This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0). Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in 2018.

Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese (1PG0)

First teaching from September 2018

First certification from June 2020

Issue 2
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese specification

Issue 2 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment to the administration of the speaking component (Paper 2):</td>
<td>14</td>
</tr>
<tr>
<td>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</td>
<td></td>
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<td>‘The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three <strong>working</strong> days before the <strong>prescribed five week assessment period</strong>. This is to enable the teacher to prepare for the assessment. <strong>The assessment materials in this pack must not be removed from the centre premises</strong>.’</td>
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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 Introduction

Why choose Edexcel GCSE Portuguese?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We’ve listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students’ progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression

Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.
Supporting you in planning and implementing this qualification

Planning
- To support you in delivering this specification, our Getting Started Guide, available on our website, gives you an overview of the new GCSE qualification.
- We will give you an editable course planner and scheme of work that you can adapt to suit your department.

Teaching and learning
There are lots of free teaching and learning support to help you deliver the new qualification, including:
- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams
We also provide a range of resources to help you prepare your students for the assessments, including:
- marked exemplars of student work with examiner commentaries

ResultsPlus
ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support
Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com
Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

| Paper 1: Listening and understanding in Portuguese (*Paper code: 1PG0/1F and 1H) |
| Written examination |
| **Foundation tier:** 35 minutes, including 5 minutes’ reading time; 50 marks |
| **Higher tier:** 45 minutes, including 5 minutes’ reading time; 50 marks |
| **25% of the total qualification** |

Content overview
This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview
Students are assessed on their understanding of standard spoken Portuguese by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Portuguese speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Portuguese.

**Foundation tier**
- Section A is set in English. The instructions to students are in English.
- Section B is set in Portuguese. The instructions to students are in Portuguese.

**Higher tier**
- Section A is set in Portuguese. The instructions to students are in Portuguese.
- Section B is set in English. The instructions to students are in English.

The listening audio files are available on our website.
**Paper 2: Speaking in Portuguese (**Paper code: 1PG0/2F and 2H)**

*Internally conducted and externally assessed*

*Foundation tier: 7–9 minutes plus 12 minutes’ preparation time; 70 marks*

*Higher tier: 10–12 minutes plus 12 minutes’ preparation time; 70 marks*

*25% of the total qualification*

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their ability to communicate and interact effectively through speaking in Portuguese for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- Task 1 – a role play based on one topic that is allocated by Pearson
- Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson
- Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

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**Paper 3: Reading and understanding in Portuguese (**Paper code: 1PG0/3F and 3H)**

*Written examination*

*Foundation tier: 45 minutes; 50 marks*

*Higher tier: 1 hour; 50 marks*

*25% of the total qualification*

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their understanding of written Portuguese across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

- Section A is set in English. The instructions to students are in English
- Section B is set in Portuguese. The instructions to students are in Portuguese
- Section C includes a translation passage from Portuguese into English with instructions in English.
**Paper 4: Writing in Portuguese (Paper code: 1PG0/4F and 4H)**

<table>
<thead>
<tr>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation tier:</strong> 1 hour 10 minutes; 60 marks</td>
</tr>
<tr>
<td><strong>Higher tier:</strong> 1 hour 20 minutes; 60 marks</td>
</tr>
<tr>
<td><strong>25% of the total qualification</strong></td>
</tr>
</tbody>
</table>

**Content overview**
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**
Students are assessed on their ability to communicate effectively through writing in Portuguese for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Portuguese. The instructions to students are in Portuguese. Word counts are specified for each question. Students must answer all questions.

**Foundation tier** – three open-response questions and one translation into Portuguese.

**Higher tier** – two open-response questions and one translation into Portuguese.

*See Appendix 6: Codes for a description of this code and all other codes relevant to this qualification.*
2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese allows students to develop their ability to communicate with Portuguese native speakers in both speech and writing. Students will study a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Portuguese-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Portuguese grammar progressively through their course of study. Grammar requirements are given in the grammar list (see Appendix 2: Grammar list).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see Appendix 3: Vocabulary list). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.
Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

All themes and topics must be studied in the context of both the students’ home country and that of countries and communities where Portuguese is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Portuguese-speaking countries throughout the course.
Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students’ home country and that of countries and communities where Portuguese is spoken.**

**Theme 1: Identity and culture**
- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**
- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

**Theme 3: School**
- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

**Theme 4: Future aspirations, study and work**
- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

**Theme 5: International and global dimension**
- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being ‘green’; access to natural resources
Paper 1: Listening and understanding in Portuguese

Content

Students are assessed on their understanding of standard spoken Portuguese in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Portuguese language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.
Assessment information

- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Portuguese-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.

Foundation tier
- 35 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Section B contains two questions set in Portuguese. The question type is multiple-response. The instructions to students are in Portuguese.

Higher tier
- 45 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains two questions set in Portuguese. The question type is multiple-response. The instructions to students are in Portuguese.
- Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.

- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Portuguese.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document.
Paper 2: Speaking in Portuguese

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Portuguese for different purposes.

Students will need to:

● convey information and narrate events coherently and confidently, using and adapting language for different purposes

● speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate

● use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events

● make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view

● use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a ‘perfect’ command of Portuguese.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the Role play mark grid within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Portuguese, General instructions to the teacher section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. not on the theme International and global dimension, as this theme lends itself better to the picture-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Portuguese, General instructions to the teacher section.

This assessment allows students to:

● describe and narrate events

● give information

● express, justify and exchange opinions.
Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.

**Task 3 – Conversation**

The conversation allows students to cover all of the requirements outlined in the Content section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see Themes and topics) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Portuguese, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see page 9).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.
Assessment information

General information

- First assessment: April/May 2020.
- The entire assessment must be conducted in Portuguese.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.

Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Portuguese, General instructions to the teacher section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in Portuguese for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
● The use of dictionaries is not permitted during the preparation time or during the assessment.

**Foundation tier assessment time and marks**

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

**Higher tier assessment time and marks**

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.
Preparation time

Students are allocated 12 minutes’ preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

Candidate cards

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol '?'), and where an unpredictable question is posed to them by the teacher (indicated by the symbol '!').

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Portuguese. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

At Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a conditional tense where it is more natural to do so.

At Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. For four of the prompts, students are required to speak in the present tense or they may use a conditional tense if it is more natural to do so. They must respond to one question set in a past tense.
Task 2 – Picture-based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture. The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate cards

At Foundation tier, students are provided with a picture and five bullets in Portuguese to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in Portuguese to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic What school is like may:

- choose to focus on ‘school types’ and ‘rules and pressures’, or
- choose to focus only on ‘rules and pressures’.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that an equal amount of time is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.
Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time must be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Portuguese

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.

- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.

- They will modify the mark based on how securely the trait descriptors are met at that band.

- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document.

Additional guidance

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register**: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

**Formal register**: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts. However, tu with a verb conjugated in the second person singular is only acceptable in informal contexts.

**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–4</td>
<td>• Limited response to set questions, likely to consist of single-word answers&lt;br&gt;• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond&lt;br&gt;• A straightforward opinion may be expressed but without justification&lt;br&gt;• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</td>
</tr>
<tr>
<td>5–8</td>
<td>• Responds briefly to set questions, there is much hesitation and continuous prompting needed&lt;br&gt;• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond&lt;br&gt;• Straightforward, brief opinions are given but without justification&lt;br&gt;• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</td>
</tr>
<tr>
<td>9–12</td>
<td>• Responds to set questions with some development, some hesitation and some prompting necessary&lt;br&gt;• Some effective adaptation of language to describe, narrate and inform in response to the set questions&lt;br&gt;• Expresses opinions with occasional, brief justification&lt;br&gt;• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</td>
</tr>
<tr>
<td>13–16</td>
<td>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary&lt;br&gt;• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions&lt;br&gt;• Expresses opinions and gives justification with some development&lt;br&gt;• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</td>
</tr>
</tbody>
</table>

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.
**Picture-based task: linguistic knowledge and accuracy – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● Limited accuracy when responding to set questions; minimal success when referring to past, present and future events  
     | ● Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3–4  | ● Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
     | ● Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5–6  | ● Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
     | ● Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7–8  | ● Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
     | ● Responses are generally coherent although errors occur that occasionally hinder clarity of communication |

**Additional guidance**

*Errors*: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates limited information relevant to the topics and questions  
- Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification  
- Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary  
- Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4–6  | - Communicates brief information relevant to the topics and questions  
- Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification  
- Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary  
- Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7–9  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
- Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
- Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
- Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 10–12 | - Communicates information relevant to the topics and questions, with some extended sequences of speech  
- Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
- Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
- Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
Additional guidance

*Uses language creatively* – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

*Individual* thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

*Straightforward* ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
**Conversation: interaction and spontaneity – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question  
- Short, undeveloped responses, many incomplete  
- Isolated examples of ability to sustain communication, pace is slow and hesitant throughout |
| 4–6  | - Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question  
- Short responses, any development depends on teacher prompting  
- Limited ability to sustain communication, pace is mostly slow and hesitant |
| 7–9  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
- Occasionally able to initiate and develop responses independently but regular prompting needed  
- Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 10–12| - Responds spontaneously to some questions, interacting naturally for parts of the conversation  
- Sometimes able to initiate and develop the conversation independently, some prompting needed  
- Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

**Additional guidance**

*Rephrasing/repair strategies:* strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

*Responds/responding spontaneously:* gives a relevant, impromptu response based on what they have heard.

*Rehearsed language:* language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
## Conversation: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Uses straightforward, individual words/phrases; limited evidence of language manipulation  
      • Limited accuracy, minimal success when referring to past, present and future events  
      • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4–6  | • Uses straightforward, repetitive, grammatical structures  
      • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  
      • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7–9  | • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
      • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
      • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10–12| • Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
      • Generally accurate grammatical structures, generally successful references to past, present and future events  
      • Generally coherent speech although errors occur that sometimes hinder clarity of communication |

### Additional guidance

**Complex grammatical structures** are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.
Errors that **hinder clarity**: 
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**: 
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students’ work is marked by Pearson using the following assessment criteria. The mark grid is applied once to each individual response to the prompts. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

<table>
<thead>
<tr>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document.

**Additional guidance**

**Appropriate**: relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register**: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address.

**Formal register**: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts. However, tu with a verb conjugated in the second person singular is only acceptable in informal contexts.

**Partially clear/pronunciation may affect clarity of communication**: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.
Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | - Responds to set questions with some development, some hesitation and some prompting necessary  
  - Some effective adaptation of language to describe, narrate and inform in response to the set questions  
  - Expresses opinions with occasional, brief justification  
  - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8  | - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
  - Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
  - Expresses opinions and gives justification with some development  
  - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | - Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary  
  - Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions  
  - Expresses opinions effectively and gives justification which is mostly developed  
  - Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16| - Responds to the set questions with consistently fluent and developed responses  
  - Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions  
  - Expresses opinions with ease and gives fully-developed justification  
  - Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
Picture-based task: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4  | • Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
• Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6  | • Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions  
• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8  | • Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions  
• Responses are coherent, any errors do not hinder the clarity of the communication |

Additional guidance

**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:  
• errors that do not affect meaning, for example gender, adjectival agreements  
• infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:  
• errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
• frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:  
• errors that mean the listener cannot understand the message  
• errors that convey the wrong message  
• errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
• mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
- Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
- Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
- Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 4–6  | - Communicates information relevant to the topics and questions, with some extended sequences of speech  
- Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
- Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
- Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–9  | - Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech  
- Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions  
- Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes  
- Pronunciation and intonation are intelligible and predominantly accurate |
| 10–12| - Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
- Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
- Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
- Pronunciation and intonation are consistently accurate and intelligible |
**Additional guidance**

**Uses language creatively:** examples of creative language use are:
- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
### Conversation: interaction and spontaneity – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | ● Occasionally able to respond spontaneously with some examples of natural interaction although often stilted  
      | ● Occasionally able to initiate and develop responses independently but regular prompting needed  
      | ● Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 4–6  | ● Responds spontaneously to some questions, interacting naturally for parts of the conversation  
      | ● Sometimes able to initiate and develop the conversation independently, some prompting needed  
      | ● Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |
| 7–9  | ● Responds to most questions spontaneously, resulting in mostly natural interaction  
      | ● Mostly able to initiate and develop the conversation independently  
      | ● Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation |
| 10–12| ● Responds spontaneously and with ease to questions, resulting in natural interaction  
      | ● Consistently able to initiate and develop the conversation independently  
      | ● Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.
### Conversation: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
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<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</td>
</tr>
<tr>
<td>4–6</td>
<td>Manipulates grammatical structures with occasional variation, complex structures used but repetitive</td>
</tr>
<tr>
<td>7–9</td>
<td>Manipulates a variety of grammatical structures, some variety of complex structures</td>
</tr>
<tr>
<td>10–12</td>
<td>Manipulates a wide variety of grammatical structures, frequent use of complex structures</td>
</tr>
</tbody>
</table>

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.
Errors that **hinder clarity**:  
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:  
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Paper 3: Reading and understanding in Portuguese**

**Content**

Students are assessed on their understanding of written Portuguese across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Portuguese into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Portuguese into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a Portuguese-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Portuguese language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.
Assessment information

- The assessment time is:
  - Foundation tier – 45 minutes in length
  - Higher tier – 1 hour in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Portuguese. The instructions to students are in Portuguese:
  - for the Foundation tier there are three multiple-response questions
  - for the Higher tier there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Portuguese into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs) document.
Paper 4: Writing in Portuguese

Content

Students are assessed on their ability to communicate effectively through writing in Portuguese.

