



Examiners' Report
Principal Examiner Feedback
Summer 2024

Pearson Edexcel GCSE
In Portuguese (1PG0)
Paper 3H: Reading and Understanding
in Portuguese

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Introduction

1PG0 3H is assessed for the fifth time in 2024 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 fifth 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** and the sub-theme and aspect of **Town, region, and country: weather; places to see; things to do**.

1(a)

Candidates generally handled this well.

1(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.

1(c)

The candidates should always go back to the text and confirm their answers.

Question 2:

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.

2(a)

It was related with basic knowledge of family's vocabulary and a proper reading of the text.

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. At this level, candidates should master basic vocabulary like numbers, or months of the year.

Question 3:

A question related to the theme **School**. The subtheme is **What school is like**, and the aspects are: **school 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.

3(a)

A clear rushed reading of the question led some candidates to present only one detail, missing the second one requested. Although the paper is prepared to allow the candidates to write short answers, it does not necessarily mean one-word answers.

One-word answers usually imply limitations in the meaning for the obvious reason, it is frequently too short and leaves out part of the information answer required.

3(c)

Candidates were expected to elicit answers. A typical case where is less is not more. Once more, revision in the end is essential to spot these imprecisions.

Question 4:

A question related to the theme of **Future Aspirations, Study and Work**. The subtheme and the aspects are **Work** and **jobs, careers, and professions**. 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. The correct answers to (iv) and (v) would allow to confirm the candidate's sensibility to understanding the literary text selected and the quality reading of that reading.

Question 5:

A question related to the theme of **Future Aspirations, Study and Work**. The sub-theme and the aspects are: **Using languages beyond the classroom** and **forming relationships; travel; employment**. This question, although challenging, was correctly answers by the large majority of candidates, allowing to understand that the text was accessible and therefore the answers were easy to locate and adapt to the answer.

Question 6:

A question related to the theme of **Local Area, Holiday and Travel**, to the subtheme of **Town, region and country** and the aspects of weather, places to see and things to do, that would allow the candidate to contact with a touristic / informative text about what to do in a very touristic Portuguese city. 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. The care in considering more than one different possibility, although consistent with the text and the text's message.

6(i)

This question was well answered by most of the candidates.

6 (ii)

The knowledge of the Portuguese was essential to convey the right answer and the reasoning prior to writing down the answer more essential than ever. Many answers were based in the information in the previous sentence.

6(iii)

The knowledge of the Portuguese was essential to convey the right answer and the reasoning prior to writing down the answer more essential than ever. Many answers were based in the information in the previous sentence. Some creative answers were found with some imaginative words related to sightseeing activities. Again, revision seems to be essential to make sure one is writing what you should in a proper English.

Question 7:

A crossover question 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)**. 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 8:

A crossover question in Portuguese related to the theme of **Local Area, Holiday, and Travel**, to the subtheme of **Town, region and country** and the aspects of weather, places to see and things to do. 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.

Question 9:

A question in Portuguese related to the theme **Future Aspirations, Study and Work**, to the sub-theme **Ambitions** and the aspects **further study, volunteering, and training**. 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.

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. 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, in the right language.**

Question 10:

A translation from Portuguese into English related to the theme of **International and Global Dimension**, to the sub-theme **Bringing the world together** and the aspects **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 essential to respect the original text and convey the same message, even if using another language: same tenses and equivalent connectives are essential to convey the right/same message.

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, apart from Section C where it is taken into consideration, even if not as rigorously as in a writing paper.
- 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.