



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

In Portuguese (1PG0)

Paper 4F: Writing 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 2024

Publications Code 1PG0_4F_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Overview of the Examination

The writing paper constitutes 25% of the overall GCSE grade and is divided into four parts:

1. Picture-based task: Candidates need to cover two points based on a given picture. This section is worth a maximum of 12 marks, and the suggested word count is 20-30 words.
2. Writing tasks (Choice of two): Candidates have to cover four points, including referencing the future. This section carries a maximum of 16 marks, and the suggested word count is 40-50 words.
3. Writing tasks (Choice of two): Candidates need to cover four points, including referencing both the past and future. This section is worth a maximum of 20 marks, and the suggested word count is 80-90 words.
4. Translation task: Candidates have to translate 5 sentences into Portuguese, which is worth a maximum of 12 marks.

The suggested word counts are not strict limits; longer responses are considered for marking, but writing more doesn't guarantee more marks. Candidates were assessed on two aspects for the first three tasks: 'Communication & Content' and 'Linguistic Knowledge & Accuracy.' If candidates omitted key details in 'Communication & Content,' they couldn't score full marks in that category, but they still had a chance to earn full marks in 'Linguistic Knowledge & Accuracy' if their response was relevant.

To score well in 'Communication & Content,' candidates needed to address all the required details. Some candidates missed specific instructions or didn't notice the need to use particular tenses. Occasionally, some candidates wrote freely based on the task's introduction or provided unrelated information instead of addressing the bullet points.

The level of linguistic knowledge and accuracy required increased with each question. Question 1 only needed present tense and basic connected ideas (using words like 'and') for full marks. On the other hand, Question 3 demanded proficiency in past, present, and future tenses, extended sentences, and varied grammatical structures for full marks.

Notes on the 2024 Portuguese Foundation Writing Paper

It is evident that the examination centres had put considerable effort into determining the appropriate entry level for their students. Most of the students who opted for the Foundation tier were capable of attempting all the questions. However, some faced difficulties with the longer essay question (Q3), which is also included in the Higher tier.

The candidates who performed exceptionally well produced engaging and precise responses, showcasing a diverse range of grammatical structures. This proficiency allowed them to achieve top scores in both categories of the mark scheme, namely 'Communication & Content' and 'Linguistic Knowledge & Accuracy.'

Question 1

In Question 1, students were asked to describe a picture and express their thoughts on litter problems in their area. Most candidates performed well, often focusing on describing the picture and linking it to the issue of rubbish in their region.

However, some ambitious candidates extended the scenario creatively, relating the picture to another recent event. Unfortunately, a significant number of candidates failed to understand that both aspects of the question needed to be addressed to achieve full marks. As a result, some students concentrated only on either describing the picture or discussing litter problems, neglecting the other part of the question. This misunderstanding impacted their overall performance. It is crucial for candidates to be trained to read and comprehend the entire question to fully address it.

Question 2

In Question 2, candidates were instructed to write a response to a set of four bullet points that referred to both the present and the future.

2 (a) of Question 2, candidates had to write a reply to a magazine about their thoughts on beach holidays.

2 (b), they were asked to write for a website telling their points of view about the weather.

Overall, candidates responded to both options with relative success, and they enjoyed developing their answers. The strongest performers clearly addressed all four points specified in the task and even provided additional details for each of them. Most candidates effectively utilised the future tense or made references to the future, which was adequate for achieving high marks in this task. The ability to incorporate future-related elements played a significant role in their performance.

Question 3

In Question 3, candidates were required to respond to a set of four bullet points that encompassed the past, present, and future.

3 (a) asked candidates to write an email to a teacher about having lessons on Saturdays. This question was the most popular choice among candidates, and the majority made a good effort in addressing all or most of the bullet points. Examiners enjoyed reading about candidates' opinions about having lessons on Saturdays and there were very good reasons given to persuade the teachers not to add lessons on Saturdays.

3 (b) instructed them to write a letter to their friend, Joana, telling their opinion about the social network. This was less favoured by candidates, but a substantial number of students still wrote about their opinions on the social network and addressed all the bullet points.

The top marks for Communication & Content were awarded to candidates who elaborated on all four points and provided personal responses with justifications. For Linguistic Knowledge & Accuracy, candidates showed variable success in transitioning between different tenses. The highest category of the mark scheme called for the occasional use of complex language, and some candidates demonstrated this by employing the subjunctive and the personal infinitive in rare cases. However, general inaccuracies posed significant

issues. Many candidates exhibited interference from English, and missing accents were commonly observed. Additionally, Spanish words were frequently used, which was not appropriate for the Portuguese examination.

Question 4

This question required candidates to translate five sentences from English to Portuguese. The difficulty level increased with each task and specific vocabulary was required, so only the best candidates could achieve high marks. Most candidates were able to score a mark on each task for a partial translation. The passage was based around the topic of dream career.

The first three sentences carried 2 marks each, while the last two questions were worth 3 marks each.

The majority of students lost marks on the first sentence due to misspelling of the word *ambições* resulting in ambiguity in meaning. The second sentence saw issues with the spelling of "electrician." As for the third sentence, some candidates struggled with translating "are well paid" correctly.

The last two sentences proved to be the most challenging.

4 d) candidates had difficulties with the words "last summer" and "work experience," leading to various interesting spellings.

4 e) posed difficulties with the comparative form and the expression "follow our dreams." Only a few students managed to score full marks on the last two questions.

In future, candidates should familiarise themselves with the vocabulary list on the specification, since all of the words used for this question are taken from there.

Advice for Candidates Preparing for Portuguese GCSE Foundation Writing

This report outlines key areas for improvement and strategies to enhance student performance in the component assessment.

1. Understanding Questions: Students need to carefully read and comprehend each question before responding. Specific attention must be given to the required tenses, with Question 2 always necessitating the future tense, and Question 3 requiring both past and future tenses.

2. Consistent Language Use: It is imperative for students to write exclusively in Portuguese, avoiding the use of words from other languages such as English or Spanish. When encountering unfamiliar terms, students should describe them in Portuguese or find synonyms, using creativity to express their ideas.

3. Familiarity with Exam Format: Students should review past exam papers to become familiar with the types of questions and the format of the writing tasks. This practice will help them feel more comfortable and better prepared for the actual exam.

4. Tense Practice: Regular practice in writing across different tenses—past, present, and future—is essential. Students should focus on constructing sentences that flow naturally and use the correct verb forms.

5. Feedback and Review: Obtaining feedback from teachers or native speakers is crucial. This process will help students identify areas needing improvement and enhance their writing skills through constructive criticism.

6. Vocabulary Expansion: Students should work on expanding their vocabulary by learning new words and expressions relevant to various topics. A broader vocabulary will enable them to express their ideas more effectively and demonstrate higher language proficiency.

7. Organised Writing: Students should structure their responses clearly and coherently, using paragraphs to separate different ideas. Logical flow and clear organisation are key to presenting well-structured arguments and descriptions.

8. Time Management: Practicing writing within the time limits of the exam will help students manage their time more effectively during the actual test, ensuring they can complete all tasks within the allocated timeframe.

By implementing these strategies, students can improve their performance and achieve better results in their assessments. It is essential to integrate these practices into their regular study routines to build competence and confidence in their language skills.