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Portuguese.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Portuguese.
- All assessments are marked against assessment criteria, please see Marking guidance for Paper 4: Writing in Portuguese.
- The instructions to students are all in Portuguese.
- The use of dictionaries is not permitted.
• **Foundation tier**
  - The assessment time is 1 hour and 10 minutes in length.
  - The paper consists of three open questions and one translation from English into Portuguese.
  - Students must answer all questions.
  - Question 1 assesses students on their ability to write to describe and to express opinions.
  - Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Portuguese*.
  - Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Portuguese*. This question is common to the Higher tier.
  - Question 4 is the translation question. Students are required to translate five sentences from English to Portuguese. The sentences are ordered by increasing level of difficulty.

• **Higher tier**
  - The assessment time is 1 hour and 20 minutes in length.
  - The paper consists of two questions and one translation from English into Portuguese.
  - Students must answer all questions.
  - Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Portuguese*. This question is common to the Foundation tier.
  - Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Portuguese*.
  - Question 3 is the translation question. Students are required to translate a short paragraph from English into Portuguese. The individual sentences are ordered by increasing level of difficulty.

**Sample assessment materials**

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Portuguese

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band
- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark
- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.
Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Some relevant, basic information without development  
      - Uses language to inform, give short descriptions and express opinions with limited success  
      - Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4  | - Mostly relevant information, minimal extra detail  
      - Uses language to give short descriptions, simple information and opinions with variable success  
      - Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6  | - Relevant information with occasional extra detail  
      - Uses language to give short descriptions, simple information and opinions with some success  
      - Uses small selection of common, familiar vocabulary and expression with little repetition |
Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>Produces simple, short sentences in isolation</td>
</tr>
<tr>
<td>3–4</td>
<td>Produces simple, short sentences with little linking</td>
</tr>
<tr>
<td>5–6</td>
<td>Produces simple sentences with some linking</td>
</tr>
</tbody>
</table>

Additional guidance

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
**Question 2 – Foundation tier (16 marks)**

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Limited information given likely to consist of single words and phrases  
     | - Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
     | - Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
     | - Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | - Some brief information given, basic points made without development  
     | - Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down  
     | - Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
     | - Occasional appropriate use of register and style |
| 5–6  | - Some relevant information given appropriate to the task, basic points made with little development  
     | - Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
     | - Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material  
     | - Mostly appropriate use of register and style, mostly sustained |
| 7–8  | - Relevant information given appropriate to the task, basic points made with some development  
     | - Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
     | - Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
     | - Appropriate use of register and style sustained |
Additional guidance

**Independently selected vocabulary and expression**: students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

**Register and style definition: formal** register and style include, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | ● Repetitive use of minimal selection of straightforward grammatical structures  
      ● Produces individual words/set phrases  
      ● Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | ● Use of a restricted range of straightforward grammatical structures, frequent repetition  
      ● Produces simple, short sentences, which are not linked  
      ● Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | ● Uses straightforward grammatical structures, some repetition  
      ● Produces simple, short sentences; minimal linking  
      ● Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8  | ● Uses straightforward grammatical structures, occasional repetition  
      ● Produces predominantly simple sentences occasionally linked together  
      ● Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

### Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:  
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:  
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the reader from the content of the writing.
Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Question 3 – Foundation tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
**Question 3: communication and content mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates brief information relevant to the task with little development  
     - Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
     - Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
     - Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
     - Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
     - Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
     - Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | - Communicates information relevant to the task, with development of some key points and ideas  
     - Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
     - Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
     - Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| - Communicates information relevant to the task with expansion of key points and ideas  
     - Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
     - Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
     - Appropriate use of register and style throughout with minimal inconsistency |

**Additional guidance**

**Creative language use** – examples of creative language use are:
- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.
**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Register and style definition: informal** register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Uses straightforward grammatical structures, some repetition  
  - Produces brief, simple sentences, limited linking of sentences  
  - Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | - Uses mostly straightforward grammatical structures, occasional repetition  
  - Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
  - Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | - Different examples of straightforward grammatical structures are evident  
  - Produces some extended sentences that are linked with familiar, straightforward conjunctions  
  - Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | - Some variation of grammatical structures, occasional complex structure  
  - Produces frequently extended sentences, well linked together  
  - Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures is considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.
Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Question 4 – Foundation tier (12 marks)

Translation mark grids

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>● Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>● Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>● Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
</tbody>
</table>
| 2    | ● The meaning of the sentence is partially communicated  
      ● Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3    | ● The meaning of the sentence is fully communicated  
      ● Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not hinder clarity:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students’ work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see Additional guidance).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.
### Question 1: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | Communicates brief information relevant to the task with little development  
|      | Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
|      | Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
|      | Variable use of appropriate register and style |
| 4–6  | Communicates information relevant to the task, with development of the occasional key point and idea  
|      | Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
|      | Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
|      | Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | Communicates information relevant to the task, with development of some key points and ideas  
|      | Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
|      | Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
|      | Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| Communicates information relevant to the task with expansion of key points and ideas  
|      | Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
|      | Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
|      | Appropriate use of register and style throughout, with minimal inconsistency |

### Additional guidance

**Creative language use:** examples of creative language use are:
- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.
**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: informal** register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

In order to guarantee consistency and clarity for students of European Portuguese and Brazilian Portuguese, when using the second person singular form of address, você with a verb conjugated in the third person singular is accepted in both formal and informal contexts.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 1: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Uses straightforward grammatical structures, some repetition  
     | - Produces brief, simple sentences, limited linking of sentences  
     | - Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | - Uses mostly straightforward grammatical structures, occasional repetition  
     | - Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
     | - Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | - Different examples of straightforward grammatical structures are evident  
     | - Produces some extended sentences that are linked with familiar, straightforward conjunctions  
     | - Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | - Some variation of grammatical structures, occasional complex structure  
     | - Produces frequently extended sentences, well linked together  
     | - Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
Question 2 – Higher tier (28 marks)

For this question, students’ work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see Additional guidance).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
- Some effective adaptation of language to narrate, inform, interest/convince  
- Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language  
- Appropriate use of register and style with occasional inconsistency |
| 5–8  | Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
- Frequently effective adaptation of language to narrate, inform, interest/convince  
- Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language  
- Appropriate use of register and style with few inconsistencies |
| 9–12 | Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
- Mostly effective adaptation of language, to narrate, inform, interest/convince  
- Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language  
- Predominantly appropriate use of register and style |
| 13–16| Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
- Consistently effective adaptation of language to narrate, inform, interest/convince  
- Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language  
- Consistent use of appropriate register and style throughout |
Additional guidance

Creative use of language: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: formal register and style include, for example, avoidance of slang, over-familiar language, exaggeration, ‘text-speak’, inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.
### Question 2: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
 Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
 Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | Some variation of grammatical structures, including some repetitive instances of complex language  
 Prolonged sequences of fluent writing, some extended, well-linked sentences  
 Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | Uses a variety of grammatical structures including some different examples of complex language  
 Predominantly fluent response; frequent extended sentences, mostly well linked  
 Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12| Uses a wide variety of grammatical structures, including complex language  
 Fluent response throughout with extended, well-linked sentences  
 Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that are specific to Higher tier GCSE  
- varied and complex word order  
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments  
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that do not hinder clarity:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
**Question 3 – Higher tier (12 marks)**

**Translation mark grid**

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student’s response across the whole paragraph should be considered.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference  
     - Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6  | - The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated  
     - Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9  | - The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated  
     - Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12| - The meaning of the passage is fully communicated  
     - Consistently accurate language and structures, any errors do not hinder clarity |

**Additional guidance**

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective  
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
## Assessment Objectives

<table>
<thead>
<tr>
<th>Students must:</th>
<th>% in GCSE</th>
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<tr>
<td><strong>AO1</strong> Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO2</strong> Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO3</strong> Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO4</strong> Writing – communicate in writing</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

## Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
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</thead>
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<tr>
<td></td>
<td>AO1 %</td>
<td>AO2 %</td>
</tr>
<tr>
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</tr>
<tr>
<td>Paper 2: Speaking in Portuguese</td>
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</tr>
<tr>
<td>Paper 3: Reading and understanding in Portuguese</td>
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<td>0</td>
</tr>
<tr>
<td>Paper 4: Writing in Portuguese</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our UK Information Manual. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see Appendix 6: Codes). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, the schools and colleges to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Portuguese. For listening and reading, all student work must follow the instruction provided for the individual question.
Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk
Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and Higher tier

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>70</td>
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<tr>
<td>2</td>
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<td>70</td>
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<td>70</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>
This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2020.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

**Student recruitment and progression**

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

**Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

**Progression**

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Portuguese. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual’s employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Portuguese-speaking countries and their cultures.
Appendices

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Appendix 6: Codes 138
Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation-tier and Higher-tier candidates. Please indicate the tier below.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese</th>
<th>1PG0: 2F/2H*</th>
<th>(*Please delete as appropriate)</th>
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<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
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<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
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<tbody>
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<td>Teacher name</td>
<td>Declaration and permissions signature and date*</td>
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</tbody>
</table>

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.

Please photocopy and continue on a separate sheet as necessary. Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A ‘Word’ version of this form is available on our website to facilitate administration in centres.
Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Portuguese grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

**Portuguese (Foundation tier)**

**Nouns**

**Gender**
- Gender of all nouns
- Gender endings
- Common feminine and masculine diminutives and augmentatives, e.g. pãozinho, casarão
- Alternative meanings of common nouns depending on gender, e.g. a caixa – o caixa
- Masculine verbal noun, e.g. o trabalhar

**Singular and plural forms**
- Plural of all nouns and, where applicable, their feminine equivalents
- Change of stressed closed to open vowel, e.g. ovos
- Plural of noun+de+noun, e.g. quartos de casal
- Plural of common compound nouns, diminutives and augmentatives, e.g. couves-flores, guarda-chuvas, pãezinhos, cafezinhos
- Masculine and feminine plurals covering both genders, e.g. os filhos, as crianças

**Articles**
- Definite, o, a, os, as agreement with noun
- Indefinite, um, uma, uns, umas, agreement with noun
- Combined forms preposition + article: e.g. ao, do, no, pelo
- Additional use of definite article - with a toponym or name of country, o Porto, o Brasil
  - with name of a person, a Ana
  - with possessive, o meu passaporte
  - with nouns used in a general sense, a fruta está cara
  - other uses of article, e.g. 5 euros o quilo
- Omission of indefinite article - origin, sou inglês
  - profession, occupation, sou estudante
  - possession, tem carro
  - marital status, ela é casada
  - affiliation, religion, ele é católico
Adjectives

- Adjectives and past participles used adjectivally
- Agreement in gender and number
- Position
- Change of stressed closed to open vowel, e.g. novo, nova, novos
- Position of adjectives – noun+adjective and common exceptions, e.g. bom dia
- Demonstrative: este/a, esse/a, aquele/a
- Possessive: meu/minha, teu/tua, seu/sua, nosso/a, vosso/a, seu/sua

