



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Portuguese(1PG0)
Paper 4H: 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 three parts:

1. A choice of two writing tasks with four points to cover, including reference to the past and future, with a suggested word count of 80-90 words. (20 marks)
2. A choice of two writing tasks with four points to cover, including reference to the past and the future, with a suggested word count of 130-150 words. (28 marks)
3. Translation task: Candidates must translate a paragraph into Portuguese. (12 marks)

In the Portuguese GCSE writing exam, word counts are provided as suggestions, but longer responses are considered fully for marking. However, it's essential to emphasise that writing more does not guarantee full marks.

The first two tasks, Q1 and Q2, are assessed based on two criteria: Communication & Content and Linguistic Knowledge & Accuracy. If a candidate omits key details in their response, they cannot score full marks for Communication & Content. However, they still have the opportunity to earn marks in the Linguistic Knowledge & Accuracy category as long as their response remains relevant.

To achieve high marks in Communication & Content, candidates must address all the required details in the question. Some candidates might miss specific instructions or overlook the need to use certain tenses. Occasionally, a candidate might freely write based on the task's introduction or provide a broad response about a given topic without specifically addressing the bullet points.

The expectations for Linguistic Knowledge & Accuracy become more demanding with each question. Q1 necessitates references to past, present, and future events, as well as the use of extended sentences and some variation in grammatical structures for full marks. On the other hand, Q2 requires consistently accurate language, fluent writing, and a wide variety of grammatical structures to achieve the highest scores.

Notes on the 2025 Portuguese Higher Writing Paper

Question 1

In Question 1 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, Na minha opinião a
minha escola é muito boa,
e os Professores ~~Professores~~ são
muito gentis e com Preensões
eles sempre dão deveres de
casa, mas São deveres
fáceis, e que realmente
ajudam^m bastante com as
matérias. Na semana
passada tivemos uma feira
escolar, tinha pipocas (o meu
favorito) e muita comida,
tivemos também uma aula
de dança, em qual Parti-
cipei e sai em Segundo lugar.
Tivemos aula de inglês e ciência.

This candidate scores full marks because all the bullet points are addressed, and the task is fully completed. The candidate communicates information relevant to the task, expanding on key points and ideas for all four bullet points. 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:

(20)

Na ^{minha} minha opinião a ~~minha~~ escola é muito divertida, por que a muitas materias para excuier, como por ~~exm~~ exemplo estudos humanitarios. Na semana ~~passada~~ passada eu ~~fix~~ fix um torniou de basketball com os meus amigos, foi tão divertido. Eu recomendaria a minha escola por que é um bom sitio para fazer novas amizades e aprender ao mesmo tempo. Eu acho que as ~~atua~~ ^{som} coisas que mais vão te interessar é a ~~sema~~ a matemática e o francês porque a tanto para aprender, e eu acho isso muito interessante.

This candidate has scored 10 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.

Examiner tip:

Candidates should:

Focus on language accuracy and vocabulary usage by paying attention to verb conjugations, especially in different tenses, which can significantly enhance the clarity and accuracy of their writing.

Expand vocabulary by learning new words and expressions related to the topics commonly covered in the exam. Building a strong vocabulary will enable them to convey their ideas more effectively and make their writing more engaging.

Practise regularly with writing exercises that specifically target different tenses can help the candidates become more comfortable and confident in using them accurately. They could also benefit from seeking feedback from teachers or native speakers to identify areas for improvement and receive guidance on how to enhance their language skills.

Additionally, the candidates should carefully proofread their writing to catch any spelling or grammatical errors before submitting their responses. This will help ensure that their communication is clear and precise.

Question 2

In **Question 2**, candidates were asked to write in response to four bullet points referring to both the **present** and the **future**.

In **Part (a)**, they were instructed to write an email to a psychologist about the subjects they wish to study in the final years of school and to ask for advice.

In **Part (b)**, they were asked to write a speech about preserving the environment.

Part (a) was overwhelmingly more popular than **Part (b)**.

The most successful responses to this question were structured clearly, with a paragraph dedicated to each bullet point. These responses developed fresh and

relevant ideas for each point, contributing to a persuasive and coherent piece of writing. High-scoring candidates had clearly planned their responses, often incorporating **complex language structures** and a wide range of vocabulary.

Less successful responses often opened with lengthy introductions or repeated the same argument across multiple bullet points. In some cases, candidates failed to address each bullet point explicitly, making it difficult for examiners to award higher marks for **Communication and Content**. Conversely, a number of responses were well-argued and persuasive, but lacked linguistic complexity, which limited the marks awarded for **Linguistic Knowledge and Accuracy**.

