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Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel GCSE In Portuguese (1PG0)
Paper 3 Foundation Tier: Reading and
understanding in Portuguese

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Examiners' Report on Paper 1PG03 Foundation Tier – June 2023

Introduction

1PG0 3F is assessed for the third time in 2022 and it consists of a 45-minute examination. During this time, candidates are assessed on their understanding of written Portuguese across a range of different types of texts. The assessment consists of 10 questions and is out of 50 marks. It is a Foundation exam and therefore the level of demand reflects the tier of the exam.

Section A has six questions set in English. Section B contains three questions set in Portuguese. Section C contains one translation passage from Portuguese to English. Texts for individual questions within the assessment use high frequency language and vary in length. Some texts can include authentic sources that introduce more complex language and unfamiliar materials. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

This is the third examination under the new 2018 specification and, there are content areas aligned with other modern language and community languages specifications. Although this is the third run of Paper 1PG0 3F, it is positive to be able to report that most candidates demonstrated a fair understanding of the rubrics and the general format of the examination. There was evidence of much good practice. In some cases, however, it was evident that candidates had limited to in-existent preparation and little practice when preparing for the examination. This paper is not just about their knowledge of the Portuguese language. It requires a significant domain of the English language and fair reasoning skills. Some candidates left significant gaps in their answers or failed to complete the paper at this level. In general terms, the paper differentiated very effectively across all grades. Very good candidates scored highly throughout the paper. Average candidates scored consistently throughout the papers regardless of type of questionnaire. The stronger candidates demonstrated a clear and precise understanding of the expected at the higher-level questions, in terms of content, vocabulary, grammar and level of inference. The exam proved a challenge for candidates who did not get familiar to the structure and level of demand of the exam prior to sitting for exam itself. They were also successful on questions which required processing or interpreting meaning. Crossover questions generally discriminated well and were completed more accurately by candidates who entered at the Foundation level.

Spelling

The spelling of some English and Portuguese words proved problematic for some candidates. However, examiners were sympathetic in their responses and where spelling was phonetically recognisable versions of required words, these were credited.

GCSE Portuguese 1PG0 3F

Question 1: A question related to the theme Local Area, Holiday and Travel. The subtheme is Town, Region and Country and the aspects are: weather, places to see things to do. The questions did not require knowledge beyond the text as all answers were there. The text just required a fair reading ability and some reflexion on what the questions were asking for. Most candidates get 4 or more marks out of the 6 available.

Question 2: A question related to the theme International and Global Dimension. The subtheme is Bringing the World Together Activities and the aspects are: sports events, music events and

campaigns and good causes. The questions did not require knowledge beyond the text as all answers were there. The text just required a fair reading ability and some reflexion on how to complete the sentences correctly and in consonance with the text. Again, the rushed answers resulted frequently in missing the mark as the candidates did not reflect on the words they were

expected to use to complete each sentence, according to the text. In a), the candidates should use 'happy' in reference to the first line of the text 'muito contente'. Some used other words, with no link to the text nor to the an adequate sentence building. If the sentence built makes little sense, a possible explanation is that the candidates were not familiar with the exercise and with what was expected or rushed their decision on the right word. Here are two examples: od a fine answer with 'happy'

(a) The Portuguese community is *happy* about the location for the 2024 Olympic Games.

and of a wrong one by using 'French'.

(a) The Portuguese community is *French* about the location for the 2024 Olympic Games.

Question 3: A question related to the theme of Future aspiration, Study and Work. The subtheme and the aspects are: Work: jobs, careers and professions. The text is about what it takes to become a YouTuber. The questionnaire required a short answer to each question. The type of questionnaire does not make it easier nor more difficult. For the selected answers, please check the Mark Scheme. The correct answers to (bi) and (bii) would allow to confirm the candidate's sensibility to understanding the text, as in the example. This example represents well the majority

(i) Name **one** thing you need to consider when making videos.

The lighting

(ii) What does the public always want to know?

How often you post ~~video~~ videos

Question 4: A question related to the theme of Identity and Culture. The subtheme and the aspects are: Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models. This question is a free adaptation from an extract of a literary text, from the original to fit the specifications requirements. The questionnaire was a multiple choice one and most candidates got questions right in same proportion of the other questions in the exam. The type of questionnaire does not make it easier nor more difficult. For the selected answers, please check the Mark Scheme. The correct answers to (i) (C) and (ii) (D) would allow to confirm the candidate's sensibility to understanding this free adaptation to the literary text selected and how well the reading was done.

Question 5: A crossover question related to the theme of Local Area, Holiday and Travel – Holidays: preferences, experiences and destinations.

5(a) Candidates generally handled this well, understanding that it was about naming one of the **cultural** places in Sintra. The rushed wrong answers usually referred a sport activity instead of a cultural one.

5(b) The majority of the wrong answers were, again, rushed ones as the candidates provided an answer to 'what' and not 'who' as expressed in the question. Some candidates showed frequently the inability to read the questions properly and reflect on its answer and this has been a recurrent in all series of this exam up to the current series.

