



# Examiners' Report Principal Examiner Feedback

Summer 2025

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

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## General Comments

This report relates to paper **9PG03**, which tests candidates' ability to listen and respond to spoken Portuguese, read and respond to written Portuguese, and 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 about 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 relates to the theme of *Tema 3: Movimentos migratórios*, the subtheme: *Emigração de Portugal no século XXI*, and focuses on the aspect of *o impacto na sociedade*.

This is a multiple-choice task with four parts and four options for each part. Teachers should note that incorrect options may include an element of distraction in the form of a word or idea from the text. Therefore, candidates need to be careful to listen fully and carefully, rather than rely on spotting isolated words. This question targets grades C to E.

The most successfully answered was: Q01i

The least successfully answered was: Q01iii

## Question 2

This question relates to the theme of *Tema 4: Como a História moldou a Política*, focusing on the aspect of *Da ditadura à democracia: o Movimento das Forças Armadas*.

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

The most successfully answered was: Q02i

The least successfully answered was: Q02iii

## Question 3

This is a two-part question related to the theme of *Tema 1: Mudanças na Sociedade Contemporânea*, the subtheme: *Mudanças na estrutura familiar: os novos tipos de família*.

For 3(a), candidates are required to respond in Portuguese. There is no requirement to answer in full sentences, and there are no marks for the quality of the candidate's written Portuguese. As long as what candidates have written is comprehensible and correctly answers the questions, marks are awarded, even if there are errors in the language used. This part of the question targets grades B to E.

For question 3(b), candidates are required to listen to the second part of the recording and summarise what they hear, giving just one detail for each of the points. Where candidates give more than one detail, examiners consider only the first viable response. Some candidates attempted to transcribe extended sections of the recording indiscriminately. As a result, their responses became ambiguous, leading to a loss of marks. This part of the question is targeted at Grades A to C.

## Question 4

This question relates to the theme of *Tema 2: Cultura Política e Artística nos países de Língua Portuguesa*, the subtheme: *Os media*, and focuses on the aspect of *a imprensa escrita e online*.

This is a free-response task, where candidates are required to answer in Portuguese. There was some evidence that candidates did not always read the questions carefully or produced answers that, although correctly locating the information in the text, were not precise answers to the question asked or relied on indiscriminate or untargeted lifting from the text.

Teachers are reminded that, in free-response questions, examiners consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule. This question targets grades A to E.

## Section B

### Question 5(a) and 5(b)

This question relates to the theme of *Tema 3: Movimentos migratórios*, the subtheme: *A imigração e a sociedade multicultural portuguesa*, and focuses on the aspect of *os passos para a integração*.

This section requires candidates to identify and write down four of the six 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. 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,' etc.) and had distinguished well between fact and opinion. There are no marks for the quality of the candidates' written Portuguese, but some responses were ambiguous due to the use of language, 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, express relevant and substantiated judgments, and reach convincing conclusions about the issues raised. They are also assessed 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 that 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 argued, in each case adding their personal, academic response. They had also concluded consistent with their viewpoints. For example, one candidate chose to focus on "Apesar do exemplo positivo da escola, estou mais de acordo com o Alfredo do que com a Lurdes. Em primeiro lugar, os governos poderiam fazer muito mais e as agências internacionais deveriam também proteger os imigrantes de contraírem dívidas enormes só para poderem vir para a Europa. Em segundo lugar, os imigrantes têm expectativas elevadas em relação às condições de vida e desconhecem que também os portugueses lutam há muitos anos por melhor acesso à saúde e à habitação." High-scoring candidates also showed a wide variety of structures and vocabulary appropriate to the issues they were discussing; they wrote accurately and demonstrated that they had proofread their work.

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

### **Guidance for teachers for future sessions**

1. Ensure that all candidates are familiar with the format of the paper and understand what they need to do in each section and question.
2. In Section A, for objective tasks, it can be useful to focus candidates not only on finding the correct answers but also on understanding why the incorrect options are wrong. This encourages careful reading of the questions and develops metacognition regarding how the questions work.
3. In Section A, for 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 provide enough detail and avoid indiscriminate lists.
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 so that the written response is correct in terms of register and not overly colloquial in tone.
7. In Section C, give students practice in proofreading their 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 three or four 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).

