



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Portuguese(1PG0)
Paper 4F: Writing in Portuguese

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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 does not 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 could not score full marks in that category, but they still had a chance to earn full marks in 'Linguistic Knowledge & Accuracy' if their response were relevant.

To score well in 'Communication & Content,' candidates needed to address all the required details. Some candidates missed specific instructions or did not 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 2025 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 the topic of music. Most candidates performed well, often focusing on describing the picture and linking it to their opinions on music.

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.

Example 1

Music

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(Source: © Hero Images on Offset/Shutterstock)

Descreva a foto e dê a sua opinião sobre música.

Escreva aproximadamente 20–30 palavras **em português**.

Na foto eu consigo ver um professor a ^{Iniciar} ~~aprender~~ ou aluno a tocar um instrumento. Eu acho que música é um bom assunto e ^{se pode} também ~~para~~ aprender muitas coisas com instrumentos diferentes.

This candidate scores full marks because both parts of the question are addressed, providing relevant information with occasional detail. The candidate uses simple sentences with linking words such as "e também." It is a very accurate paragraph and fulfils the task completely.

Example 2:

Descreva a foto e dê a sua opinião sobre música.

Escreva aproximadamente 20-30 palavras em português.

Na esta imagem podemos ver cinco pessoas. Eles estão ~~na~~ a ter aula de música. Há um professor e quatro ~~alunos~~ alunos. O professor ~~está~~ está a ver o aluno jogar o violão.

This candidate scores 3 for Communication and Content because only one part of the question is addressed: the description of the picture. This part is well developed and well written. Therefore, the candidate scores full marks for Linguistic Knowledge and Accuracy.

Question 2

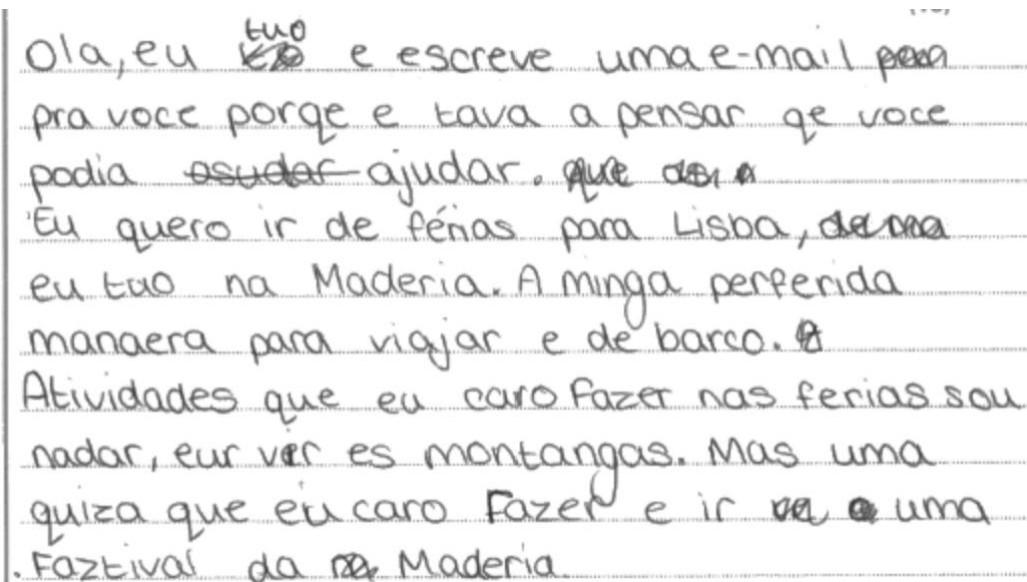
In Question 2, candidates were instructed to write a response to a set of four bullet points that referred to both the present and the future. For part (a) of Question 2, candidates had to write an email to a travel agency about their holiday. For part (b), they were asked to write a formal letter about volunteering work in Portugal. 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.

Example 1:

This candidate scores full marks because all four bullet points are addressed with relevant information. The language is used successfully, employing straightforward grammatical structures accurately.