Adverbs

- Formation with –mente, e.g. igualmente
- Everyday usage, e.g. bem, devagar, assim
- Common adverbia l phrases, e.g. de repente, de novo
- Position of adverbs
- Adverbs of time and place: aqui, ali, acolá, agora, já
- Interrogative: como, quando, onde, aonde, por que

Comparatives and superlatives

- Regular Comparatives with Adjectives and Adverbs:
  - tão...como; tão...quanto; mais...do que; menos...do que
  - muito..., pouco...
- Superlative Relative
  - O mais... / o menos
- Superlative Absolute
  - muito/bastante/bem + adjective or adverb
- Irregular comparatives maior, menor, melhor, pior, superior, inferior
- Irregular superlatives o/a maior, o/a menor, o/a melhor, o/a pior, o máximo, o mínimo (R)

Connectives

- Common examples: e, e ainda, antes, depois, pois, porque, também, mas, apenas, por exemplo, portanto, quando, para, para que, se, sobre, ao lado, na minha opinião, como, tal como, ou

Quantifiers/intensifiers

- Common examples: claro, mesmo, pois não, também, apenas, por certeza, naturalmente, ora, próprio

Pronouns

Personal

- Subject personal pronouns
- Direct and indirect personal pronouns
- Direct and indirect personal pronouns with prepositions, e.g. para mim, comigo, contigo, consigo, com você (R)
Pronouns (continued)
- Reflexives and usage with reflexive verbs: after the verb hyphenated, (e.g. eu lavo-me EP) and before the verb (eu me lavo BP)
- Position of direct and indirect pronouns: after the verb hyphenated and before the verb

Demonstratives and indefinites
- isto, isso, aquilo
- cada, tudo, nada, tanto, vários
- alguém, ninguém
- este, esse, aquele

Relatives
- Que, quem, onde
- Word order

Possessives
- First, second and third persons singular and plural
- Possession expressed with de... dele/dela de você, do/da + proper noun
- Omission of possessive, e.g. lavar as mãos

Verbs
- Regular and irregular verbs
- All persons of the verb, singular and plural
- Modes of address: tu and você
- Radical-changing verbs
- Negative forms
- Interrogative forms
- Uses of ser and estar
- Reflexive verbs, where applicable, e.g. sentar-se, levantar-se
- Progressive with estar (e.g. está a chover)
- Common idiomatic expressions with ter and haver, e.g. tem de estudar há pouco
- Verbs followed by an infinitive (with or without preposition), e.g. quero comer, gosto de fazer
- Verbs followed by preposition em e de, e.g pensar em, gostar de....

Voice and person
- Active voice
- Passive voice (R)
- First- and third-person endings, singular and plural second person, using third-person verb ending, singular and plural, e.g. você gosta, vocês gostam
- Second person singular, e.g. tu gostas
- Omission of subject denotator, e.g. gosta, gostas, gostam

Infinitive forms
- Inflected or personal infinitive (R)
Past participle and gerund
- Common regular and irregular past participles and gerunds

Indicative
- Present
- Preterite
- Imperfect
- Reported speech, e.g. diz que compra / disse que comprava (R)
- Future
- Periphrastic forms with ir for future, e.g. vou comprar
- Imperfect instead of conditional, e.g. gostava, comprava

Subjunctive
- Present of common verbs, e.g. quero que tenham... (R)

Conditional
- Common use of the Conditional to introduce requests, wishes and polite interaction, e.g. gostaria

Imperative
- Command and request forms using third person present subjunctive, singular and plural, e.g. venha, sirvam-se
- Commands and requests using imperative second and third person singular, e.g. olha, olhe (R)

Numbers and quantity
- Cardinal numbers from zero to milhões, mais de and menos de, agreements where applicable
- Ordinal numbers from primeiro/a to décimo/a, ultimo, penúltimo (R), and agreements
- Proportional – duplo, dobro, meio, metade, um terço, um quarto
- Collective – par, dezena, década, dúzia, centena, milhar
- Basic measurements and distance, e.g. meio metro, dez quilómetros, a quinze quilómetros
- Position of ordinals – ordinal+noun, e.g. terceiro andar

Prepositions
- Common ones: a, até, com, contra, de, desde, em, entre, para, por, sem, sobre trás
- Contracted forms – with definite article, e.g. ao, da, no, pelo
- with indefinite article, e.g. numa
- Commonly used prepositional phrases, e.g. ao lado de, ao pé de (R)

Conjunctions
- Co-ordinating conjunctions, e.g. e, ou, mas, também, nem, portanto
- Co-ordinating conjunctions e.g. por isso, porém, contudo, não só.....mas também (R)
- Subordinating conjunctions, e.g. que, porque, se, quando, como
- Word order in subordinate clauses
Times and dates

- Times using 12- and 24-hour clock
- Days, months
- Oito dias, quinze dias
- Primavera, verão, outono, inverno
- Da manhã, da tarde, da noite, ontem à noite
- Madrugada, anocerce, amanhecer (R)
- Véspera (R)

Negatives

- Simple negative using não
- Nunca, nem...nem
- Double negatives, e.g. não... nada (R)
- Word order in negative sentences
Portuguese (Higher tier)

All grammar and structures listed for Foundation tier, as well as the following.

Adverbs

- Adverbs
  - Manner: aliás, como
  - Intensity: demasiado, quanto, quase
  - Affirmation: decerto e realmente
  - Negation: jamais, nunca
- Adverbial phrases: de vez em quando, de tempos a tempos, em breve, ao contrário, em geral...

Comparatives and superlatives

- Superlative Absolute: íssimo/a/os/as as in felicíssimo (R)

Connectives

- examples: além disso, dado que, portanto, é evidente que, de modo que, logo, em conclusão, é possível, com efeito, a fim de, a menos que, após, em seguida, a meu ver, apesar de, no entanto, ou...ou

Pronouns

Personal

- Contracted forms, e.g. mo(s) (R)
- Contracted forms, e.g. no-la(s) (R)
- Position
  - Comprá-lo(s), vendê-la(s), compram-na(s)
  - Intercalated, comprá-lo-ei, vendê-la-ia (R)
- Position in a negative sentence (Não lhas comprou) or in a relative one (as flores que ela me deu)
- Indirect object pronoun instead of possessive, e.g. roubaram-lhe a carteira (R)

Demonstratives and indefinites

- Algo, certo, cada, diverso
- Qualquer, quaisquer
- Tal, taís
- Um tal (R)

 Relatives

- Cujo (R)
- o/a qual, os/as quais
- Common idiomatic expressions, e.g. foi isto que, fui eu quem, foi ele quem me disse
Verbs
• Third person conjugated reflexively instead of the passive voice, e.g. *fala-se inglês*, *aceitam-me cheques* (R)
• Undefined subject, using third person verb ending + no subject denotator, e.g. *disseram-me*

Voice and person
• Passive voice

Infinitive forms
• Inflected or personal infinitive e.g. *Ao saíres de casa*...

Indicative
• Perfect with *ter*, e.g. *tenho estado*
• Pluperfect with *ter*, e.g. *tinha comprado*
• Pluperfect with *haver*, e.g. *havia visto* (R)
• Future in pronominal and reflexive conjugations, e.g. *lavar-se-á* (R)
• Reported speech, e.g. *diz que vai / disse que ia*

Subjunctive
• Present e.g. *espero que não chova*
• Future e.g. *quando chegarem, se puderes* (R)
• Imperfect e.g. *se pudesse* (R)
• Perfect subjunctive with *ter*, e.g. *espero que tenha chegado* (R)

Conditional
• Conditional in pronominal and reflexive conjugations, e.g. *lavar-se-ia* (R)
Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation-tier assessments.

Word lists

Section 1: High-frequency language

Common verbs
Common adjectives
Common adverbs
Prepositions
Colours
Numbers
Ordinal numbers
Quantities and measures
Some useful connecting words
Time expressions
Times of day
Days of the week
Months and seasons of the year
Question words
Other useful expressions
Other high-frequency words
Countries
Continents
Nationalities
Administrative regions of Portugal and Brazil with English equivalents
Areas/mountains/seas
Useful acronyms
Social conventions
Language used in dialogue and messages
Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in bold.

All topics must be studied in the context of both the student’s home country and that of countries and communities where Portuguese is spoken.

Theme 1: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

Holidays: preferences, experiences and destinations

Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

Town, region and country: weather; places to see; things to do

Theme 3: School

What school is like: school types; school day; subjects; rules and pressures; celebrating success

School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

Using languages beyond the classroom: forming relationships; travel; employment

Ambitions: further study; volunteering; training

Work: jobs; careers and professions

Theme 5: International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes

Environmental issues: being ‘green’; access to natural resources
Section 1: High-frequency language

Common verbs

to accept  aceitar

to admire  admirar

to agree  estar de acordo

to appreciate  apreciar

to argue  discutir

to arise, come about, emerge  surgir

to arrive  chegar

to ask  perguntar

to ask (for something)  pedir

to ask a question  fazer uma pergunta

to attend  frequentar

to awaken  despertar

to bathe  tomar banho

to be  ser/estar

to be born  nascer

to be ill; to hurt  estar doente/doer

to be interested in  estar interessado/a em

to be missing  faltar

to be situated  situar

to become  tornar-se

to begin  começar

to believe  acreditar

to book  reservar/marcar

to buy  comprar

to carry/to wear  levar

to chat  conversar

to check  verificar

to choose  escolher

to clean  limpar

to clear away  deitar fora

to click (ICT)  clicar

to close  fechar/encerrar

to collect  recolher

to come  vir/chegar

to complete  completar

to consider  considerar

to contact  contactar

to continue  continuar

to continue/carry on  seguir

to convince  convencer

to cook  cozinhar

to cope/manage/get by  superar/gerir/arranjar-se

to copy  copiar

to cost  custar

to cross, go across  cruzar/atravessar

to cry  chorar

to decide  decidir

to demand  exigir

to depart/leave  partir
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>to describe</td>
<td>descrever</td>
</tr>
<tr>
<td>to die</td>
<td>morrer</td>
</tr>
<tr>
<td>to discuss</td>
<td>discutir</td>
</tr>
<tr>
<td>to do</td>
<td>fazer/realizar</td>
</tr>
<tr>
<td>to drink</td>
<td>beber</td>
</tr>
<tr>
<td>to drive</td>
<td>conduzir</td>
</tr>
<tr>
<td>to earn</td>
<td>ganhar</td>
</tr>
<tr>
<td>to eat</td>
<td>comer</td>
</tr>
<tr>
<td>to end</td>
<td>terminar</td>
</tr>
<tr>
<td>to enjoy</td>
<td>desfrutar</td>
</tr>
<tr>
<td>to enjoy oneself</td>
<td>divertir-se</td>
</tr>
<tr>
<td>to enter/go in</td>
<td>entrar</td>
</tr>
<tr>
<td>to exist</td>
<td>existir</td>
</tr>
<tr>
<td>to explain</td>
<td>explicar</td>
</tr>
<tr>
<td>to fail (exam)</td>
<td>chumbar</td>
</tr>
<tr>
<td>to fail asleep</td>
<td>cair</td>
</tr>
<tr>
<td>to feed, nourish</td>
<td>alimentar</td>
</tr>
<tr>
<td>to feel</td>
<td>sentir</td>
</tr>
<tr>
<td>to fight</td>
<td>brigar</td>
</tr>
<tr>
<td>to fill/fill in</td>
<td>encher</td>
</tr>
<tr>
<td>to find</td>
<td>encontrar</td>
</tr>
<tr>
<td>to find out</td>
<td>descobrir</td>
</tr>
<tr>
<td>to finish</td>
<td>acabar/terminar</td>
</tr>
<tr>
<td>to fly</td>
<td>voar</td>
</tr>
<tr>
<td>to follow</td>
<td>seguir</td>
</tr>
<tr>
<td>to forget</td>
<td>esquecer</td>
</tr>
<tr>
<td>to forgive</td>
<td>perdoar</td>
</tr>
<tr>
<td>to get</td>
<td>obter/buscar</td>
</tr>
<tr>
<td>to get angry</td>
<td>zangar-se</td>
</tr>
<tr>
<td>to get dressed</td>
<td>vestir-se</td>
</tr>
<tr>
<td>to get into (bus, train)/</td>
<td>apanhar o/entrar no (EP autocarro/BP ônibus, EP comboio/BP trem)/entrar no carro</td>
</tr>
<tr>
<td>to get into a car</td>
<td>sair do (EP autocarro/BP ônibus, EP comboio/BP trem, carro)</td>
</tr>
<tr>
<td>to get out of (bus, car, train)</td>
<td>despir-se</td>
</tr>
<tr>
<td>to get undressed</td>
<td>levantar-se</td>
</tr>
<tr>
<td>to get up</td>
<td>dar</td>
</tr>
<tr>
<td>to give</td>
<td>oferecer (uma prenda/um presente)</td>
</tr>
<tr>
<td>to give (a gift/present)</td>
<td>devolver</td>
</tr>
<tr>
<td>to give back</td>
<td>ir</td>
</tr>
<tr>
<td>to go</td>
<td>ir (de carro)</td>
</tr>
<tr>
<td>to go (in a car)</td>
<td>descer/baixar</td>
</tr>
<tr>
<td>to go down</td>
<td>dar uma volta a pé</td>
</tr>
<tr>
<td>to go for a walk</td>
<td>sair</td>
</tr>
<tr>
<td>to go out</td>
<td>ir para a cama</td>
</tr>
<tr>
<td>to go to bed</td>
<td>subir</td>
</tr>
<tr>
<td>to go up</td>
<td>crescer/cultivar</td>
</tr>
<tr>
<td>to grow</td>
<td>acontecer</td>
</tr>
<tr>
<td>to happen</td>
<td>danificar, prejudicar</td>
</tr>
<tr>
<td>to harm/damage</td>
<td>odiar</td>
</tr>
<tr>
<td>to hate</td>
<td>ter/haver</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to have breakfast
tomar o EP pequeno-almoço/BP café da manhã

