and four options for each part. Teachers can usefully note that incorrect options may include an element of distraction in the form of a word or idea from the text. Candidates, therefore, need to be careful to read fully and carefully, rather than rely on spotting isolated words. This question targets grades C to E and is intended as a gentle lead in for this paper.

Most successfully answered was: 2 (i)

Least successfully answered was: 2 (iii)

Question 3

This question related to the theme of **Movimentos Migratórios**, the subtheme: **A Imigração e a sociedade multicultural portuguesa** and the content was focused on the aspect of **Marginalização e alienação na perspectiva dos imigrantes**.

This is a multiple-completion task where candidates choose four correct answers out of nine statements. Teachers can usefully note that incorrect options may include an element of distraction in the form of a word or idea from the text. Candidates, therefore, need to be careful to read fully and carefully, rather than rely on spotting isolated words. This question targets grades A to E, and so differentiates at a higher level than Question 2.

Most successfully answered were: E and H

Least successfully answered were: E and G

Question 4

This question related to the theme of *Mudanças na Sociedade Contemporânea*, the subtheme: *Mudanças na estrutura familiar* and the content was focused on the aspect of *o papel da família alargada*. There was some evidence that some candidates did not always read the questions carefully or produced answers which, although correctly locating the information in the text, were not precise answers to the question that was asked or relied on indiscriminate or untargeted lifting from the text. Frequently, candidates did not reflect on the questions enough and did not reply to them adequately. After locating the information in the text, it has to be transformed in order to fully answering the question. A fine example is question d) where most candidates failed to explain properly the reason why the grandchild had that impression.

Teachers are reminded that, in free-response questions, examiners apply a strict order of elements and mark only the first viable answer that a candidate produces. For example, where the required answer is 'dog' a candidate who writes 'dog and cat' will receive a mark, but a candidate who writes 'cat and dog' will not, because only the candidate's first viable answer to the question is considered for a mark. This question targets grades A to E.

Most successfully answered was: a)

Least successfully answered was: d)

Question 5

This question related to the theme of *Como a História moldou a Política*, the subtheme: *A ditadura de Salazar* and the content was focused on the aspect of *A ditadura em declínio - Portugal no final dos anos 60 e princípios dos anos 70*.

This is a free response task, where candidates are required to answer in Portuguese. Teachers are reminded to train candidates to give one detail per mark, as they answer free response questions. Some questions do carry two marks and, in some cases, there may be more than two possible things a candidate could write. This is a normal part of the way the questions work, and so there is no need for candidates to offer more information than required by the rubric.

Frequently, candidates did not reflect on the questions enough and did not reply to it adequately. It is useful to note that questions are also designed so that the answers could reasonably be expected to fit on the writing line provided. Candidates should aim for concision in their responses. After locating the information in the text, it has to be adjusted to the question. Lifting directly from the text is to be avoided. A fine example is question a). Many candidates located the information in the text (lines 2/3, second sentence sentences in the first paragraph). The successful candidate would have to come to the conclusion that Portugal was already isolated from the rest of the world and that the decision in keeping the colonial war made that isolation worse/ even more serious/ aggravated. The idea that isolation was worse was essential for the mark. Just isolation would imply it started with the colonial war and that is **not** what the text implies.

This question targets grades A to E.

Most successfully answered was: b)

Least successfully answered was: a) and d)

In d), the issue was with the order of the elements lifted from the text. What the political police did was to arrest the protesters (line 17, 4th paragraph). Many referred first 'ocuparam a Igreja' which was wrong. The arrest was often mentioned in second place and the mark was not awarded, due to the first information rule, fully explained in Question 4. Revision by the candidate in the end is **imperative** to avoid these situations.

Section C

This section tests candidates' ability to conduct independent research in Portuguese, and to respond critically to a text that relates to the research topic they have chosen. Candidates need to be mindful that they need to relate the text that they have read to the research that they have done about the topic they have chosen. The A02 information from the text needs to be contextualized and added to from the research, A04. It is not enough simply to give a critical view about the content of the text or to use the research statement simply as a kind of essay title and overlook the text.

The highest scoring candidates had effectively combined the information from the text provided with **what they had researched to respond critically to the research statement**. The inclusion of perceptive ideas was an indicator of high levels of performance in this task. A perceptive idea is defined in the specification and mark scheme, but broadly can be considered any knowledge or understanding that goes beyond what the average speaker of Portuguese would know about the topic in question. **The research done had to be evident and traceable**. References in the essays to 'a minha pesquisa' did not necessarily make the candidate's research into perceptive ideas. It could only be considered ideas or even straightforward ones. The research had to be evident and could include facts, data, trends, social or historical context or the connection of ideas in such a way as to demonstrate real understanding of the theme and support the argument. These candidates had also used appropriate and wide-ranging vocabulary specific to the task and had shown their ability to write the language in a natural, authentic and sophisticated way including a range of structures and features and successful examples of complex language from the list presented in the Mark Scheme. These candidates often also showed evidence that they had proofread their own work, as was indicated by corrections made to what they had written.

The lower scoring candidates often missed a crucial element of the task; they either focused exclusively on the passage, without adding from their own research or they used the research statement as a stimulus for a generalized set of comments that were straightforward in nature and did not go beyond what any speaker of Portuguese might be expected to know. Often the language used was less academic in register, less wide-ranging, less ambitious in complexity and contained errors that impeded clarity or generated ambiguity. Here there was evidence of a lack of proof-reading.