Quando eu ir de férias quero ir para Portugal para ver a minha família e amigos mas o bilhete tá muito cara então eu to a pedir ajuda a agência de viagens para me ajudar a fazer o meu bilhete mais barato para ter um desconto. o meu alojamento preferido é o ~~conténi~~ ~~conténi~~ ~~conténi~~ porque lá eu posso fazer mais compras para levar para a minha viagem. eu quero viajar com a minha irmã sabendo que em uma hora lá ver a minha família. as actividades que ira fazer nas férias era jogar futebol e explorar novos citivos em Portugal que eu nunca vi.

Example 2:



Ola, eu ~~estou~~ ^{tu} e escreve uma e-mail pra
pra voce porge e tava a pensar qe voce
podia ~~esudar~~ ajudar. ~~que de a~~
Eu quero ir de férias para Lisboa, ~~de~~
eu tu na Maderia. A minga perferida
manaera para viajar e de barco. ~~a~~
Atividades que eu caro fazer nas ferias sou
nadar, eir ver es montangas. Mas uma
quiza que eu caro fazer e ir ~~ra~~ ~~a~~ uma
Faztival da ~~ra~~ Maderia.

This candidate scores 5 for Communication and Content and 4 for Linguistic Knowledge and Accuracy. The candidate has missed one bullet point about the accommodation, which means that the task was not fully communicated. However, relevant information is provided successfully. Linguistically, the candidate uses straightforward grammatical structures referring to present and future events. The errors occasionally prevent meaning from being conveyed, such as “minga”, “manaera” “eu caro fazer”.

Question 3

In Question 3, candidates were required to respond to a set of four bullet points that encompassed the past, present, and future. Part (a) of Question 3 asked candidates to write an email to a friend considering moving to his school next year, while part (b) instructed them to write a blog about parties.

Part (a) was far 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 their school and there were very good reasons given to persuade their friend to join the school the following academic year.

Part (b) was less favoured by candidates, but a substantial number of students still wrote about their birthday parties 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, such as using “asho” instead of “acho,” and missing accents were commonly observed (e.g., translating “is” and “and” in the same way). Additionally, Spanish words were frequently used, which was not appropriate for the Portuguese examination.

Example 1:

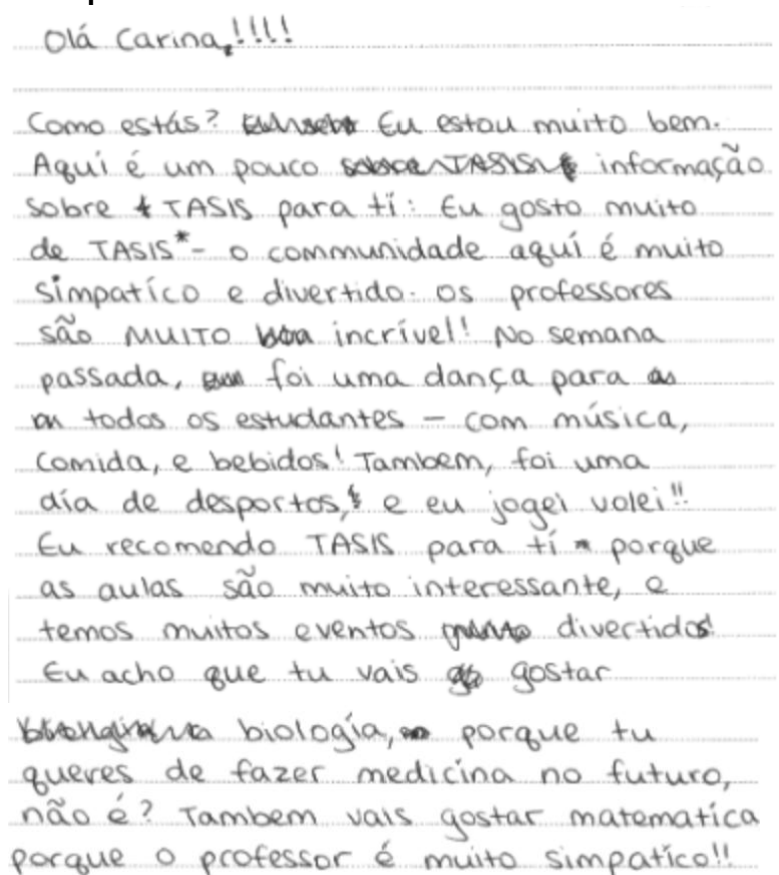
Olá amigo!
Tudo bem? Acho que é ótimo que tu estás a pensar mudar ~~para~~ para a minha escola no próximo ano. Eu gosto muito da minha escola. Não é tão moderno como a tua escola ~~mas~~ e é um pouco velho mas é muito grande e tem um campo de futebol. A cafeteria é ~~uma~~ confortável e fica, mas o menos, no centro da escola. Então, é muito fácil ir à cafeteria e tomar um café porque está perto de tudo. Os professores e estudantes são muito simpáticos e as aulas são muito divertidas. Aprendemos muito e a escola oferece mas do cinco línguas! Podes aprender alemão, se queres morar na Alemanha no futuro. A minha amiga ~~ela~~ está a fazer aulas de chinês. Há muitas coisas que