to have lunch
almoçar

to have dinner/supper
jantar/cear

to hear
ouvir

to help
ajudar

to hire
alugar

to hit
bater

to hold
segurar

to hope
esperar

to hurry
apressar-se

to illuminate
iluminar

to imagine
imaginar

to improve
melhorar

to inform
informar

to intend
ter a intenção

to interest
interessar

to introduce (a person)
apresentar (uma pessoa)
to invite
convidar

to iron
passar a ferro

to jump
saltar

to justify
justificar

to keep fit
manter-se em forma

to knock
bater

to knock over
atropelar

to know
saber

to know how to
saber como

to land
EP aterrar/BP aterrisar ou pousar

to last
durar

to laugh
rir

to learn
aprender

to leave (behind)
EP deixar/BP deixar para trás

to leave; to depart
partir

to lie
mentir

to lie down
deitar-se

to light, turn/switch on
acender/ligar

to like
gostar

to listen
ouvir

to live
viver

to live (reside)
morar

to look after/mind (child, dog)
tomar conta de (criança, cão)
to look for
procurar

to lose
perder

to love
amar

to manage (business)
EP gerir/BP gerenciar (um negócio)
to manage, to cope
lidar, enfrentar

to mean to (do)
ter a intenção de

to mean/to signify
significar

to meet/to know someone
conhecer

to miss (appointment, etc.)
perder (marcação/consulta)
to miss (bus, train, etc.)
perder o (EP autocarro/BP ônibus, EP comboio/BP trem, etc.)
to motivate
motivar

to need
precisar
<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>to note down</td>
<td>tomar nota</td>
</tr>
<tr>
<td>to notice</td>
<td>notar</td>
</tr>
<tr>
<td>to offer</td>
<td>oferecer</td>
</tr>
<tr>
<td>to open</td>
<td>abrir</td>
</tr>
<tr>
<td>to order</td>
<td>encomendar</td>
</tr>
<tr>
<td>to organise</td>
<td>organizar</td>
</tr>
<tr>
<td>to owe</td>
<td>dever</td>
</tr>
<tr>
<td>to park</td>
<td>estacionar</td>
</tr>
<tr>
<td>to pay</td>
<td>pagar</td>
</tr>
<tr>
<td>to perform</td>
<td>atuar</td>
</tr>
<tr>
<td>to (tele)phone</td>
<td>telefonar</td>
</tr>
<tr>
<td>to play</td>
<td>brincar/jogar</td>
</tr>
<tr>
<td>to pop in/go in</td>
<td>entrar</td>
</tr>
<tr>
<td>to possess</td>
<td>possuir</td>
</tr>
<tr>
<td>to prefer</td>
<td>preferir</td>
</tr>
<tr>
<td>to prepare</td>
<td>preparar</td>
</tr>
<tr>
<td>to present</td>
<td>apresentar</td>
</tr>
<tr>
<td>to prevent</td>
<td>prevenir</td>
</tr>
<tr>
<td>to produce</td>
<td>produzir</td>
</tr>
<tr>
<td>to put</td>
<td>meter, colocar, pôr</td>
</tr>
<tr>
<td>to put back</td>
<td>devolver</td>
</tr>
<tr>
<td>to read</td>
<td>ler</td>
</tr>
<tr>
<td>to receive</td>
<td>receber, acolher</td>
</tr>
<tr>
<td>to recognise</td>
<td>reconhecer</td>
</tr>
<tr>
<td>to recommend</td>
<td>recomendar</td>
</tr>
<tr>
<td>to refund</td>
<td>EP restituir/BP devolver</td>
</tr>
<tr>
<td>to regret, be sorry</td>
<td>ter pena de</td>
</tr>
<tr>
<td>to remain</td>
<td>permanecer</td>
</tr>
<tr>
<td>to remember</td>
<td>recordar/lembrar-se de</td>
</tr>
<tr>
<td>to repair</td>
<td>reparar</td>
</tr>
<tr>
<td>to repeat</td>
<td>repetir</td>
</tr>
<tr>
<td>to replace</td>
<td>substituir</td>
</tr>
<tr>
<td>to reply</td>
<td>responder</td>
</tr>
<tr>
<td>to research</td>
<td>pesquisar</td>
</tr>
<tr>
<td>to reserve</td>
<td>reservar</td>
</tr>
<tr>
<td>to rest</td>
<td>descansar, relaxar</td>
</tr>
<tr>
<td>to return</td>
<td>devolver, voltar</td>
</tr>
<tr>
<td>to return; to go back</td>
<td>regressar</td>
</tr>
<tr>
<td>to ride a horse</td>
<td>montar a cavalo</td>
</tr>
<tr>
<td>to ring (a bell)</td>
<td>tocar (à campainha)</td>
</tr>
<tr>
<td>to run</td>
<td>correr</td>
</tr>
<tr>
<td>to save</td>
<td>poupar, EP guardar/BP salvar</td>
</tr>
<tr>
<td>to say</td>
<td>dizer</td>
</tr>
<tr>
<td>to see</td>
<td>ver</td>
</tr>
<tr>
<td>to seem</td>
<td>parecer</td>
</tr>
<tr>
<td>to sell</td>
<td>vender</td>
</tr>
<tr>
<td>to send</td>
<td>enviar</td>
</tr>
<tr>
<td>to serve</td>
<td>servir</td>
</tr>
<tr>
<td>to share</td>
<td>partilhar</td>
</tr>
<tr>
<td>to show</td>
<td>mostrar</td>
</tr>
<tr>
<td>to sign</td>
<td>assinar</td>
</tr>
<tr>
<td>to sing</td>
<td>cantar</td>
</tr>
<tr>
<td>to sit</td>
<td>sentar</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to sit down  
se sentar

to skate  
patinar

to ski  
esquiar

to sleep  
dormir

to smile  
sorrir

to smoke  
fumar

to solve (a problem)  
resolver (um problema)

to speak  
falar

to spend (money)  
gastar (dinheiro)

to spend (time)  
passar (tempo)

to stand  
enfrentar-se

to stand up  
ponerse de pie

to stay  
ficar

to steal  
roubar

to stop  
parar

to stroll, go for a walk  
passear

to study (a subject)  
estudar (uma disciplina)

to study (be a student)  
estudar

to sunbathe  
tomar banho de sol

to support  
apoiar

to swim  
nadar

to switch off  
desligar

to take  
levar

to take off (clothes, etc.)  
tirar o casaco

to take off (plane)  
EP descolar/BP decolar or levantar voo

to take one's coat off  
tirar a roupa

to taste  
provar

to tell/recount  
dizer

to thank  
agradecer

to think (about)  
pensar (sobre), achar

to throw  
atirar

to touch  
tocar

to travel  
viajar

to try  
tentar

to understand  
compreender

to use  
usar

to vacuum  
aspirar

to visit (person, place)  
visit (uma pessoa, um lugar)

to wait for  
esperar por

to wake up  
acordar

to walk  
andar

to want  
querer

to warn  
aviar

to wash  
lavar

to wash (oneself)  
lavar-se

to wash, launder  
lavar a roupa

to watch  
ver

to wear  
usar

to weigh (have weight)  
pesar

to weigh (sth.)  
pesar

to win  
ganhar
Common verbs (cont)