5(c) The text was clear in stating what each participant would learn about himself (8th Line) and yet part of the candidates associated 'Aventura' with more sport activities and used those, as in the example below, most likely without even locating the answer in the text. Here is an example.

(c) What would the *Férias Aventura* help participants find out about themselves?

(1)

^{UP}
Climbing ~~the~~ Mountains

Question 6: A crossover question related to the theme of School - School activities: school trips; events and exchanges. This question is an extract from a literary text, adapted from the original to fit the specifications requirements. Overall candidate performance was reasonably well on this question. Again, the fact that questions were not read properly and thus the answers were not right happened more frequently than it should.

In 6a), the candidates were expected to identify the impatience came from being sat for too long and not by the fact of sitting by itself, linking in the text to 'fartos de estarem sentados' (line 2). In c), they were expected to state the **precise** time of what year was the tomb found (line 6), 'Outono de 1922'. Most candidates got this answer right. The ones who got it wrong rushed the reading of the questions and thus missed 'exactly'. The large majority mentioned 1922, which was not enough on its own.

Candidates need to check carefully that what they have written is a coherent and logical answer to the question asked. This is what caused some wrong answers in b) and d) as the text was not properly read nor the questions were fully understood. In this fine example, several common-sense principles were not considered: the answers to a) does not included any reference to the amount of time seated and b) 'curse' is not what the children wanted the teacher to do. Questions aim at different passages/moments of the text. In c), Autumn is mistaken by the end of the year. Finally, in d) the snake ate the Englishmen instead of the bird/'pássaro' (lines 8/9).

(a) Why were the young people impatient?

(1)

because they had to sit.

(b) What did the children really want the teacher to do?

(1)

curse

(c) When **exactly** was Tutankhamun found?

(1)

in the end of 1922

(d) What event was considered to be a message?

(1)

A big snake ate the english

Question 7: A question in Portuguese related to the theme School, What school is like: school types; school day; subjects; rules and pressures; celebrating success. It was challenging for all but the highest scoring candidates. The text is an email sent to the Headteacher of the Tomás attends. Tomás would like the headteacher to consider a different organisation of the school day, mainly the transition between lessons. Candidates would then have to complete five sentences about the text in Portuguese. Some candidates left parts of this question blank or wrote words from the list available without showing understanding nor knowledge of the language, as the sentences are often incorrect or make no sense. Some did not read instructions properly and answered the questions using a different language from the one requested. Again, the general impression for most of the incorrect answers is the lack of familiarity with this type of questionnaire, when preparing for the exam. For the correct answer to each question, please refer to the Mark Scheme. Most candidates got at least 3 out of the 5 marks available. Here is an example of two correct answers (a and b) and a third nonsense completed sentence.

- (a) Tomás não está de acordo com o horário
- (b) Dois minutos para ir para outra sala é pouco tempo.
- (c) É pior quando a aula seguinte é noutro ± desejam

Question 8: A crossover question related to the theme of Future Aspirations, Study and Work, the subtheme of Using languages beyond the classroom and the aspects of forming relationships; travel; employment and a short text about Clara, a young teenager that decides to be useful and help her aunt dealing with the many tourists that visit her shop in the summer and with whom the aunt is unable to communicate. The text was adapted from the original to fit the specifications requirements. The questionnaire was a multiple choice one and most candidates got questions right in same proportion of the other questions in the exam. The type of questionnaire does not make it easier nor more difficult. For the selected answers, please refer to the Mark Scheme.

Question 9: A crossover question in Portuguese related to the theme of Identity and Culture, the subtheme of Daily life and the aspects of customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages). This question elicits answers that are about the opinion of a group of teenagers about online shopping. Most students got at least 3 out of the 5 available marks. It was essential to understand the statement in order to identify who said it in the text. For the correct answers, please refer to the Mark Scheme.

Question 10: A translation from Portuguese into English related to the theme of International and Global Dimension – Environmental issues: being ‘green’; access to natural resources. This question worked very well and the whole range of marks was represented. Successful students inferred meaning and if they didn’t fully understand the passage made informed guesses. Average candidates, although understanding the text in Portuguese, failed to deliver an adequate text in English. Some candidates did not take the context into consideration, essential in this type of question. It is very important to respect the original text and convey the same message, even if using another language: tenses and connectives must be carefully considered. False friends need to be avoided. Overall, the translation for some candidates, surprisingly, seemed to be too challenging, just as if it was their first time translating into English. Training these skills prior to the exam is vital for the candidates at any level and in any tier.

Here are two examples: the first one, of a very weak translation, revealing weird sentence building, not related at all with the original text ('meio ambiente'/environment – grandmother) and a second one where clearly the candidate read the text properly, understood the message and wrote a text in the target language very well linked to the original one, even if not 100% perfect :

First example:

I want to help my grandmother, in areas that are very important. I wait until my vacation days are gone to organise, we are planting in the center of some trees in mozambique. In conclusion I finished my part at floresta no sul.

Second example:

I want to help the environmental. The green areas is really important. I hope I can waste my holidays with a environmental organization. We are planting hundreds of trees in mozambique. Sadly, A hurricane destroyed half of the south forest.