Teachers are reminded that the mark scheme contains indicative content, but this is not intended to be definitive answer to the statement. Examiners use a level-based mark scheme and reward all relevant response produced by the candidate, accepting that each candidate may approach the task in a different way.

Research from Theme 1

The passage dealt with the fact volunteering can be essential to the definition of a future career and how useful this can be for the young student to experience before carrying on to university. On the other hand, mentioned the fact that students leave university with a degree too soon and they are often too young, at 21, to initiate a professional career. Often, volunteering is the right step to allow the students to apply to jobs with some previous experience. Teachers should look carefully at the indicative content in the mark scheme for information about the level of response expected.

In response to this research topic, candidates produced a range of thoughtful and well-structured responses and there was evidence that only part had prepared well. For example, one candidate mentioned that university is one step forward that many students hesitate in taking as often they decide to start working instead of carrying on with their studies. This has nothing to do with the Portuguese reality. It can be said about students anywhere, in any country, conflicted with what to do. It does not come from Knowledge about the situation in Portugal. It is not by accident that Portugal is hardly mentioned throughout the text.

Research from Theme 2

In response to this research topic, candidates produced a range of thoughtful and well-structured responses and there was evidence that many had prepared well. For example several candidates chose to tell a sequence of wrong unresearched features about the CPLP countries, while the text was much more about the consequences of the existing policies to preserve and promote the Portuguese language, common heritage of all the countries that chose it as their official language and how much does the common colonialist past determine the way the lusophone world look at the present and the future. In response to this research topic, candidates produced a range of thoughtful and well-structured responses and there was evidence that many had prepared well.

Research from Theme 3

Many wrote about the differences of life opportunities in the country and in the city, how life in the country was improving, creating work opportunities, allowing people to consider returning to the countryside and create a life there, away from the disadvantages of the city, namely the environmental problems and the cost of living. Finally, reference to how much the countryside evolved compared to the recent past, making life much more attractive in the countryside.

Research from Theme 4

In response to this research topic, candidates produced a range of thoughtful and well-structured responses and there was evidence that many had prepared well. For example one candidate wrote about the priority of the Portuguese crown in controlling the trade between India and Portugal, withdrawing the importance of muslims in the commercial transactions. The candidate carried on reflecting on how essential that trade was to develop the kingdom in most levels, including the scientific advances made at the time, in the navigation area, for example. The successful candidates conciliated the main ideas from the text with its own research and avoiding telling the story of Vasco da Gama expedition.

Here is an example of a candidate that did not apparent research and makes up all kind of associations to cover for the undone research. This is a fine example of what not to do.

_____ . Isto demonstra que eles sabiam que se Portugal conseguia controlar ~~se~~ o comercio Oriente, eles vao ter muito poder e dinheiro e isso e vital para um pais crescer e ficar mais poderoso, demonstrando a essencia ~~em controlar~~ ~~de~~ que controlando esse comercio tinha para Portugal, tambem mostrando como isso era vital para Portugal. Se eles nao controlarem este comercio, eu acho que Portugal ia ser um pais bem menor, com menos poder e dinheiro e sem estrutura. As escolas ~~e~~ O ensino em Portugal e considerado um dos ~~os~~ melhores do mundo ~~e~~ comparando com os outros paises na lista, _____

Guidance for teachers for future sessions

1. Ensure that all candidates are familiar with the format of the paper and what they need to do in each section and question.
2. In section A, make students aware that a correct translation will not necessarily be a literal word-by-word translation. There will be difference in word order, clause structure or other linguistic features between the two languages. The resulting English passage should be natural, correct and in an unambiguous English.
3. In section A, work with students using the mark scheme, to exemplify different approaches to translation. It can be useful in teaching students to translate into English to ask them to produce a 'mark scheme', rather than a translated passage; this can help to develop the ability to think laterally. It may also be helpful in steering them away from online translators, if they are encouraged to think carefully about alternatives and how to avoid errors.
4. In section B it can be a useful exercise to focus candidates not only on finding the correct answers, but also looking at why the incorrect options are wrong. This encourages a careful reading of the questions and develops metacognition in terms of how the questions work.
5. In section B teach students about the 'order of elements' rule and apply it during teaching, so that students learn to produce clear and concise answers.
6. In section B teach students to be guided by the number of marks and the space allowed for writing. This can help them give enough detail and avoid indiscriminate lifts.

7. In section B, encourage students to go back to the text to underline the information located and compare it to the questions and the answer written.
8. In section C, ensure that candidates understand the task and give them practice in linking a passage with **research**. This can make a useful speaking/written task and provide teachers with insightful assessment for learning information about the student's understanding. Input from their own research on the chosen theme is key to answer section C. The candidate's text should be 'relevant' and include own '**perceptive ideas about culture and society**', supported by **pertinent information from (traceable) research**', as mentioned above.
9. In section C, ensure students are equipped with a good range of topic specific, academic vocabulary to be able to ensure that the written response is correct in terms of register and not overly colloquial in tone.
10. In section C, give students practice in proof-reading their own work and that of others, including response models, looking to correct common errors to develop the habit of writing accurately.