



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback  
Summer 2024

Pearson Edexcel GCSE  
In Portuguese (1PG0)  
Paper 3F: Reading 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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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 students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2024

Publications Code 1PG0\_3F\_2406\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

## **Introduction**

1PG0 3F is assessed for the fourth time in 2024 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. The respect for the literary pieces is taken into consideration at the moment of the selection and considerable efforts are made in attempt to avoid being too adapted.

This is the fourth examination under the new 2018 specification and, there are content areas aligned with other modern language and community languages specifications. Although this is the fourth 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 inexistant 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 **Future Aspirations, Study and Work**. The subtheme is **Work** and the aspects are **jobs, careers, and professions**. 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 **Local Area, Holiday, and Travel**. The subtheme is **Travel and Touristic Transactions** and the aspects are **travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping**. 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.

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.

### Question 3:

A question related to the theme of **School**. The subtheme is: **What school is like** and the aspect: **school types; school day; subjects; rules and pressures; celebrating success**. The type of questionnaire does not make it easier nor more difficult. The correct answers to a(i) and a(iii) would allow to confirm the candidate's sensibility to understanding the text.

### Question 4:

A question related to the theme of **International and Global Dimension**. The subtheme and the aspects are: **Environmental issues: being 'green'; access to natural resources**. 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. The correct answers to (ii) and (iv) 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** and the sub-theme and aspect **Town, region, and country: weather; places to see; things to do.**

5(a)

Candidates generally handled this well.

5(b)

The majority of the wrong answers were, again, rushed ones as the candidates' provided details that are not from the avenue itself. 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 and so the question was not properly deciphered prior to answering. Answers show more creativity than reading ability. The candidates should go back to the text and confirm their answers.

**Question 6:**

A crossover question related to the theme of **Identity and Culture, Cultural Life**, and the aspects: **celebrations and festivals; reading; music; sport; film and television.** 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. Some candidates revealed trouble with some basic vocabulary related to family members and numbers in Portuguese.

6(a)

Most of the candidates them were not able to present a correct answer. One of the issues, as mentioned above, was related with basic knowledge of Portuguese.

6(b)

The candidates were expected to state the **precise** date. The ones who got it wrong rushed the reading of the questions.

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 a) and b) as the text was not properly read nor the questions were fully understood. When revising / confirming the answers, candidates should get used to go back to the text and identify the location of the information for the answer to make sure they got it right.

**Question 7:**

A question in Portuguese related to the theme **Local area, holiday, and travel**. Sub-theme and aspects: **Town, region and country; weather; places to see; things to do**. It was challenging for all but the highest scoring candidates. Candidates would 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, producing sentences that 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. Most candidates got at least 3 out of the 5 marks available.

**Question 8:**

A crossover question related to the theme of **Identity and Culture**, sub-theme and aspects: **Daily Life, Customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)**. There is a short text about the use of technology and what teenagers, and their families, need to remember about the use of technology. 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.

**Question 9:**

A crossover question in Portuguese related to the theme of **Local area, holiday and travel**, the subtheme of **Holidays** and the aspects of **preferences; experiences; destinations**. This question elicits answers that are about the opinion of a group of teenagers about the ideal holidays. Most students got at least 3 out of the 5 available marks. It was essential to understand the statements in order to identify who said it in the text.

**Question 10:**

A translation from Portuguese into English related to the theme of **International and Global Dimension**, the sub-theme **Bringing the world together** and the aspects of **sports events; music events; campaigns and good causes**. 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.

**Please, keep in mind:**

- 1- This is a READING paper. We are expected to assess the candidate's ability to read and understand a text and show that ability by answering a sequence of tasks. The quality of the writing is not assessed.
- 2- We are only to accept answers that are written in the language of the question. Even though, the exam is to assess knowledge of the Portuguese language, the exam is set to be partially answered in English. Reading the instructions is part of the exam. So, answers in **Portuguese in Section A** or answers in **English in Section B** invalidates the answers, even if correct.
- 3- Contact with past papers is essential for the candidates to practise.
- 4- Candidates are to be encouraged to read, think about what they read, find the answer, write it, check if it makes sense and compare the selected information with the final answer.