



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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1 Question/Item Analysis

This assessment component requires candidates to respond to a series of listening comprehension tasks. The assessment comprises ten questions covering a range of real-world contexts and themes, all delivered via recorded audio clips.

Candidates must answer a variety of question types, including gap-fills, multiple-choice, speaker identification, and short-answer responses in English. The maximum mark for the paper is 50. The assessment tests understanding of spoken Portuguese, including the ability to identify detail, interpret meaning, and infer attitudes and opinions.

SECTION A

Question 1

Candidates were asked to complete sentences about José's school visit to a museum, using words from a given word bank. Most candidates selected the correct words with accurate spelling. Where errors occurred, candidates often chose words that did not make grammatical sense in the sentence. Centres should note that some students seemed to use random words that were not part of the suggested word bank or guess rather than checking if the sentence read logically.

Question 2

Candidates listened to four people discussing their role models and had to complete sentences with the correct personality traits from a list. Overall, candidates performed well. Incorrect answers were usually random, with some weaker candidates repeating the same trait multiple times without reflecting on the audio details.

SECTION B

Question 3

Candidates listened to a teacher's account of volunteering and answered multiple-choice questions on key details. Overall, candidates understood the main points, but some struggled with questions requiring recognition of opinions or reasons.

Question 4

Candidates listened to a Portuguese teenager talking about reading habits and selected three correct statements from a list. Performance was generally good, though a less successful candidates selected statements not supported by the recording, suggesting superficial listening.

Question 5

Candidates were asked to listen to a conversation about a camping experience and answered three multiple-choice questions. Most candidates chose the correct answers, but some misinterpreted details about opinions on camping difficulties.

Question 6

Candidates listened to a speaker discussing getting a job in Mozambique and answered open-ended comprehension questions in English about reasons, challenges, and employer perspectives. While many candidates performed well, weaker candidates struggled, and there was a notable number of incomplete or vague answers. Some wrote in Portuguese despite the question requiring English responses.

Question 7

Candidates heard two people talking about life at summer school and answered comprehension questions in English. Responses showed good understanding overall, but there was occasional difficulty in identifying subtle details about personal opinions.

Question 8

Candidates listened to a conversation about school holiday plans and had choose correct options from multiple-choice lists. Candidates performed very well on this question, with most selecting the correct suggestions and opinions.

Question 9

Candidates were asked to listen to a podcast comparing shopping habits over the last 100 years and answered open-ended questions about time comparisons, environmental impacts, and changes in habits. Many candidates struggled to express comparisons clearly and perhaps to understand the historical context.

Question 10

Candidates listened to two speakers discussing environmentally friendly choices and were asked to select two correct statements for each from a list. Overall, performance was strong, with candidates generally able to identify details about sustainability choices.

2 Paper Analysis

Summary and advice to centres

Overall, candidates demonstrated a sound understanding of spoken Portuguese and were able to extract and communicate key information. Centres are commended for their preparation of students for the demands of this paper.

However, as highlighted in Questions 6 and 9, abstract topics involving inference, historical reasoning, or environmental issues proved more demanding, especially for lower-attaining candidates.

General Advice:

- Encourage candidates to practice listening to a range of topics, including abstract or unfamiliar themes.
- For vocabulary and gap-fill questions (1 and 2), encourage students to read full sentences before and after inserting their chosen words to check meaning and agreement.
- Remind candidates of the importance of only using the words from “giving lists” and checking that gap-fill sentences make grammatical and logical sense, especially in Questions 1 and 2.
- Reinforce that answers for open-ended questions in English must be written in English, as responses in Portuguese will receive no credit.
- Practice listing strategies to help weaker candidates engage with more abstract or conceptual recordings, especially in longer items requiring synthesis of ideas (for examples Questions 6 and 9).
- Help candidates build vocabulary around familiar topics and regularly test in context to improve accuracy.
- For open-ended comprehension questions (Q6, Q7, Q9), help candidates practice note-taking from short recordings to support detailed answers.
- Encourage candidates to listen for both factual information and speakers’ opinions, which are key to scoring higher marks in more interpretive questions.
- Remind candidates to use the reading time wisely to anticipate what information they need to listen for.

