



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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Introduction

1PG0 3F is assessed for the sixth time in 2025 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 sixth examination under the new 2018 specification and there are content areas aligned with other modern language and community languages specifications. Although this is the sixth 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.

Question 1: A question related to the theme **Identity and Culture**. The subtheme is **Daily Life** and the aspects are: **social media and technology (use of, advantages and disadvantages)**. 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 **School**. The subtheme is **School Activities** and the aspects are: **school trips, events and exchanges**. 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. Some candidates did not even look at the exercise properly and did not seem to have read the instructions as they tried to complete the sentences with words that were not in the box or had no link to the text. In a Reading exam, it is expected that the candidates read well and understand properly the instructions.

If the sentence built makes little sense, a possible explanation is that the candidates were not familiar with the exercise, or they rushed their decision on the right word.

Here are three examples: one of a fine answer, one with a wrong answer from the list in the cloud and the last one of a wrong answer because the candidate did not use the words from the clouds and decided to use their own that, although correct were not in the cloud. Students are expected to complete the sentence using **only** words from the cloud, as per instruction.

The right answer, using words from the cloud:

(a) She is thinking about what to take to Lisbon

The wrong answer but with a word from the ones in the cloud:

(a) She is thinking about what to take to Umbrella

The wrong answer with an expression not in the cloud and therefore, although in the right direction, cannot be accepted. Reading and understanding the instructions is **essential**.

(a) She is thinking about what to take to School visit

Question 3: A question related to the theme of **International and Global Dimension**. The subtheme is: **Bringing the World Together** and the aspect: **events, music events, campaigns and good causes**. The text is about Irina and her impressions of the summer music festival where she is. The questionnaire required a short answer to each question.

The type of questionnaire does not make it neither easier nor more difficult. For the selected answers, please check the Mark Scheme. The correct answers to b ii) would allow to confirm the candidate's sensibility to understanding the text, as in the example. This example represents well the majority of the wrong answers. In them, either the answer was not in the text (there is no reference to 'uber') or the answer is not a proper reply ('her dad' would answer a question with 'who', rather than 'what')

(ii) What will make the journey home easier?

Uber

(ii) What will make the journey home easier?

Her dad will help her

Question 4: A question related to the theme of **Identity and Culture**. The subtheme and the aspects are: **Who am I? customs and everyday life**. 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 neither easier nor more difficult. For the selected answers, please check the Mark Scheme. The correct answers to (i) (D) and (iii) (C) 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 **Holidays: preferences; experiences; destinations**.

5(a) and (b) Candidates generally handled these well, understanding that it was about, in a), the mother does not want to go to Brazil, and she provides more than one reason, three are accepted in the Mark Scheme and that the mother uses to argue. In b) it is about the fact that the common language made him feel more like a local than a tourist.

In 5(c), the answer is in the last line of the text. What he will never forget is the view of the city from the Cristo Rei statue, not the statue itself. The text was clear in stating just that and so the question was not properly deciphered prior to answering. Answers like the one below show more rushed answers and less reading ability. These answers, all wrong, are fine examples of why the candidates should go back to the text and confirm their answers.

(c) What will he never forget from this trip?

The monument called Cristo Rei

or

the Cristo Rei monument

or a more creative answer

~~A visit from a~~ it had a memorable moment.

(Total for Question 5 = 3 marks)

Question 6: A crossover question related to the theme of **Future Aspirations, Study and Work**, the Subtheme, **Work** and the aspects: **jobs, careers and professions**. This question is an extract from a literary text, adapted from the original to fit the specifications' requirements. Overall, the candidates performed 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 grammar related to possessives ('seu'/'dele'/'dela') and family vocabulary ('avô'/'avó') in Portuguese.

In 6a), almost all candidates got the answer right. In b), they were expected to state one of the rushed morning actions of Lobo. In the Mark Scheme, four possibilities would be considered, all conveying the protagonist need to hurry up. The rejected possibility was not accepted because it lacked precisely that movement / rush idea.

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 c) and d) 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.** In the answers presented below, this procedure might have directed the candidate into the right direction. In c) there is no reference to a grandmother in the text and, in d) the answer 'danger' does not, per se, provide a reason. The character was not, at all, worried about danger as he enters the cave. Some candidates show trouble deciphering who is the grandparent by reading the word and recognising the accent ('avô'/grandfather or 'avó'/grandmother).

(c) Who did the dog belong to?

(1)

His granama

(d) Why was Lobo more careful when he got to the cave?

(1)

danger

Question 7: A question in Portuguese related to the theme **Identity and Culture**, sub-theme and aspects: **Cultural Life: celebrations and festivals; reading; music; sport; film and television.** It was challenging for all but the highest scoring candidates. The text is an email Tiago got about a new show in his area. Candidates would then have to complete five sentences about the text in Portuguese, using the words in the cloud. 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 made no sense. Some did not read instructions properly and answered the questions using a different language from the one requested or using words that were not in the cloud. 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.

In the examples below, the answer for a) does not make sense, even out of the email's context. In b) with 'festa' the sentence makes no sense in Portuguese. Finally, c) is also incorrect, where nothing makes sense. 'Primeiro' is singular and will be next to the 'espetáculos' which is in the plural. This breaks one of the basic rules in Portuguese for the agreement in the plural. Once more, the absence of a reading of the sentence is evident.

(a) Luís Vitorino é

Cinco

(1)

(b) 6 de junho é a data do

festa

espetáculo.

(1)

(c) Existem pelo menos

no primeiro

espetáculos por semana.

(1)

Question 8: A crossover question related to the theme of **International and Global Dimension**, sub-theme and aspects: **Environmental issues: being 'green'; access to natural resources.** There is a short text about the seas and the ocean, and the problems Portugal could be facing regarding the rising of the level of the oceans. 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 neither 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 Future Aspirations, Study and Work, the subtheme of Using languages beyond the classroom and the aspects of forming relationships; travel; employment. This question elicits answers that are about the opinions of a group of teenagers and the fact that, by living in a big city with a lot of tourists, it creates the unique possibility of using foreign languages to communicate with them. 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 what 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 **Local area, Holiday and Travel**, the sub-theme **Town, Region and Country** and the aspects of **weather, places to see, things to do**. 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 might be 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 incorrect sentence building, not related at all with the original text. This exercise let us understand how little familiar the candidate was with these texts and what was expected to do when translating. Then, there is the second example 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, almost 100% perfect:

First example:

it says that angola is a enry
good place and that he will like
to go where again ~~to~~ because it
was funny and there was a lot
of things to do and the food was
very good and that he it enry
impression everyone was kind and I
wanted to talk and of overall it
was a good time.

Second example:

the temperature in Angola is normally warm there is ^{almost} sun every
day but, sometimes, there is wind when it rains, the temperature
decreases and it is colder. I had bad luck because I was in the
capital and there ~~were~~ were many dark clouds.

Please note:

- 1- This is a **READING** paper. We are expected to access 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, except for Q10 where the correspondence between a sentence in Portuguese must keep the same idea in English, after translation.
- 2- We are only to accept answers that are written in the language of the question. Even though, the exam is to access 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.