Communication and Content

- **13–16 marks:** Candidates in this band demonstrated well-developed ideas, often with clear justification for their opinions. Their writing was adapted effectively to narrate, inform, persuade, and engage the reader. Vocabulary was wide-ranging, and uncommon expressions were used accurately. While most responses were appropriately formal, some lacked consistency in register.
- **8–12 marks:** These responses addressed all four bullet points with relevant, detailed information. Ideas were generally well-developed and often justified. The writing was adapted fairly effectively for its purpose, with a good range of vocabulary and some use of uncommon language. Register and style were mostly appropriate.
- **4–7 marks:** At this level, candidates attempted all bullet points, though with occasional lapses in communication. Points were developed to a limited extent, relying on factual statements and simple opinions, often without full justification. Register and style were somewhat appropriate, though inconsistent.
- **0–3 marks:** These responses were either extremely brief or addressed only one or two bullet points with minimal detail. Communication was significantly hindered by a lack of content or clarity.

Linguistic Knowledge and Accuracy

- **11–12 marks:** Responses were fluent and included a wide variety of accurate structures. Sentences were well linked and showed confident use of tenses, especially past, present, and future. Although not entirely error-free, mistakes were minor and did not affect communication.
- **7–10 marks:** Candidates produced mostly fluent writing with some variety in sentence structure. References to different time frames were generally accurate. Errors did occur but rarely hindered the overall clarity—for example, occasional spelling errors influenced by English or Spanish, such as *personalmente* or *cuando*.
- **4–6 marks:** Writing in this band showed repetitive grammatical structures and limited vocabulary. Some extended sentences appeared, often linked with *porque*. Language was generally accurate in places but inconsistent overall. Use of tenses was limited, with occasional success in referencing more than one time frame. Errors sometimes impacted clarity.
- **0–3 marks:** These responses consisted of basic, repetitive structures and vocabulary. Frequent errors significantly affected understanding. Some candidates attempted to use different tenses but rarely succeeded across more than one. Interference from other languages (particularly English and Spanish) was common.

Overall, **well-planned and structured responses**, in which candidates addressed all four bullet points thoughtfully and incorporated a range of **complex language**, achieved the highest marks. Candidates are advised to focus on responding directly to the bullet points and to include a variety of structures and tenses to maximise their marks in both assessment strands.

Example 1:

- 2 (a) Escreva um artigo formal para uma revista em Portugal sobre os seus planos futuros.

Deve incluir os pontos seguintes:

- ✓ com quem falou recentemente sobre os seus planos futuros
- ✓ o que os jovens podem fazer ao terminar os estudos escolares
- opinião sobre trabalhos a tempo parcial para estudantes
- o melhor trabalho para si no futuro.

Deve justificar as suas ideias e opiniões.

Escreva aproximadamente 130–150 palavras **em português**.

(28)

Olá, eu vou falar sobre os meus planos futuros.

Recentemente falei com os meus pais sobre os meus planos futuros, eles estão me apoiando muito e sou muito grata por ter eles. Eles ficaram bem feliz de ver eu feliz e gostaram dos meus planos.

Quando vocês jovens terminar os estudos escolares recomendo muito descansar. Não fique preocupado sobre os seus

resultados das suas provas e esquece um pouco da escola. É muito bom livrar a sua cabeça do estresse. Mas não esquece que também é muito bom trabalhar.

Na minha opinião trabalhar a tempo parcial é uma opção muito boa para os jovens que gostam de ser independente e quer ganhar dinheiro. Eu acho que é um dinheiro bom e suficiente que os trabalhadores ganham e não é muitas horas trabalhando então tu não fica tão cansada.

O melhor trabalho para mim no futuro é uma professora, eu penso isso porque eu amo crianças, sempre foi o meu sonho trabalhar com crianças. Eu gosto muito de crianças por que são muito fofos e

amo brincar com elas. Eu não ligo muito sobre o dinheiro, eu sei que ~~professores~~ professoras não ganham muito dinheiro, só que eu não me importo muito com isso porque sempre foi o meu sonho trabalhar com crianças.

Content and Communication: 16/16

This is an excellent response that addresses all four bullet points in a clear, organised, and fully developed manner. The candidate opens with a relevant and engaging introduction and proceeds to cover each bullet point in separate, well-structured paragraphs. Ideas are presented in a logical sequence, with a strong sense of progression and cohesion throughout the response.

Each point is explored with personal reflection and justification, such as the discussion about parental support, the benefits of resting after school, the value of part-time work, and the aspiration to become a teacher. The content is rich and shows a high level of engagement with the task. The candidate expresses a clear viewpoint with thoughtful and persuasive reasoning – for example, highlighting independence and financial awareness in the paragraph about part-time jobs, and showing maturity in the conclusion when discussing the choice of career over salary.