to wish  
desejar

to work  
trabalhar

to write  
escrever

Common adjectives

active  
ativo/a

alike; the same  
ingual

amazing  
espantoso/a, maravilhoso/a

any sort of  
quemquer estilo de

bad  
mau/má

because  
porque/pois

better/best  
melhor

big, large  
grande

boring  
aborrecido/a

brave/adventurous  
corajoso

calm/peaceful  
calmo/tranquilo

cheap  
barato/a

clean  
largo/a

complex, complicated  
complicado/a

constant  
constante

cosy  
aconchegante

dangerous  
perigoso/a

different  
diferente

dirty  
sujo/a

easy  
fácil

enjoy  
desfrutar

every  
cada

excellent  
excelente

exciting, entertaining  
emocionante

expensive  
caro/a

fair  
justo/a

famous  
famoso/a

fashionable  
elegante

fast  
rápido/a

fat  
gordo/a

favourite  
favorito/a

foreign  
estrangeiro/a

former  
anterior

free (at no cost)  
grátis

free (unoccupied, available)  
livre

friendly  
simpático/a

frightening  
assustador/a

full  
cheio/a

fun; amusing  
divertido/a

funny (comical)  
cómico/a

generous  
generoso/a

genuine  
genuíno/a

good  
bom/boa

good (well behaved)  
bem comportado/a

grateful  
grato/a

great  
ótimo/a

happy, fortunate, jolly  
feliz

hard (not soft)  
duro/a
### Common adjectives (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard, difficult</td>
<td>difícil</td>
</tr>
<tr>
<td>hardworking</td>
<td>trabalhador/a</td>
</tr>
<tr>
<td>harmful</td>
<td>prejudicial</td>
</tr>
<tr>
<td>healthy (food/way of life)</td>
<td>saudável</td>
</tr>
<tr>
<td>heavy</td>
<td>pesado/a</td>
</tr>
<tr>
<td>high; tall (building)</td>
<td>alto/a</td>
</tr>
<tr>
<td>honest</td>
<td>honesto/a</td>
</tr>
<tr>
<td>hot (of liquid)</td>
<td>quente</td>
</tr>
<tr>
<td>huge</td>
<td>enorme</td>
</tr>
<tr>
<td>ideal</td>
<td>ideal</td>
</tr>
<tr>
<td>ill (chronic)</td>
<td>doente (crônico)</td>
</tr>
<tr>
<td>important</td>
<td>importante</td>
</tr>
<tr>
<td>in a good mood</td>
<td>de bom humor</td>
</tr>
<tr>
<td>independent</td>
<td>independente</td>
</tr>
<tr>
<td>intelligent; clever</td>
<td>inteligente</td>
</tr>
<tr>
<td>interesting</td>
<td>interessante</td>
</tr>
<tr>
<td>kind</td>
<td>gentil, carinhoso/a</td>
</tr>
<tr>
<td>last</td>
<td>último/a</td>
</tr>
<tr>
<td>lazy</td>
<td>preguiçoso/a</td>
</tr>
<tr>
<td>light</td>
<td>leve, ligeiro/a</td>
</tr>
<tr>
<td>long</td>
<td>longo/a</td>
</tr>
<tr>
<td>lost</td>
<td>perdido/a</td>
</tr>
<tr>
<td>loud</td>
<td>barulhento/a</td>
</tr>
<tr>
<td>magnificent</td>
<td>magnífico/a</td>
</tr>
<tr>
<td>main</td>
<td>principal</td>
</tr>
<tr>
<td>marvellous</td>
<td>maravilhoso/a</td>
</tr>
<tr>
<td>modern</td>
<td>moderno/a</td>
</tr>
<tr>
<td>narrow</td>
<td>estreito/a</td>
</tr>
<tr>
<td>naughty</td>
<td>malcriado/a</td>
</tr>
<tr>
<td>necessary, needed</td>
<td>necessário/a</td>
</tr>
<tr>
<td>necessary, unavoidable</td>
<td>inevitável</td>
</tr>
<tr>
<td>negative</td>
<td>negativo/a</td>
</tr>
<tr>
<td>new</td>
<td>novo/a</td>
</tr>
<tr>
<td>next</td>
<td>próximo/a</td>
</tr>
<tr>
<td>nice; likeable</td>
<td>agradável</td>
</tr>
<tr>
<td>noisy</td>
<td>ruidoso/a</td>
</tr>
<tr>
<td>normal</td>
<td>normal</td>
</tr>
<tr>
<td>old</td>
<td>velho/a</td>
</tr>
<tr>
<td>old (former)</td>
<td>antigo/a</td>
</tr>
<tr>
<td>old fashioned</td>
<td>fora de moda</td>
</tr>
<tr>
<td>open</td>
<td>aberto/a</td>
</tr>
<tr>
<td>optimistic</td>
<td>otimista</td>
</tr>
<tr>
<td>original</td>
<td>original</td>
</tr>
<tr>
<td>other</td>
<td>outro/a</td>
</tr>
<tr>
<td>patient (im-)</td>
<td>(im)paciente</td>
</tr>
<tr>
<td>peaceful</td>
<td>pacífico/a</td>
</tr>
<tr>
<td>pessimistic</td>
<td>pessimista</td>
</tr>
<tr>
<td>pleasant, nice</td>
<td>agradável</td>
</tr>
<tr>
<td>pleased</td>
<td>satisfeito/a</td>
</tr>
<tr>
<td>polite</td>
<td>polido/a, educado/a</td>
</tr>
<tr>
<td>poor</td>
<td>pobre</td>
</tr>
<tr>
<td>popular</td>
<td>popular</td>
</tr>
<tr>
<td>positive</td>
<td>positivo/a</td>
</tr>
</tbody>
</table>
Common adjectives (cont)

- practical: práctico/a
- pretty: bonito/a
- quiet: quieto/a
- ready: pronto/a
- real: real
- reasonable: razoável
- recent: recente
- reliable: confiável
- responsible: responsável
- rich: rico/a
- sad: triste
- safe: seguro/a
- same: mesmo/a
- selfish: egoísta
- sensational: sensacional
- serious: sério/a
- several: vários/as
- shallow: superficial
- short: curto/a
- short (person): baixo/a
- silent: silencioso/a
- silly: EP tolo/a BP bobo/a
- situated: situado/a
- slender: esbelto/a
- slow: lento/a
- small: pequeno/a
- soft: macio/a
- splendid: esplêndido/a
- strange: estranho/a
- strict: rigoroso/a, rígido/a
- strong: forte
- suitable: adequado/a
- surprised: surpreendido/a
- talkative: falador
- terrible: terrível
- thin, slim: magro/a
- tired: cansado/a
- typical: típico/a
- ugly: feio/a
- unfair: injusto/a
- unhappy: infeliz
- unhealthy: não saudável
- unique: único/a
- unpleasant: desagradável
- useful: útil
- useless: inútil
- valuable: com valor
- varied: variado/a
- weak: fraco/a
- well known: famoso/a
- wet: molhado/a
- wise: esperto/a
- wonderful: maravilhoso/a
### Common adjectives (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>worse/worst</td>
<td>pior</td>
</tr>
<tr>
<td>young</td>
<td>jovem, novo/a</td>
</tr>
<tr>
<td>younger</td>
<td>mais jovem</td>
</tr>
</tbody>
</table>

### Common adverbs

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>(for) a long time</td>
<td>(por) muito tempo</td>
</tr>
<tr>
<td>again</td>
<td>de novo</td>
</tr>
<tr>
<td>almost</td>
<td>quase</td>
</tr>
<tr>
<td>already</td>
<td>já</td>
</tr>
<tr>
<td>also</td>
<td>também</td>
</tr>
<tr>
<td>always</td>
<td>sempre</td>
</tr>
<tr>
<td>approximately</td>
<td>aproximadamente</td>
</tr>
<tr>
<td>badly</td>
<td>mal</td>
</tr>
<tr>
<td>better</td>
<td>melhor</td>
</tr>
<tr>
<td>cheap</td>
<td>barato</td>
</tr>
<tr>
<td>completely</td>
<td>completamente</td>
</tr>
<tr>
<td>down (there)</td>
<td>(lá) em baixo</td>
</tr>
<tr>
<td>earlier</td>
<td>mais cedo</td>
</tr>
<tr>
<td>early</td>
<td>cedo</td>
</tr>
<tr>
<td>especially</td>
<td>especialmente</td>
</tr>
<tr>
<td>everywhere</td>
<td>em todo o lado</td>
</tr>
<tr>
<td>fairly; quite</td>
<td>razoavelmente</td>
</tr>
<tr>
<td>fortunately (un-)</td>
<td>(in)felizmente</td>
</tr>
<tr>
<td>free</td>
<td>gratuitamente</td>
</tr>
<tr>
<td>hardly</td>
<td>dificilmente</td>
</tr>
<tr>
<td>here</td>
<td>aqui</td>
</tr>
<tr>
<td>inexpensive</td>
<td>pouco caro</td>
</tr>
<tr>
<td>later</td>
<td>mais tarde</td>
</tr>
<tr>
<td>loud(ly)</td>
<td>ruidosamente</td>
</tr>
<tr>
<td>never</td>
<td>nunca/jamais</td>
</tr>
<tr>
<td>no longer</td>
<td>já não</td>
</tr>
<tr>
<td>not yet</td>
<td>ainda não</td>
</tr>
<tr>
<td>nowhere</td>
<td>em nenhum lado</td>
</tr>
<tr>
<td>often</td>
<td>frequentemente</td>
</tr>
<tr>
<td>only</td>
<td>apenas/só/somente</td>
</tr>
<tr>
<td>over there</td>
<td>acolá</td>
</tr>
<tr>
<td>perhaps</td>
<td>talvez</td>
</tr>
<tr>
<td>possibly</td>
<td>possivelmente</td>
</tr>
<tr>
<td>quickly</td>
<td>rapidamente</td>
</tr>
<tr>
<td>rarely</td>
<td>raramente</td>
</tr>
<tr>
<td>rather</td>
<td>um pouco</td>
</tr>
<tr>
<td>recently</td>
<td>recentemente</td>
</tr>
<tr>
<td>regularly</td>
<td>regularmente</td>
</tr>
<tr>
<td>similarly</td>
<td>de maneira semelhante</td>
</tr>
<tr>
<td>simply</td>
<td>simplesmente</td>
</tr>
<tr>
<td>slowly</td>
<td>EP devagar/BP lentamente</td>
</tr>
<tr>
<td>so</td>
<td>tão</td>
</tr>
<tr>
<td>sometimes</td>
<td>às vezes</td>
</tr>
<tr>
<td>somewhere</td>
<td>em qualquer parte</td>
</tr>
<tr>
<td>soon</td>
<td>cedo</td>
</tr>
<tr>
<td>special</td>
<td>especial</td>
</tr>
<tr>
<td>still</td>
<td>ainda</td>
</tr>
</tbody>
</table>
**Common adverbs (cont)**

straight away  
there  
to here  
to there  
together  
too (much)  
up (there)  
usually  
very  
well  
worse

**Prepositions**

about  
after  
among  
around  
at  
at (someone’s house)  
at the back  
because of  
before  
behind  
besides  
between  
far from  
from  
from (a given time)  
in  
in front of  
in the background  
in the foreground  
in the middle (of)  
near (to)  
next to  
on  
onto  
opposite  
outside  
through  
to  
towards  
under  
until  
with
**Colours**

black  
blue (dark)  
brown  
brown (eyes)  
chestnut brown  
dark  
green  
grey  
grey (hair)  
light  
light blue  
orange  
pink  
purple  
red  
red (of hair)  
white  
yellow

**Numbers**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32, etc.  
40  
50
### Numbers (cont)

<table>
<thead>
<tr>
<th>Number</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>sessenta</td>
</tr>
<tr>
<td>70</td>
<td>setenta</td>
</tr>
<tr>
<td>80</td>
<td>oitenta</td>
</tr>
<tr>
<td>90</td>
<td>noventa</td>
</tr>
<tr>
<td>100</td>
<td>cem</td>
</tr>
<tr>
<td>101</td>
<td>cento e um</td>
</tr>
<tr>
<td>120</td>
<td>cento e vinte</td>
</tr>
<tr>
<td>200</td>
<td>duzentos</td>
</tr>
<tr>
<td>1000</td>
<td>mil</td>
</tr>
<tr>
<td>1100</td>
<td>mil e cem</td>
</tr>
<tr>
<td>2000</td>
<td>dois mil</td>
</tr>
<tr>
<td>1.000.000</td>
<td>1 milhão</td>
</tr>
<tr>
<td>2.000.000</td>
<td>2 milhões</td>
</tr>
</tbody>
</table>

### Ordinal numbers

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>primeiro</td>
</tr>
<tr>
<td>second</td>
<td>segundo</td>
</tr>
<tr>
<td>third</td>
<td>terceiro</td>
</tr>
<tr>
<td>fourth</td>
<td>quarto</td>
</tr>
<tr>
<td>fifth</td>
<td>quinto</td>
</tr>
<tr>
<td>sixth</td>
<td>sexto</td>
</tr>
<tr>
<td>seventh</td>
<td>sétimo</td>
</tr>
<tr>
<td>eight</td>
<td>oitavo</td>
</tr>
<tr>
<td>ninth</td>
<td>nono</td>
</tr>
<tr>
<td>tenth</td>
<td>décimo</td>
</tr>
<tr>
<td>eleventh</td>
<td>décimo primeiro</td>
</tr>
<tr>
<td>twelfth</td>
<td>décimo segundo</td>
</tr>
<tr>
<td>twenty first</td>
<td>vigésimo primeiro</td>
</tr>
</tbody>
</table>

### Quantities and measures

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bottle</td>
<td>uma garrafa</td>
</tr>
<tr>
<td>a box</td>
<td>uma caixa</td>
</tr>
<tr>
<td>a jar</td>
<td>um frasco</td>
</tr>
<tr>
<td>a kilo</td>
<td>um quilo</td>
</tr>
<tr>
<td>a litre</td>
<td>um litro</td>
</tr>
<tr>
<td>a little</td>
<td>um pouco</td>
</tr>
<tr>
<td>a lot</td>
<td>muita quantidade de</td>
</tr>
<tr>
<td>a packet</td>
<td>um pacote</td>
</tr>
<tr>
<td>a piece</td>
<td>um bocado</td>
</tr>
<tr>
<td>a slice</td>
<td>uma fatia</td>
</tr>
<tr>
<td>about a hundred</td>
<td>cerca de cento</td>
</tr>
<tr>
<td>centimetre</td>
<td>centímetro</td>
</tr>
<tr>
<td>enough</td>
<td>suficiente</td>
</tr>
<tr>
<td>gramme</td>
<td>uma grama</td>
</tr>
<tr>
<td>half</td>
<td>meio</td>
</tr>
<tr>
<td>kilometre</td>
<td>quilómetro</td>
</tr>
<tr>
<td>less</td>
<td>menos</td>
</tr>
<tr>
<td>majority</td>
<td>maioria</td>
</tr>
<tr>
<td>many</td>
<td>muito</td>
</tr>
<tr>
<td>metre</td>
<td>metro</td>
</tr>
<tr>
<td>more</td>
<td>mais</td>
</tr>
<tr>
<td>not much/not many</td>
<td>não muito</td>
</tr>
<tr>
<td>percent(age)</td>
<td>por cento (percentagem)</td>
</tr>
<tr>
<td>quantity</td>
<td>quantidade</td>
</tr>
</tbody>
</table>
**Quantities and measures (cont)**

