

Examiners' Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE In Portuguese (1PG0)
Paper 3 Higher Tier: 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 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 students at: www.pearson.com/uk

Summer 2023

Publications Code 20230824

All the material in this publication is copyright

© Pearson Education Ltd 2023

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

Introduction

1PG0 3H is assessed for the fourth time in 2023 and it consists of a 60-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.

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 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 3H, it is positive to be able to report that most candidates demonstrated a clear understanding of the rubrics and the general format of the examination. There was evidence of much good practice in teaching translation skills. In some cases, it was evident that candidates prepared well and practiced in preparation for the examination. This paper proved to be accessible to all candidates. Few 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. 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 higher 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 3H

Question 1: A crossover question related to the theme of Local Area, Holiday and Travel – Holidays: preferences, experiences and destinations.

1(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.

1(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 their answer and this has been a recurrent issue in all series of this exam up to the current one.

1(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.

(a) Name **one** of the cultural places to visit in Sintra.

the museum of toys.

(b) Who will help you better enjoy the sporting activities?

your new friends

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

climbing and mountain.

Question 2: 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 2a), 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 was often mistaken by a month 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?

they were bored

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

to ~~for~~ tell the story

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

1922

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

the snake eating the bird

Question 3: A question related to the theme School. The subtheme is What school is like: school and the aspects are: types; school day; subjects; rules and pressures; celebrating success. 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. Again, the rushed answers resulted frequently in missing the mark as the candidates did not reflect on what they were expected to write.

Some used what seems to be their own experience instead of allowing to assess reading ability. In question a), a clear rushed reading missing the terms of the comparison – the timings not whatever the students would decide to write about. In c) the candidate confused the subject by the people. The text is all about school and subjects and the fact that now she learns English as a foreign language. These errors, coming from a rushed reading, were more common than they should, just as in the example:

As for the remaining answers, please refer to the Mark Scheme.

- (a) **Patrícia compares the timings of the school day in England and Portugal. Mention **one** difference.**

The uniform

- (b) **What kind of school clothes are considered inappropriate in *Cabo Verde*?**

Swimming cloth

- (c) **What does Patrícia say about English?**

They have similar education

- (d) **How do we know that Patrícia's relationship with her teachers is friendly? Give **two** details.**

She can have fun with her teachers any time.

Question 4: A question related to the theme of Identity and Culture. The subtheme and the aspects are Cultural life: 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. The questionnaire was a multiple choice one and most candidates got questions right in the 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 (ii) (D) and (iv) (B) would allow to confirm the candidate's sensibility to understanding the literary text selected and how well the reading was done.

Question 5: A question related to the theme of International and Global Dimension - Bringing the world together: sports events; music events; campaigns and good causes. This question was challenging and proved to be a good discriminator especially 5(e) and 5(f) where only the very high end of the entry scored the two marks available for these questions. In Questions 5a) to 5d) most candidates got at least 3 of 4 marks available. In 5(e) and (f) few candidates lost marks here due to vagueness, rushed answers and inability to reason prior to writing. The majority showed a fair understanding of the text and thus correct answers for both questions. Some rushed answers did not even match the questions, or the candidate failed to see the relation. Here is a rushed answer, a fine example of information used in the answer that is not mentioned in the text. As for the accepted answers, please refer to the Mark Scheme.

- (e) **Where does Arlete see the poverty she talks about?**

(1)

War zone

Question 6: A question related to the theme of Future Aspirations, Study and Work, to the subtheme of Work and the aspects of jobs; careers and professions – that would allow the candidate to contact with the excerpt of an interview about how challenging it is to be a journalist

in Portugal. This question proved to be a good discriminator. The quality of one's reading of the text and one's reflection on the questions were key to successful answers. Please refer to the Mark Scheme for the accepted answers, as they show the care in considering many different possibilities, although all consistent with the text and the text's message. This question, overall, was well answered by most of the candidates. In these specific set of questions, the knowledge of the English was essential to convey the right answer and the reasoning prior to writing down the answer more essential than ever.

Question 7: 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 8: 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 9: A question in Portuguese related to the theme Identity and Culture, 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 and role models.

This passage contains some complicated lexis and structures, as is appropriate for a question at this level and at this point in the exam. Some candidates left parts of this question blank or wrote words from the text without showing understanding. Some did not read instructions properly and answered the questions using a different language from the one requested.

For the answers to each question, please refer to the Mark Scheme, as it presents a wide variety of possible answers. Although more demanding, some answers also showed how rushed the reading of the text was and how little reasoning the candidates did prior to answering. Here is an example of bad instructions reading, vague answering and not reflecting on the information of the prior to writing. Some of the answers are not even clear about what is the candidate talking about, just like in b). Once more, future candidates are strongly encouraged to **read the instructions**

properly, to find adequate information in the text that will require being transformed into the correct information to include in the answers.

Responda às questões em português. Não é necessário escrever respostas completas.

(a) Qual será o objetivo concreto do grupo de modelos, no futuro?

they represent the designer company

(b) O que é que os jovens admiram nos seus ídolos?

to become famous and well known.

(c) Para além do talento desportivo, que característica pessoal de Cristiano é apreciada?

football talent
~~talento de f~~ and a model.

(1)

(d) Onde é que Sara Sampaio é agora famosa?

international

(1)

(e) O que é que a Sara sabe que não durará para sempre?

famous famous temporary

(1)

Question 10: A translation from Portuguese into English related to the theme of Local Area, Holiday and Travel - Town, region and country: 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 essential to respect the original text and convey the same message, even if using another language: tenses and connectives are essential to convey the right message. Here is an example of a weak translation, revealing poor sentence building and vocabulary limitation in English and an unfinished task:

The costa atlântica of Portugal is less connected, and in a short time there's good estradas for reaching the beach and parques de estacionamento grátis, for the side.

It is possible at the weekend to relax at the beach or at a forest. Next to the sea, we can finally

Here is the example of a fine translation, including some variants to the original translation in the Mark Scheme. To get a top mark it does not need to be perfect but it needs to fully respect the original text by fully convey the message in proper English.

The Atlantic coast of Portugal was little known, until recently. It has good roads to reach the beach and free parking lots, everywhere. It's possible to ~~stay there~~ have some very nice weekends there, relaxing at the beach, or in the woods. Near the sea, we can finally have fun and re-gain our energy.

Finally, a note of advise. Please, in each school make sure the candidates know how the exam works. Paper 3 is about assessing Reading ability not writing ability in Portuguese, etc. Each one of the four papers is designed to assess a different skill in a full and varied way. In this paper, to assess Reading skills, the candidate does not have to reply in Portuguese. The candidate's writing skills in Portuguese are assessed in paper 4. From his text, it is clear that he was not proper informed or if he was, he did not understand. It is also clear that he did not practise from past papers, not even the ones available in Edexcel website. If he had, the structure of this paper wouldn't be such a surprise as he seems to mention in his text.

Ah marçia se for você que for ver as provas me explica ~~na~~ para mim um negócio como que em um exame de português tem mais perguntas em inglês do que em português e vou saber ter se em português vai me explicar por ~~que~~ por ~~que~~ vou estar muito curioso em saber porque eu não entendi nada e sou isso foi muito estranho e podemos dizer assim.