The register is mostly appropriate to the task (a formal article), though there are occasional informalities (e.g., “Olá”, “tu não fica tão cansada”) and shifts in form of address (from “vocês” to “tu”). However, these do not detract from the overall impact, as the tone remains coherent and the intention to communicate effectively is consistently realised.

Linguistic Knowledge and Accuracy: 12/12

The language used is fluent and varied, demonstrating confident manipulation of grammar and vocabulary. The candidate successfully uses a wide range of structures, including subordinate clauses (e.g., “*porque eu amo crianças*”, “*quando vocês jovens terminar os estudos*”, “*eu sei que professoras não ganham muito dinheiro*”) and conjunctions to extend ideas.

There is consistent and accurate use of verb tenses, including past (*falei*, *ficaram*), present (*estão me apoiando*, *penso*), and future constructions (*vou falar*, *vai trabalhar*), showing full control over time frames. Sentence structures are generally well linked and coherent, and there is an attempt at more idiomatic and expressive language (e.g., *livrar a sua cabeça do estresse*, *não ligo muito sobre o dinheiro*). Although there are minor errors (e.g., “tu não fica” instead of “tu não ficas”), this does not impede communication and are outweighed by the overall range, complexity, and accuracy of the language used. Interference from other languages is minimal and does not affect the clarity or coherence of the response.

Examiner tip:

Borrow language from the bullet points to introduce your response to each one. This makes it clearer to the examiner that you are addressing them.

Example 2:

(28)

Planos futuros exercício de: Curtyn salvador da Santos

Quando falamos sobre ~~os~~ os novos planos do futuro as ~~vez~~ vezes não sabem ^{que temar isso não} ou nunca pensa neste ~~assunto~~ assunto.

Recentemente, eu falei com o meu ~~padrinho~~ padrinho que é ~~o~~ também o meu tio sobre uma carreira em medicina. Ele me contou o processo a como ser um médico e eu recebi conselhos ^{sobre} ~~de~~ os meus estudos.

Os ~~que~~ jovens tem que terminar os ~~estudos~~ ^{reconhecimento} estudos escolares para te um ~~reconhecimento~~ ^{reconhecimento} ao ~~o~~ mundo ~~redor~~ ^{redor} ~~elas~~. Os estudos também ~~redor~~ ^{redor} ~~elas~~.

Na ^{minha} ~~meu~~ opinião trabalhar a tempo parcial para estudantes pode ser uma boa ideia porque os estudantes podem ~~provar~~ ^{aproveitar} e saber como o mundo real ~~é~~ ^{é*} e como as pessoas trabalham. Mais, pode também ser uma coisa ruim como se o aluno estar tendo um ~~trabalho~~ ^{trabalho} ~~para~~ ^{pode ser que} ~~verdes~~ ^{podem} não focam nos estudos e fazer mais ~~trabalho~~ ^{trabalho} e ~~as~~ ^{as} ~~notas~~ ^{notas} ~~caem~~ ^{caem} e ~~as~~ ^{as} ~~notas~~ ^{notas} não ~~triam~~ ^{triam} ~~as~~ ^{as} ~~boas~~ ^{boas} ~~boas~~ ^{boas}

This candidate scores 6 for Content and Communication and 5 for Linguistic Knowledge and Accuracy.

This response shows **a limited level of development** across the four bullet points.

- The **first bullet point** is partially addressed with a mention of a conversation with their godfather/uncle about studying medicine, which is appropriate and relevant.
- The **second point** about what young people can do after school is present, but somewhat vague. The candidate makes general suggestions (*“ter um reconhecimento ao mundo real”, “estudar mais”*) but lacks detailed explanation or justification.
- The **third bullet point** (opinion on part-time work) is addressed with some valid ideas, both positive and negative. However, the expression is inconsistent and there are moments of confusion (e.g., *“poderia não focam nos estudos”*), affecting the impact and clarity of the communication.
- The **final paragraph** about the best job in the future conveys a personal goal (to become a doctor), but the ideas are repetitive (*“porque é uma médica”, “também gostaria de fazer doutorado em medicina”*) and only partially justified.

While there is an attempt at structure and coherence, **lapses in clarity and organisation** are evident. Paragraphs are marked, but at times, ideas are **not**

fully developed or well linked, and the candidate struggles to **convincingly justify their views**. The tone occasionally drifts towards informal. Overall, the response meets the descriptors of the **4–7 mark band**, with a **score of 6** being appropriate for a response that shows **attempts at communication but lacks consistent development**.