- quarter: um quarto
- several: alguns/algumas
- some: um pouco de
- third: um terço
too: demasiado
- weight: peso

**Some useful connecting words**

also: também
although: apesar de
and: e
as, since (time), since (cause): como, desde. uma vez que
because: porque
because of: devido a
but: mas
even: mesmo
finally: finalmente
first of all: em primeiro lugar
however: no entanto
if: se
in order that: para que
it is obvious: é óbvio
moreover: além disso
neither... nor...: não... nem...
or: ou
perhaps: talvez
so: por isso
then: então
then, next: em seguida
therefore: consequentemente
this is, here is: isto é
thus, like this, in that way, therefore: assim
whether: quer
while: enquanto

**Time expressions**

- after: depois
- ago: há
- already: já
- always: sempre
- as soon as: assim que
- at night: à noite
- at the same time: ao mesmo tempo
- at the start: no princípio
- before: antes
day: dia
day (24 hours): dia (24 horas)
day off: dia de folga
daylight: diurno/a
delayed: atrasado
during: durante
ever: cedo
evening: noite
every day: todos os dias/diário/quotidiano
### Time expressions (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>fortnight</td>
<td>quinzena</td>
</tr>
<tr>
<td>from</td>
<td>desde</td>
</tr>
<tr>
<td>from time to time</td>
<td>de vez em quando</td>
</tr>
<tr>
<td>hour</td>
<td>hora</td>
</tr>
<tr>
<td>immediately</td>
<td>imediatamente</td>
</tr>
<tr>
<td>in the afternoon</td>
<td>à tarde</td>
</tr>
<tr>
<td>in the evening</td>
<td>à noite</td>
</tr>
<tr>
<td>in the morning</td>
<td>de manhã</td>
</tr>
<tr>
<td>in the night</td>
<td>durante a noite</td>
</tr>
<tr>
<td>last night (during the night)</td>
<td>na noite passada (durante a noite)</td>
</tr>
<tr>
<td>last night (yesterday evening)</td>
<td>na noite passada (ontem à noite)</td>
</tr>
<tr>
<td>late</td>
<td>tarde</td>
</tr>
<tr>
<td>later</td>
<td>mais tarde</td>
</tr>
<tr>
<td>midday</td>
<td>meio dia</td>
</tr>
<tr>
<td>midnight</td>
<td>meia noite</td>
</tr>
<tr>
<td>minute</td>
<td>minuto</td>
</tr>
<tr>
<td>morning</td>
<td>manhã</td>
</tr>
<tr>
<td>night</td>
<td>noite</td>
</tr>
<tr>
<td>night-time</td>
<td>noturno/a</td>
</tr>
<tr>
<td>now</td>
<td>agora</td>
</tr>
<tr>
<td>on time</td>
<td>a tempo</td>
</tr>
<tr>
<td>once</td>
<td>uma vez</td>
</tr>
<tr>
<td>one day</td>
<td>um dia</td>
</tr>
<tr>
<td>since</td>
<td>desde</td>
</tr>
<tr>
<td>soon</td>
<td>cedo</td>
</tr>
<tr>
<td>the day after tomorrow</td>
<td>o dia depois de amanhã</td>
</tr>
<tr>
<td>the day before yesterday</td>
<td>anteontem</td>
</tr>
<tr>
<td>the day/evening before</td>
<td>ontem/ontem à noite/véspera</td>
</tr>
<tr>
<td>the next day; following day</td>
<td>o dia seguinte</td>
</tr>
<tr>
<td>time</td>
<td>tempo</td>
</tr>
<tr>
<td>today</td>
<td>hoje</td>
</tr>
<tr>
<td>tomorrow</td>
<td>amanhã</td>
</tr>
<tr>
<td>twice</td>
<td>duas vezes</td>
</tr>
<tr>
<td>week</td>
<td>semana</td>
</tr>
<tr>
<td>weekend</td>
<td>fim de semana</td>
</tr>
<tr>
<td>what is the time?</td>
<td>que horas são?</td>
</tr>
<tr>
<td>year/s</td>
<td>ano(s)</td>
</tr>
<tr>
<td>yesterday</td>
<td>ontem</td>
</tr>
</tbody>
</table>
### Times of day

- **1 a.m.**
- **1 p.m.**
- **nine o'clock in the evening**
- **13.00**
- **at exactly 2 o'clock**
- **at about... o'clock**
- **it is five past three**
- **half past nine**
- **ten past four**
- **ten to four**
- **quarter to six**
- **quarter past seven**

### Days of the week

- **Monday**
- **Tuesday**
- **Wednesday**
- **Thursday**
- **Friday**
- **Saturday**
- **Sunday**
- **(on) Monday**
- **(on) Monday morning**
- **(on) Monday evening**
- **on Mondays**
- **every Monday**

### Months and seasons of the year

- **month**
- **January**
- **February**
- **March**
- **April**
- **May**
- **June**
- **July**
- **August**
- **September**
- **October**
- **November**
- **December**
- **season**
- **autumn (in)**
- **spring (in)**
- **summer (in)**
- **winter (in)**
### Question words

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>(at) what time?</td>
<td>(a) que horas?</td>
</tr>
<tr>
<td>from where?</td>
<td>donde?/de onde?</td>
</tr>
<tr>
<td>how much, how many?</td>
<td>quanto (custa)? quantos?</td>
</tr>
<tr>
<td>how?</td>
<td>como?</td>
</tr>
<tr>
<td>to there?</td>
<td>para lá?</td>
</tr>
<tr>
<td>to where?</td>
<td>para onde?</td>
</tr>
<tr>
<td>what colour?</td>
<td>de que cor?</td>
</tr>
<tr>
<td>what?</td>
<td>o quê/qual?</td>
</tr>
<tr>
<td>when?</td>
<td>quando?</td>
</tr>
<tr>
<td>where?</td>
<td>onde?</td>
</tr>
<tr>
<td>who?</td>
<td>quem?</td>
</tr>
<tr>
<td>why?</td>
<td>porquê?</td>
</tr>
</tbody>
</table>

### Other useful expressions

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>all the better</td>
<td>tanto melhor</td>
</tr>
<tr>
<td>as/so much</td>
<td>tanto</td>
</tr>
<tr>
<td>false (this is)</td>
<td>(isto é) falso</td>
</tr>
<tr>
<td>finally, ultimately</td>
<td>finalmente</td>
</tr>
<tr>
<td>good luck</td>
<td>boa sorte</td>
</tr>
<tr>
<td>great!</td>
<td>EP que bom!/ótimo!/BP que legal!</td>
</tr>
<tr>
<td>here is/are</td>
<td>aqui tem</td>
</tr>
<tr>
<td>how do I get (to)?</td>
<td>como é que vou (para)?</td>
</tr>
<tr>
<td>how do you spell that?</td>
<td>como é que se escreve?</td>
</tr>
<tr>
<td>I don't know</td>
<td>não sei</td>
</tr>
<tr>
<td>I don't mind</td>
<td>não me importo</td>
</tr>
<tr>
<td>I don't understand</td>
<td>não entendo</td>
</tr>
<tr>
<td>I like it</td>
<td>gosto</td>
</tr>
<tr>
<td>I’m fine; it’s OK</td>
<td>tudo EP bem/BP legal</td>
</tr>
<tr>
<td>I’ve had enough</td>
<td>estou farto/a</td>
</tr>
<tr>
<td>in my opinion</td>
<td>na minha opinião</td>
</tr>
<tr>
<td>in my view</td>
<td>do meu ponto de vista</td>
</tr>
<tr>
<td>it annoys me</td>
<td>aborrece-me</td>
</tr>
<tr>
<td>it depends</td>
<td>depende</td>
</tr>
<tr>
<td>it doesn’t matter</td>
<td>não importa</td>
</tr>
<tr>
<td>it makes me laugh</td>
<td>EP isso é para rir/BP isso é para me fazer rir</td>
</tr>
<tr>
<td>it’s all the same to me</td>
<td>EP para mim vai dar ao mesmo/BP para mim é o mesmo</td>
</tr>
<tr>
<td>of course</td>
<td>claro</td>
</tr>
<tr>
<td>okay (in agreement)</td>
<td>tudo EP bem/BP legal</td>
</tr>
<tr>
<td>on the other hand</td>
<td>por outro lado</td>
</tr>
<tr>
<td>once again</td>
<td>mais uma vez</td>
</tr>
<tr>
<td>one of the following</td>
<td>um dos seguintes</td>
</tr>
<tr>
<td>personally</td>
<td>pessoalmente</td>
</tr>
<tr>
<td>so much the better</td>
<td>tanto melhor</td>
</tr>
<tr>
<td>so, so</td>
<td>assim assim</td>
</tr>
<tr>
<td>that doesn’t interest me</td>
<td>isso não me interessa</td>
</tr>
<tr>
<td>that’s enough</td>
<td>já chega</td>
</tr>
<tr>
<td>there is/are</td>
<td>existe/existem</td>
</tr>
<tr>
<td>too bad, what a shame</td>
<td>que pena</td>
</tr>
<tr>
<td>true (this is)</td>
<td>(isto é) verdade</td>
</tr>
<tr>
<td>well done!</td>
<td>muito bem!</td>
</tr>
<tr>
<td>what does that mean?</td>
<td>o que é que isso quer dizer?</td>
</tr>
</tbody>
</table>
Other useful expressions (cont)
what is it like?  what is it like?  como é que isso é?
with pleasure  com prazer
you are not allowed to  não pode
you can (one can)  podes (pode)
you must (one must)  deves (deve)

Other high-frequency words
action/deed  ação
advice  conselho
anything  algo/alguma coisa
as like  como
can/could  poder/ser capaz de
community  comunidade
description  descrição
duration  duração
end  fim
everybody  toda a gente
everything  tudo
except  exceto
figure (number)  algarismo
for example  por exemplo
frequence  frequência
information  informações
lusophone (Portuguese-speaking)  lusófono/a
Miss  menina
Mr (also Sir)  senhor
Mrs (also Madam)  senhora
national anthem  hino nacional
number  número
number (e.g. phone number)  número (de telefone)
opinion  opinião
own, -self  próprio
patriotic  patriota
preference  preferência
previously  previamente
reason  razão
relatives  familiares, parentes
someone  alguém
something  alguma coisa
suggestion  sugestão
task  tarefa
that  que
thing  coisa
time (occasion)  vez (ocasião)
type (kind of)  tipo
way  maneira/forma
with  com
without  sem
word  palavra
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<tr>
<td>Belgium</td>
<td>Bélgica</td>
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<td>Cabo Verde</td>
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<td>Chipre</td>
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<td>Dinamarca</td>
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<td>Inglaterra</td>
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<td>Estônia</td>
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<td>Reino Unido</td>
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<td>United States</td>
<td>Estados Unidos da América</td>
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<tr>
<td>USA</td>
<td>EUA</td>
</tr>
<tr>
<td>Wales</td>
<td>País de Gales</td>
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</tbody>
</table>
Continents
Africa
África
Asia
Ásia
Australia
Austrália
Europe
Europa
North America
América do Norte
South America
América do Sul

Nationalities
American
americano/americana
Angolan
angolano/angolana
Austrian
austriaco/austriaca
Belorussian
bielorruso/bielorussa
Belgian
belga
Bissau-Guinean
guineense
Brazilian
brasileiro/a
British
britânico/britânica
Canadian
canadiano/canadiana
Cape Verdean
 cabo-verdiano/a
Chinese
chinês/chinesa
Danish
dinamarquês/dinamarquesa
Dutch
holandês/holandesa
English
inglês/inglesa
Estonian
estoniano/a
European
 europeu/europeia
French
francês/francesa
German
alemão/alemã
Greek
grego/grega
Indian
indiano/a
Inhabitant of Macau
macaense
Inhabitant of São Tomé
são-tomense
Inhabitant of Timor
timorese
Irish
irlandês/irlandesa
Italian
italiano/italiana
Latvian
letão/letā
Lithuanian
lituano/lituana
Mozambican
moçambicano/moçambicana
Pole (Polish)
polaco/polaca
Portuguese
português/portuguesa
Russian
russo/russa
Scottish
escocês/escocesa
Spanish
espanhol/espanhola
Swiss
suíço/suíça
Turkish
turco/turca
Ukrainian
ucraniano/ucraniana
Welsh
galês/galesa
**Areas/mountains/seas/places**

