



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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Introduction

1PG0 3H is assessed for the sixth time in 2025 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 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 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.

Question 1: A crossover question related to the theme of **Local Area, Holiday and Travel** and the sub-theme and aspect of **Holidays: preferences; experiences; destinations**.

1(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 1(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 2: 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 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 2a), 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 3: A question related to the theme **Identity and Culture**. The subtheme is **Cultural Life**, and the aspects are: **celebrations and festivals; reading; music; sport; film and television**. 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.

In question a), a clear rushed reading of the question led some candidates to ignore the lead 'odeio' in line 1 and to make up an answer. The concept of 'after party' frequently mentioned is nowhere in the text.

Although the paper is prepared to allow the candidates to write short answers, 'short' 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 required. In b), just one word to refer to the event, was not enough. In c), candidates were expected to elicit answers that would clearly refer that the narrator's cousin was smiling all day because he was happy. Once more, revision in the end is essential to spot these imprecisions. As for the remaining answers, please refer to the Mark Scheme.

Below is an example of a lower result in result of an insufficient reading and reasoning. All leads to believe that the answers might have not been confirmed, especially when we look at immaculate condition of the text that has not been underlined, ticked, and so on. A proper checking would allow the candidate to grab, at least, an extra mark out of the three wasted.

(a) What does the blogger least like about ceremonies?	(1)
<u>The best part of the ceremonies in the after party.</u>	
(b) What event did he go to?	(1)
<u>After 10 years together.</u>	
(c) How did Nuno keep his word?	(1)
<u> </u>	
(d) How did Nuno show he was happy?	(1)
<u>Smiling all time.</u>	
(e) What did the blogger like about the menu?	(1)
<u>The chicken was so good, and the etc chocolate deserts.</u>	

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; socializing with friends and family; role models.

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 neither easier nor more difficult. For the selected answers, please check the Mark Scheme. The correct answer to (iv) (D) would allow to confirm the candidate's sensibility to understanding the literary text selected and the quality reading of that reading. Nearly 95% of the candidates got three or more marks of the 5 available.

Question 5: A question related to the theme of **Local Area, Holiday and Travel**. The sub-theme and the aspects are: **Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.** This question, although challenging, was correctly answered 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. As for the accepted answers, please refer to the Mark Scheme.

Question 6: A question related to the theme of **School**, to the subtheme of **What school is like:** and the aspects of weather **school types; school day; subjects; rules and pressures; celebrating success**, that would allow the candidate to contact with a personal school/family experience lived by a teenager of the same age. 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 more than one different possibility, although consistent with the text and the text's message. This question, in i), was well answered by most of the candidates. In the specific set of questions ii) and iii), the knowledge of the language and the reasoning were essential to convey the right answer.

Many candidates located well the information needed to answer 6 iii), in the last paragraph. The Mark Scheme reflects the different possibilities for the answer, all with the common denominator of Hugo having learned his lesson. As far as 6 ii) is concerned, the answers should be based on the fact that the following day Hugo had a different routine when he got home and, instead of snacking, he had to go talk to his parents without eating and therefore there was a chance he would feel hungry later (lines 7/8).

Once more, revision/checking is essential to make sure one is writing what you should in a proper English. Below, we selected three examples of wrong answers that came from a rushed reading of the text and no checking.

Example 1 (ii) Why was Hugo likely to be hungry the following evening?

because he wouldn't eat for the whole day.

Example 2

because he just came back from school

Example 3

because he missed dinner.

Question 7: 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 8: 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 9: A question in Portuguese related to the theme **International and Global Dimension**, to the sub-theme **Bringing the world together**, the aspects **sports events; music events; campaigns and good causes**. This passage is about one of the most famous summer festivals in the Lusophone world, also known worldwide, 'Rock in Rio'. It 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, in the right language**.

Questions b) and e) were an excellent example of what has been said about the depth of the reading candidates did. In b) candidates had to understand 'ambiental' (environmental). That was exactly the Mark Scheme requires the words 'plantar' (plant) or 'novas' (new) to be included in the answer for the mark. It becomes environmental when the trees are planted or are new in Amazônia. An answer like '73 milhões de árvores' do not necessarily mean that they are new or that they were planted because of the festival. In e) 'nosso' (our) was the word not to be included in the answer, otherwise the candidates are part of that moment, and it means they are in the festival. Candidates are not to be encouraged with direct lifting. Reflecting on what constitutes a good answer also means select what to write.

9b) Example 1 – Correct answer

(b) Qual a ambição ambiental do festival?

(1)

~~ambição~~ 73 milhões de árvores novas na Amazônia

9b) Examples 2 to 4 Wrong answers

(b) Qual a ambição ambiental do festival?

73 milhões de árvores na Amazônia

(b) Qual a ambição ambiental do festival?

(1)

~~Queen a~~ De música Queen a Shakira

(b) Qual a ambição ambiental do festival?

(1)

música com cantores famosos.
~~partilhar o mesmo amor pela música~~

9 e) Example 5 – Correct answer

(e) Qual é o momento mais emocionante do festival?

(1)

antes do festival concerto favorito ^{de eles} ^{ar} começar

9e) Example 6 – Wrong answer

(e) Qual é o momento mais emocionante do festival?

(1)

o momento ante do nosso concerto favorito começar

Question 10: A translation from Portuguese into English related to the theme of **School**, to the sub-theme **School Activities** and the aspects **school trips; events; exchanges**. 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.

Here is an 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 conveying the message in proper English.

We are on a school trip in Lisbon. The inhabitants are very kind and are always ready to help. I am loving the city with its old, narrow streets in the centre, so different from the recently built areas. These were designed by intelligent architects. Their modern ideas brought change to the Portuguese capital.

Here are examples of weak translations, revealing poor sentence building, limitations in English vocabulary and disregards by the tenses to use:

~~I~~ I'm going to visit a school in Lisbon.
The environment is nice and it's easy to go around. I ~~a~~ adore the city its streets have no centre, its different in areas recently because of construction. The architecture seems intelligent. The idea of modern is ^{all} around the capital of Portugal.

we are on a school trip to lisboa. the people are
sympatic and are always ready to help. I am loving the
city with its old ~~very narrow~~ streets and the ~~center~~ center.
there are different places recently built.

We are in a school visit in
Lisboa - the people who live there
are very kind and they are
always ready to I am loving the

Please note:

- 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.