Linguistic Knowledge and Accuracy: 5/12

The response demonstrates an **inconsistent application of language**, with a mix of simple and occasionally more ambitious structures. However, errors are **frequent and at times interfere with clarity**.

- **Tense use** is attempted: past (*falei, recebi*), present (*podem, trabalham*), and future (*gostaria, vai trabalhar*) are all used, but with inconsistent accuracy. Some verb forms are incorrect or misplaced (*“poderia não focam nos estudos”, “não triam notas boas”*).
- There is an effort to include **more complex sentence types**, but many are **awkwardly expressed** or contain grammatical issues, particularly around syntax, agreement, and verb endings.
- **Vocabulary** is sometimes appropriate (e.g., *medicina, carreira, paciente*), but repetition and interference reduce the overall effectiveness of expression.
- Spelling and structure errors are frequent, e.g., *“não triam”* (intended: *não tiram*), *“sintente”* (intended: *se sintam*), *“ficar mais no trabalho e não toda carreira”* (unclear meaning).

Although the student shows the ability to **form some extended sequences** and **communicate their basic message**, the **errors limit fluency and occasionally obscure meaning**. The level of accuracy is therefore in line with the **4–6 mark band**, and a **score of 5** reflects the range of simple language with errors that sometimes hinder clarity.

Examiner tip:

To improve their performance, the candidates should focus on expanding their vocabulary by learning and using more varied and sophisticated words, avoiding repetition. They should also work on developing their ideas in more detail, providing examples, explanations, and additional relevant information. Using a range of sentence structures, including complex sentences and varied sentence types, will make their writing more dynamic. Practising fluency through activities like language exchange conversations or timed writing exercises can help with overall fluency and confidence. For linguistic knowledge and accuracy, the candidate should review grammar rules, especially those that are commonly problematic, and use a variety of grammatical structures, including different tenses and moods. They should work on using a wider range of conjunctions and connectives to link ideas more effectively. Regular practice in identifying and correcting errors will help become more aware of common mistakes and improve accuracy. Consistent practice is crucial, so dedicating time each day to writing or speaking exercises and seeking feedback will help solidify correct language use and reduce errors.

Question 3

Q3 requires candidates to translate a short paragraph into Portuguese. The difficulty level increases with each sentence and specific vocabulary is required, so only the very best candidates can access the top category of the mark scheme. The majority of candidates were at least partially able to communicate the meaning of the passage, scoring around half marks.

Example 1

3 Traduza o seguinte parágrafo para português.

Last week, my friend and I organised our summer holidays. We decided to go to Germany to see the capital. One day, I would like to visit the north of Brazil to do voluntary work. It is always important to ask for advice before travelling because some places can be quite dangerous.

Na semana passada, eu e meu amigo organizamos nossas férias de verão. Decidimos ir para Alemanha para ver a capital. Um dia, Eu gostaria de visitar o norte do Brasil para fazer trabalho voluntário. É sempre importante ~~pedir~~ pedir conselhos antes de viajar porque alguns lugares podem ser bastante perigosos.

12/12

The candidate scores full marks, because the meaning of the passage is fully communicated, and the language is largely accurate.

Example 2

3 Traduza o seguinte parágrafo para português.

Last week, my friend and I organised our summer holidays. We decided to go to Germany to see the capital. One day, I would like to visit the north of Brazil to do voluntary work. It is always important to ask for advice before travelling because some places can be quite dangerous.

A última semana, eu e a minha amiga organizamos as nossas férias de verão. ~~Decidimos~~ Decidimos ir a Alemanha para ver a capital. Um dia, queria visitar o norte de Brazil para fazer trabalho voluntária. É sempre importante pedir ajuda antes de viajar porque alguns lugares podem ser perigosos.

8/12

The candidate scores 8, because in some instances, the meaning of the passage was changed. For example "pedir ajuda" instead of "pedir conselhos", "Germania" instead of "Alemanha". Furthermore, there were omissions of words, such as "bastante" in the last sentence, which affected the full accuracy of the response.

Examiner tip

Check your translation thoroughly to make sure you haven't accidentally changed the meaning.

Paper Summary

Advice for future candidates:

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: Be aware that both essay questions will always require you to use the past, present, and future tenses. Practise writing in all these tenses to become more comfortable with using them effectively.

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. Practise developing ideas: 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. Work on developing ideas in the past, present, and future tenses. Practice writing extended sentences and linking thoughts coherently to demonstrate a strong grasp of language.

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.

9. Ensure Accurate Translations: Double-check that your translation conveys all the words and meaning from the original English text. Pay attention to spelling and grammar to maintain accuracy.

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.

