



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Portuguese (1PG0)
Paper 1F: Listening and Understanding
in Portuguese

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 candidates at: www.pearson.com/uk

Summer 2025

Publications Code 1PG0_1F_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

Question/Item Analysis

SECTION A

Question 1

Candidates were invited to listen to speakers describing what they were wearing and had to identify the colour of clothing by selecting the correct options from a list. Performance was strong across most papers. Candidates responded well to this familiar context. Where errors occurred, they typically reflected confusion between similarly sounding colours. Most students seem to have read the options carefully, though a small number relied on guessing.

Question 2

In this question, candidates listened to a speaker describing his holidays and were requested to complete multiple-choice questions. Most were able to accurately identify key facts such as accommodation and feelings. Occasional mistakes came from overlooking small details or mistaking similar-sounding options.

SECTION B

Question 3

Candidates listened to three young people discussing their future career plans and had to match statements to the correct person. Candidates generally performed well, with most identifying key vocabulary such as "teacher" or "animals." However, some weaker responses confused individual speakers or did not follow the sequence of the audio.

Question 4

This matching task required identifying students' views on sporting events. The question was well-answered overall. Most candidates could differentiate between opinions and habits, although a few misinterpreted phrases that were expressed less directly. Listening out for tone and attitude remains an important skill in these opinion-based tasks.

Question 5

Candidates were invited to listen to a description of Beatriz's favourite school subject and answer four open-ended questions in English. Most understood the main points and responded correctly. However, a number of candidates either provided incomplete answers or struggled to identify specific supporting details.

Question 6

This gap-fill task focused on home routines, requiring students to complete sentences using words from a box (or word bank). The majority of candidates selected appropriate vocabulary, and performance was largely positive. Errors tended to involve grammar mismatches or selecting distractors that didn't make full sense in the sentence context.

Question 7

In this question candidates listened to a Brazilian pupil talking about his British pen pal and they had to identify three correct statements about his experience learning Portuguese. This proved slightly more challenging than earlier questions. Stronger candidates picked up on cues about emotional reaction and online learning.

Question 8

This question tested candidates' understanding of a verbal report about a local park renovation. Most performed well, with high accuracy for factual questions. Errors were minimal and generally seemed linked to lapses in concentration rather than language barriers.

Question 9

In this question candidates listened to a speaker describing her voluntary work and answered four multiple-choice questions. While most students could identify basic facts, some struggled to identify the correct answer.

Question 10

Candidates listened to two young Brazilians talk about their visit to Avenida Paulista and were requested to answer open-response questions in English. Most candidates performed well, although a few misunderstood phrases or gave vague answers.

Question 11

This task required candidates to choose three correct statements about someone's reading habits. Most candidates answered accurately. However, a small number of selected options were not supported by the text, possibly due to rushing or misunderstanding.

Question 12

This task required candidates to answer open-ended comprehension questions about living in Coimbra. The first question required two details, increasing cognitive load, and other parts included longer more descriptive language. Some candidates gave incomplete answers or struggled with vocabulary.

Question 13

Candidates completed five gap-fill based sentences on a speaker's account of a school trip. Although the format was familiar, this proved to be a challenging task. During marking, it was clear that many answers lacked logical sense within the sentence.

Question 14

This adjective selection task required candidates to identify speakers' opinions about good role model qualities. Most performed well, although variation in vocabulary knowledge created a wider spread in marks.

2 Paper Analysis

Summary and advice to centres

Overall, candidates demonstrated a strong understanding of everyday Portuguese vocabulary and were able to extract key information across a variety of contexts. The paper offered a good balance of topics, and the format was consistent with previous years.

- Encourage students to practise with a wide variety of listening texts, including abstract or reflective topics such as opinions on volunteering, life plans, or cultural experiences.
- Focus not only on literal comprehension but also on helping students identify opinions, motivations, and implied meaning.
- For tasks like Q1, Q6, and Q13, teach students to consider sentence structure and grammar when choosing vocabulary. Encourage checking for logical and syntactical accuracy.
- Remind candidates that when questions ask for English responses, answers must be written in English. No credit is awarded for responses written in Portuguese.
- Reinforce how to use the reading time effectively before each recording plays. Candidates should predict the type of information to expect.
- Build vocabulary through regular contextualised testing, particularly adjectives and time expressions.
- Encourage students to read the full sentence before selecting a gap-fill answer to ensure logical flow (example of questions in sections A & B).

- Use guided note-taking tasks for longer listening texts to support open-ended response accuracy (such as questions in section B).
- Train students to listen for both factual content and speaker intent/opinion, which may help achieving higher-level responses.

