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Examiners' Report
Principal Examiner Feedback
Summer 2023

Pearson Edexcel GCE
In Portuguese (9PG0)
Paper 3: Listening, Reading and Writing in
Portuguese

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Examiners' Report on Paper 9PG03 – Summer 2023

General comments

This report relates to paper **9PG03**, which tests candidates' ability, listen and respond to spoken Portuguese, to read and respond to written Portuguese and to demonstrate their ability to respond critically to written and spoken material in Portuguese.

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

The published mark scheme provides extensive guidance with regard 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 A01 is assessed in Sections A and B; A02 and A03 are assessed in Sections B and C. There was varied evidence of how well candidates were prepared for this assessment, and 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 respond in writing to spoken language. Comprehension is tested via both objective and free response items. The question types follow a similar design to those in paper 1, section B and similar guidance applies. This section carries 30 marks. The listening passages are of varying length and complexity to test candidates across all grades.

Question 1

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 *O 25 de Abril e a Revolução dos Cravos*.

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 listen fully and carefully, rather than rely on spotting isolated words. This question targets grades C to E.

Most successfully answered was: Q01i
Least successfully answered was: Q01iii

Question 2

This question related to the theme of *Movimentos migratórios*, the subtheme: *Emigração de Portugal no século XXI* and the content was focused on the aspect of *A contribuição dos emigrantes retornados na sociedade portuguesa*.

This is again a multiple-choice task with four parts and four options for each part and the same guidance give above in relation to Question 1 would apply. This question targets grades A to E.

Most successfully answered was: Q02i
Least successfully answered was: Q02iii

Question 3

This is a two-part question 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*.

For 3(a) candidates are required to respond in Portuguese, but there is no requirement to answer in full sentences and there are no marks for the quality of candidates written Portuguese, so as long as what candidates had written was comprehensible, and answered the questions correctly, marks were awarded, even where there were errors in the language used. This part question targets grades B to E.

For question 3(b) candidates are required to listen to the second part of the recording and to summarise what they hear, giving just one detail for each of the points. Where candidates gave more than one detail examiners consider only the first viable response. Some candidates lifted and transcribed extended parts of the recording in an indiscriminate manner and, because their responses became ambiguous, lost marks. This part question targets grades A to C.

Question 4

This question related to the theme of *Cultura política e artística nos países de língua portuguesa*, the subtheme: *Os media* and the content was focused on the aspect of *Liberdade de expressão*.

This is a free response task, where candidates are required to answer in Portuguese. 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.

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.

Section B

Question 5(a) and 5(b)

This question related to the theme of *Mudanças na sociedade contemporânea*, the subtheme: *O mundo do trabalho* and the content was focused on the aspect of *A vida laboral e atitudes face ao trabalho*.

This section requires candidates to identify and write down 4 of the 6 opinions expressed by the speaker for 5(a) and the writer for 5(b). The speaker and writer take broadly contrary stances on the topic concerned. Candidates who were most successful in these tasks had correctly identified the markers of opinion and point of view ('I think' / 'it seems to me' etcetera) and had distinguished well between fact and opinion. There are no marks of the quality of the candidates' written Portuguese, but some responses were ambiguous owing to the use of language, and so marks could not be awarded. The best answers were clear and concisely expressed. Teachers should remind candidates in future sessions that only one answer should be written on each writing line, and that only four answers are required in total.

Section C

This section tests candidates' ability to critically evaluate the points made by the speaker and writer from 5(a) and 5(b). They need to decide with whom they agree and express relevant and substantiated judgments and reach convincing conclusions about the issues raised. They are also assessed here on their ability to write in Portuguese.

Teachers' attention is drawn to the sample responses in the sample assessment material on the Pearson website and the example response in the mark scheme. Examiners use this example as a guide to the kind of response a student might produce but will always credit any worthy response, which approaches the issues from a different angle.

The highest scoring candidates had successfully expressed judgments on the spoken and written sources that were well expressed and clearly argued, in each case adding their personal, academic response. They had also drawn conclusions that were consistent with their own viewpoints. For example, one candidate chose to focus on "*Em contrapartida, Pedro considera que uma semana laboral de quatro dias poderia melhorar a qualidade de vida do trabalhador português, possibilitando uma carga horária mais flexível e uma ótima convivência familiar, o que me faz concordar plenamente com ele*". High scoring candidates also showed a wide variety of structures and vocabulary appropriate to the issues they were discussing; they wrote accurately and showed that they had proofread their own work.

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 levels-based mark scheme and reward all relevant response produced by the candidate, accepting that each candidate may approach the task in a different way.

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, in the objective tasks, 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.
3. In section A free response questions teach students about the 'order of elements' rule and apply it during teaching, so that students learn to produce clear and concise answers.
4. 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.
5. In section C, ensure that candidates understand the task and give them practice in linking the spoken and written passages.
6. 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.
7. In section C, give students practice in proof-reading their own work and that of others, looking to correct common errors and develop the habit of writing accurately.
8. In section C, ensure that candidates mention and analyse a minimum of 3 or 4 opinions from both spoken and written passages when producing their 5(c) response.
9. In section C, ensure that candidates spot the speech markers for opinions and facts so that they are more successful in responses 5(a) and 5(b).