podes fazer nesta escola. Há um clube de voleibol depois das aulas cada sexta-feira. As aulas começam às oito e acabam às cinco. Acho que ~~ela~~ o meu dia é muito longe por isso mas também aprendo muito e ~~ela~~ por isso não é tão má. Na semana passada fiz muitas coisas. Tive um torneio de golfe e vi um filme com o meu irmão. Também estive um pouco triste porque não pode ir à praia porque tive que estudar. Quis ir à praia com tu mas não tive tempo. Recomendo a minha escola porque na minha opinião, é uma escola boa para aprender muito e ainda ~~ela~~ divertir-se muito. Sim, tu tens que ^{levantar-se} ~~te levantar~~ muito cedo mas ~~ela~~ acho que não há problema. Quando a semana acaba, podes dormir todo o fim de semana! No próximo ano, ~~ela~~ na minha escola vai a oferecer aulas de surf ~~ela~~ todos os domingos. Sei que tu gostas muito de surf, ~~ela~~ isto é uma aula que vai interessar ti. Também vão ter aulas de História e Química. Já temos aulas de Biologia e Química mas por os jovens que interessam muito a Química, podem fazer Química separado da Biologia. Penso que tu vais adorar a minha escola e conhecer muitas pessoas.

This candidate scores full marks because all the bullet points are addressed, and the task is fully completed as the candidate expands the key points and ideas for all four bullet points by giving a reason or a justification, therefore the candidate scored full marks for communication. The task is easy to read, with a variation of

grammatical structures, including successful references to the present, past, and future. All ideas are well connected and linked together. The errors that occur do not hinder the clarity of communication.

Example 2



Olá Carina!!!

Como estás? ~~Eu~~ Eu estou muito bem.

Aqui é um pouco sobre TASIS e informação sobre TASIS para ti: Eu gosto muito de TASIS* - o comunidade aqui é muito simpático e divertido. Os professores são MUITO ~~boa~~ incrível! Na semana passada, ~~em~~ foi uma dança para ~~as~~ em todos os estudantes - com música, comida, e bebidas! Também, foi uma dia de desportos, e eu joguei volei!!

Eu recomendo TASIS para ti * porque as aulas são muito interessante, e temos muitos eventos ~~gratuito~~ divertidos!

Eu acho que tu vais ~~g~~ gostar ~~de~~ biologia, ~~o~~ porque tu queres de fazer medicina no futuro, não é? Também vais gostar matemática porque o professor é muito simpático!!

This candidate has scored 9 for Communication and Content and 6 for Linguistic Knowledge and Accuracy. This is because the candidate develops some of the bullet points with relevant information and mostly effective adaptation of the language, including some opinions. There is evidence of different examples of straightforward grammatical structures with some extended sentences. However, there is occasional ambiguity, and sometimes the errors hinder the clarity of communication.

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 verb "é", forgetting the accent, resulting in ambiguity in meaning. The second sentence saw issues with the spelling of "irmã." As for the third sentence, some candidates struggled with translating "she likes to visit" correctly.

The last two sentences proved to be the most challenging. In Question d), candidates had difficulties with the words "together" and "every weekend," leading to various interesting spellings. Question e) posed difficulties with the words "Las

week” and “unfortunately” causing the candidates to develop some interesting creative words. 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.