- administrative area of Brazil
- African steppe
- Amazon rainforest
- Amazon river
- Atlantic Ocean
- back country
- East
- Estrela mountain
- North
- Pacific Ocean
- Polar circle
- region
- Siberia
- south
- the Arctic
- the Channel Tunnel
- Christ the Redeemer statue

**Useful abbreviations and acronyms**

- European Union
- homeless
- high-speed train
- please
- Portuguese national railway company
- school leaving exam
- suburban electric train
- tram
- United Nations (UN)
Social conventions

best wishes
(I’m) sorry (informal/formal)
bye!
could you say that again, please?
don't mention it
good afternoon
good evening
good morning
goodbye
goodnight
have a good journey
hello
hello (on the telephone)
help!
hi!
how are you?
it is time to
I beg your pardon? pardon?
it’s a pleasure
meet you at 6 o’clock
meeting; meeting place
nightmare!
no thank you
of course
please
see you later
see you soon
see you tomorrow/on Friday
sorry
thank you (very much)
that doesn't matter/that's ok
what is (your) name?

melhores cumprimentos
desculpa/desculpe (informal/formal)
tchau!/adeus!
EP pôdes/BP pode repetir, por favor?
não tem de quê
boa tarde
boa noite
bom dia
adeus
boa noite
tenha uma boa viagem
olá
olá
socorro
oi!/olá!
como estás?
é tempo de
como? desculpe?
com muito prazer
encontro-te às 6 em ponto
reunião; local da reunião
pesadelo!
ão, obrigado/obrigada
claro
por favor
até logo!
até breve
até amanhã/até sexta
desculpa
(muito) obrigado/obrigada
não faz mal/tudo bem
como te chamas/como se chama? (informal/formal)
<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td>morada</td>
</tr>
<tr>
<td>call me (informal/formal)</td>
<td>telefone-me/telefone-me (informal/formal)</td>
</tr>
<tr>
<td>dial the number</td>
<td>marcar o número</td>
</tr>
<tr>
<td>email</td>
<td>e-mail</td>
</tr>
<tr>
<td>I’ll be right back</td>
<td>volto já</td>
</tr>
<tr>
<td>I’m listening</td>
<td>estou a ouvir</td>
</tr>
<tr>
<td>message</td>
<td>mensagem</td>
</tr>
<tr>
<td>mobile phone</td>
<td>telemóvel</td>
</tr>
<tr>
<td>moment</td>
<td>momento</td>
</tr>
<tr>
<td>on line</td>
<td>on-line</td>
</tr>
<tr>
<td>on the line/speaking</td>
<td>em linha/falando</td>
</tr>
<tr>
<td>please repeat that</td>
<td>por favor, repita</td>
</tr>
<tr>
<td>postcode</td>
<td>código postal</td>
</tr>
<tr>
<td>receiver (telephone)</td>
<td>recetor</td>
</tr>
<tr>
<td>sender</td>
<td>remetente</td>
</tr>
<tr>
<td>stay on the line</td>
<td>fique em linha</td>
</tr>
<tr>
<td>telephone</td>
<td>telefone</td>
</tr>
<tr>
<td>text message</td>
<td>sms/mensagem</td>
</tr>
<tr>
<td>tone</td>
<td>tom</td>
</tr>
<tr>
<td>voice mail</td>
<td>mensagem de voz</td>
</tr>
<tr>
<td>wait</td>
<td>espere</td>
</tr>
<tr>
<td>wrong number</td>
<td>erro no número</td>
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</tbody>
</table>
## Section 2 – Topic-specific vocabulary

### Identity and culture: daily life, food and drink, including eating out

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>allergy</td>
<td>alergia</td>
</tr>
<tr>
<td>appetite</td>
<td>apetite</td>
</tr>
<tr>
<td>apple</td>
<td>maçã</td>
</tr>
<tr>
<td>banana</td>
<td>banana</td>
</tr>
<tr>
<td>beans</td>
<td>feijão</td>
</tr>
<tr>
<td>beef</td>
<td>bife</td>
</tr>
<tr>
<td>beer</td>
<td>cerveja</td>
</tr>
<tr>
<td>beetroot</td>
<td>beterraba</td>
</tr>
<tr>
<td>bill</td>
<td>conta</td>
</tr>
<tr>
<td>biscuit</td>
<td>biscoito</td>
</tr>
<tr>
<td>bottle</td>
<td>garrafa</td>
</tr>
<tr>
<td>bread</td>
<td>pão</td>
</tr>
<tr>
<td>breakfast</td>
<td>EP pequeno-almoço/BP café da manhã</td>
</tr>
<tr>
<td>butter</td>
<td>manteiga</td>
</tr>
<tr>
<td>cabbage</td>
<td>couve</td>
</tr>
<tr>
<td>cabbage soup</td>
<td>caldo verde</td>
</tr>
<tr>
<td>café</td>
<td>café</td>
</tr>
<tr>
<td>cake</td>
<td>bolo</td>
</tr>
<tr>
<td>carrot</td>
<td>cenoura</td>
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<tr>
<td>cheese</td>
<td>queijo</td>
</tr>
<tr>
<td>chicken</td>
<td>frango</td>
</tr>
<tr>
<td>chips</td>
<td>batatas fritas</td>
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<tr>
<td>chocolate</td>
<td>chocolate</td>
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<tr>
<td>closed (on Mondays)</td>
<td>fechado (às segundas)</td>
</tr>
<tr>
<td>cocoa</td>
<td>cacao/cacau</td>
</tr>
<tr>
<td>coffee</td>
<td>café</td>
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<tr>
<td>crisps</td>
<td>batatas fritas (de pacote)</td>
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<td>cucumber</td>
<td>pepino</td>
</tr>
<tr>
<td>cup</td>
<td>chávena</td>
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<td>custom</td>
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<td>daily</td>
<td>diário</td>
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<td>delicious</td>
<td>delicioso</td>
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<td>dessert</td>
<td>sobremesa</td>
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<td>dining room</td>
<td>sala de jantar</td>
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<td>dish</td>
<td>prato</td>
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<tr>
<td>drink</td>
<td>bebida</td>
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<tr>
<td>egg</td>
<td>ovo</td>
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<tr>
<td>enjoy your meal!</td>
<td>bom apetite!</td>
</tr>
<tr>
<td>euro</td>
<td>euro</td>
</tr>
<tr>
<td>evening meal, dinner</td>
<td>jantar</td>
</tr>
<tr>
<td>everyday</td>
<td>diário</td>
</tr>
<tr>
<td>fast food</td>
<td>comida rápida</td>
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<tr>
<td>fish</td>
<td>peixe</td>
</tr>
<tr>
<td>fizzy water</td>
<td>água com gás</td>
</tr>
<tr>
<td>fresh</td>
<td>fresco</td>
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</table>
Foundation tier (cont)

food     comida
fork     garfo
fruit    fruta
fruit juice  sumo de fruta
glass    copo
grapes   uvas
ham      fiambres
hamburger hamburguer
hot chocolate chocolate quente
ice cream gelado (EP), sorvete (BP)
jam      compota
juice    EP sumo, BP suco
knife    faca
lemon    limão
lemonade limonada
lettuce, salad alface, salada
life     vida
lunch    almoço
meal     refeição
meat     carne
menu     menu
milk     leite
milkshake batido
mineral water água mineral
money    dinheiro
mushroom cogumelo
napkin   guardanapo
oil      óleo
omelette omelete
onion    cebola
orange   laranja
packet   pacote
pancakes panquecas
pasta    massa
peach    pêssego
pear     pêra
peas     ervilhas
pineapple ananás
pepper   pimento
plate    prato
pizza    pizza
pizzeria, pizza restaurant pizzaria
porridge papa de aveia
portion  porção
potato   batata
price    preço
raspberry framboesa
restaurant restaurante
rice     arroz
rice pudding arroz doce
salami, cooked sausage salame
salt     sal
sandwich sandes
### Foundation tier (cont)

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<thead>
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<td>salsichas</td>
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<td>serviço</td>
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<td>snack</td>
<td>petisco, merenda</td>
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<td>snack bar</td>
<td>snack bar</td>
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<tr>
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<td>sopa</td>
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<td>speciality</td>
<td>especialidade</td>
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<td>spoon</td>
<td>colher</td>
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<td>entradas</td>
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<td>bife</td>
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<td>água natural</td>
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<td>morango</td>
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<td>sugar</td>
<td>açúcar</td>
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<td>supermarket</td>
<td>supermercado</td>
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<td>supper</td>
<td>ceia</td>
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<tr>
<td>sweet</td>
<td>doce</td>
</tr>
<tr>
<td>sweet (tasting)</td>
<td>doce</td>
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<tr>
<td>sweet course, dessert</td>
<td>doces, sobremesa</td>
</tr>
<tr>
<td>table</td>
<td>mesa</td>
</tr>
<tr>
<td>tasty</td>
<td>saboroso/a</td>
</tr>
<tr>
<td>tea</td>
<td>chá</td>
</tr>
<tr>
<td>tomato</td>
<td>tomate</td>
</tr>
<tr>
<td>vegetables</td>
<td>vegetais</td>
</tr>
<tr>
<td>vitamins</td>
<td>vitaminas</td>
</tr>
<tr>
<td>waiter/waitress</td>
<td>empregado/a de mesa</td>
</tr>
<tr>
<td>water</td>
<td>água</td>
</tr>
<tr>
<td>watermelon</td>
<td>melancia</td>
</tr>
<tr>
<td>wine</td>
<td>vinho</td>
</tr>
<tr>
<td>yoghurt</td>
<td>iogurte</td>
</tr>
</tbody>
</table>

### Higher tier

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>business lunch</td>
<td>almoço de negócios</td>
</tr>
<tr>
<td>champagne</td>
<td>champanhe</td>
</tr>
<tr>
<td>choice</td>
<td>escolha</td>
</tr>
<tr>
<td>chop (e.g. pork/lamb)</td>
<td>costeleta (de porco, de cordeiro)</td>
</tr>
<tr>
<td>cooked</td>
<td>cozinhado</td>
</tr>
<tr>
<td>cream</td>
<td>nata</td>
</tr>
<tr>
<td>duck</td>
<td>pato</td>
</tr>
<tr>
<td>first course</td>
<td>primeiro prato</td>
</tr>
<tr>
<td>foodstuffs</td>
<td>gênero alimentício</td>
</tr>
<tr>
<td>fried egg</td>
<td>ovo estrelado</td>
</tr>
<tr>
<td>fried steak with fried eggs</td>
<td>EP bitoque/BP bife a cavalo</td>
</tr>
<tr>
<td>garlic</td>
<td>alho</td>
</tr>
<tr>
<td>grapefruit</td>
<td>toranja</td>
</tr>
<tr>
<td>homemade</td>
<td>caseiro/a</td>
</tr>
<tr>
<td>honey</td>
<td>mel</td>
</tr>
<tr>
<td>ice-cream parlour</td>
<td>gelataria</td>
</tr>
<tr>
<td>jar</td>
<td>frasco</td>
</tr>
<tr>
<td>lamb</td>
<td>cordeiro</td>
</tr>
<tr>
<td>main course</td>
<td>prato principal</td>
</tr>
<tr>
<td>margarine</td>
<td>margarina</td>
</tr>
<tr>
<td>mayonnaise</td>
<td>maionese</td>
</tr>
<tr>
<td>medium</td>
<td>médio (ao ponto)</td>
</tr>
<tr>
<td>mince</td>
<td>cortar em pedaços</td>
</tr>
</tbody>
</table>
Higher tier (cont)
mixed
mustard
natural, organic food
noodles
nuts
pastries
pork
roll (bread)
salmon
sausage
sea food
self-service
service
sideboard, dresser
slice
tip (money)
towel
turkey
vegetarian
vinegar

misturado/a
mostarda
natural, comida orgânica
EP talharim, massa/BP noodles ou macarrão
frutos secos
pastéis
porco
pãozinho (pequeno)
salmão
molho
marisco
self-service
service
aparador
fatia
gorjeta
toalha
perú
vegetariano/a
vinagre

Identity and culture: what my friends and family are like

Words relating to dress and style

Foundation tier
belt
blouse
boots
bracelet
cap
clothes
clothes shop
coat/overcoat
dress
dressed in
dress
fashion
flowers
footwear
glove
handbag
hat
jacket
jeans
jumper
makeup
pants, briefs
pyjamas
ring
rucksack
scarf
shirt
cinto
blusa
botas
pulseira
boné
roupa
loja de roupa
casaco/casacão
vestido
vestido/a de
moda
flores
calçado
luva
carteira, mala de mão
chapéu
blusão
calças de ganga
camisola
maquilhagem
cuecas
pijama
anel
mochila
cacheol
camisa
**Foundation tier (cont)**

- shoes
- shorts
- size
- skirt
- small
- smart
- socks
- sportsman
- sportswoman
- style
- suit
- sweater
- swimming costume
- tee shirt/t-shirt
- tie
- tracksuit
- trainers
- trousers
- umbrella
- uniform
- vest
- watch

**Higher tier**

- brand, label
- cardigan
- cotton
- crooked
- fashionable
- fur coat
- hairdresser's
- heel
- leather
- lipstick
- loose (i.e. too big)
- neat
- old fashioned
- perfume
- raincoat
- slippers
- stripes
- tattoo
- tights
- to put on makeup
### Words on relations, relationships, personal and physical characteristics

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult, grown-up</td>
<td>adulto/a</td>
</tr>
<tr>
<td>age</td>
<td>idade</td>
</tr>
<tr>
<td>alcohol</td>
<td>álcool</td>
</tr>
<tr>
<td>arm, hand</td>
<td>braço, mão</td>
</tr>
<tr>
<td>armchair</td>
<td>cadeirão</td>
</tr>
<tr>
<td>at home</td>
<td>em casa</td>
</tr>
<tr>
<td>at my/our house</td>
<td>em minha/na nossa casa</td>
</tr>
<tr>
<td>aunt</td>
<td>tia</td>
</tr>
<tr>
<td>back</td>
<td>costas</td>
</tr>
<tr>
<td>bald</td>
<td>careca</td>
</tr>
<tr>
<td>bath</td>
<td>banho</td>
</tr>
<tr>
<td>bathroom</td>
<td>casa de banho</td>
</tr>
<tr>
<td>beard</td>
<td>barba</td>
</tr>
<tr>
<td>beautiful</td>
<td>lindo/a</td>
</tr>
<tr>
<td>bed (linen)</td>
<td>roupa de cama</td>
</tr>
<tr>
<td>bed(stead)</td>
<td>cama</td>
</tr>
<tr>
<td>bedroom</td>
<td>quarto</td>
</tr>
<tr>
<td>bedside cabinet</td>
<td>EP mesa de cabeceira/BP mesinha de cabeceira</td>
</tr>
<tr>
<td>bird</td>
<td>pássaro</td>
</tr>
<tr>
<td>birthday</td>
<td>aniversário</td>
</tr>
<tr>
<td>birthplace</td>
<td>local de nascimento</td>
</tr>
<tr>
<td>block (of flats)</td>
<td>bloco de apartamentos</td>
</tr>
<tr>
<td>blond/e</td>
<td>louro/a</td>
</tr>
<tr>
<td>body</td>
<td>corpo</td>
</tr>
<tr>
<td>boy</td>
<td>menino, rapaz</td>
</tr>
<tr>
<td>brother</td>
<td>irmão</td>
</tr>
<tr>
<td>brothers and sisters, siblings</td>
<td>irmãos e irmãs, irmãos</td>
</tr>
<tr>
<td>brunette</td>
<td>moreno/a</td>
</tr>
<tr>
<td>care</td>
<td>cuidado</td>
</tr>
<tr>
<td>cat (m/f)</td>
<td>gato/a</td>
</tr>
<tr>
<td>chair</td>
<td>cadeira</td>
</tr>
<tr>
<td>character, personality</td>
<td>caráctere, personalidade</td>
</tr>
<tr>
<td>child</td>
<td>criança</td>
</tr>
<tr>
<td>children</td>
<td>crianças</td>
</tr>
<tr>
<td>clothes</td>
<td>roupas</td>
</tr>
<tr>
<td>comfortable (house, furniture)</td>
<td>confortável (casa, mobília)</td>
</tr>
<tr>
<td>curly (hair)</td>
<td>encaracolado (cabelo)</td>
</tr>
<tr>
<td>curtains</td>
<td>cortinados</td>
</tr>
<tr>
<td>country cottage</td>
<td>casa de campo</td>
</tr>
<tr>
<td>daily routine</td>
<td>rotina diária</td>
</tr>
<tr>
<td>dad</td>
<td>EP papá/BP papai</td>
</tr>
<tr>
<td>date of birth</td>
<td>data de nascimento</td>
</tr>
<tr>
<td>daughter</td>
<td>filha</td>
</tr>
<tr>
<td>diet</td>
<td>dieta</td>
</tr>
<tr>
<td>dining room</td>
<td>sala de jantar</td>
</tr>
<tr>
<td>dog</td>
<td>cão/cadela</td>
</tr>
<tr>
<td>door</td>
<td>porta</td>
</tr>
<tr>
<td>ear/s</td>
<td>ouvido</td>
</tr>
<tr>
<td>energetic</td>
<td>energético</td>
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<tr>
<td>enthusiasm</td>
<td>entusiasmo</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

eyes  olhos
face  cara
family  família
father  pai
first name  primeiro nome
flat; apartment  apartamento
foot  pé
friend (m/f)  amigo/a
friends  amigos/as
furniture  mobília
garage  garagem
garden  jardim
generation  geração
girl (older)  EP rapariga/adolescente/BP moça
girl (young)  menina
glasses  óculos
goldfish  peixinho dourado
grandchild (f)  neta
grandchild (m)  neto
grandfather, grandad  avô
grandmother, grandma, granny  avó
grandparents  avós
guest  hóspede
guinea pig  porquinho da índia
guy, dude, bloke  sujeito
hair  cabelo
hamster  hamster
head  cabeça
health  saúde
horse  cavalo
house  casa
house (small)  casinha
ideal  ideal
identity  identidade
intelligent  inteligente
kindness  carinho
kitchen  cozinha
lamp, light  lâmpada, luz
leg  perna
living room, front room  sala de estar
love  amor
man  homem
mother  mãe
mouse  rato
moustache  bigode
mouth  boca
mum  EP mamã/BP mamãe
neck  pescoço
neighbour  vizinho/a
nice, pleasant  agradável
nice (people)  simpático/a
normal  normal
nose  nariz
**Foundation tier (cont)**

old  velho
only child  filho/a único/a
parents  pais
party  festa
penfriend (f/m)  penfriend (f/m)
people  pessoas
person  pessoa
pet  animal de estimação
picture  quadro
plant  planta
present; gift  presente, prenda
public holiday  feriado
rabbit  coelho
refrigerator  frigorífico
relationship  relação
relative, relation  parente, familiar
religion  religião
respect  respeito
serious  sério/a
sister  irmã
slim  magro/a
snake  cobra
sofa; settee  sofá
son  filho
staying as a guest  hospedar-se
stomach  estômago
straight (hair)  liso (cabelo)
study (room)  escritório
surname  EP apelido/BP sobrenome
table  mesa
talented  talentoso/a
teenager  adolescente
terrace  terraço
thin  magro
tooth  dente
tropical fish  peixe tropical
ugly  feio/a
uncle  tio
visit  visita
wife  esposa
woman  mulher
youth  juventude
Higher tier

acquaintance
alone
argument
brave, adventurous
career
carpet
celebrity
character (in film, etc.)
character trait
charming
cousin
discrimination
elbow
elderly
example
faith (religious)
famous
feeling
furnished
gender, sex
habit
hall (in house)
healthcare
honest
husband
invitation
knee
lazy
lively
loft
loyal, faithful
meeting
member of the family
mirror
mood
old age
old people’s home
older
oldest (brother/sister)
optimistic
pensioner
pessimistic
place of residence
racist
reasonable
relationship
reliable
self (myself, yourself, etc.)
Higher tier (cont)
selfish
egoísta
sense of humour
sentido de humor
sensitive
sensível
similar
similar
survey
inquérito
thin/slender
esbelto
to babysit
EP tomar conta/BP cuidar de crianças
to be in a good/bad mood
estar de bom/mau humor
to do the washing up
lavar a louça
to get on (well) with
dar-se (bem) com
to move house
mudar de casa
understanding
entendimento
unemployed
desempregado/a
wages
salário
wanted
procurado/a
way of life, lifestyle
estilo de vida

Identity and culture: cultural life

Foundation tier
adventure film
filme de aventura
aerobics
aeróbica
art gallery
galeria de arte
athletics
atletismo
badminton
badminton
ball
baile
ballet
ballet
band/group
banda/grupo
basketball
basquetebol
book
livro
boxing
boxe
camera
câmara fotográfica
cartoon
desenhos animados
cat
gato/a
CD (compact disc)
CD
celebration
celebração
chess
xadrez
choir
coro
Christmas
Natal
cinema
cinema
classical, classic
clássico/a
club
clube
collect
colecionar
collection
coleção
comedy
comédia
comic books
banda desenhada
computer game
jogo de computador
concert
concerto
cultural
cultural
Foundation tier (cont)
culture
cycle
dance
detective/police (story)
disco (place)
documentary
drama (TV, etc.)
drum
Easter
event
festival
film
flute
football
free time
game
guitar
gymnastics
Happy birthday!
Happy New Year!
hobby; leisure activity
hockey
ice skating
idea
instrument
interest
leaves
leisure
lottery
magazine
manager (sport)
method
mobile phone
MP3 player
music
musical (show)
New Year
news
nightclub
opera
orchestra
to participate
party
photo(graph)
piano
ping pong
player (music)
player (sport/games)
pop music
programme, broadcast
rap
reading
rock music
cultura
andar de bicicleta
dança
detetive/polícia (história)
discoteca
documentário
drama
bateria
Páscoa
evento
festival
filme
flauta
futebol
tempo livre
jogo
guitarra
ginástica
Feliz aniversário!
Feliz Ano Novo!
hobby, atividade de lazer
hóquei
patinagem no gelo
ideia
instrumento musical
interesse
folhas
lazer
EP lotaria/BP loteria
revista
dirigente
método
telemóvel
leitor de MP3
música
show musical
ano novo
notícias
clube noturno
ópera
orquestra
participar
festa
fotografia
piano
pingue pongue
leitor
jogador
música pop
programa
rap
leitura
música rock
**Foundation tier (cont)**

- role model
- romantic
- rugby
- saxophone
- science-fiction film
- sculpture
- series
- show (theatre, etc.)
- show, performance
- skate boarding
- skiing
- socialising
- social media
- sport
- sports ground
- sporty
- spy film
- squash
- star
- surfing
- swimming
- team
- television (medium)
- tennis
- theme
- thriller
- to adore
- to celebrate
- to do sport
- to exercise
- to fish/go fishing
- to get married
- to socialise with
- to take a dog out for a walk
- to take part (in)
- to train
- toy
- tree
- (TV) channel
- video
- video camera
- video/computer game
- violin
- volleyball
- windsurfing
- witch

- modelo
- romântico/a
- rugby
- saxofone
- filme de ficção científica
- escultura
- séries
- espetáculo (teatro, etc.)
- espetáculo
- andar de skate
- esquiar
- socializar
- redes sociais
- EP desporto/BP esporte
- campo desportivo
- desportivo/a
- filme de espiões
- squash
- estrela
- fazer surf
- nadar
- equipa
- televisão
- ténis
- tema
- thriller
- adorar
- celebrar
- fazer desporto
- fazer exercício
- pescar
- casar-se
- socializar com (alguém)
- ir passear o cão
- fazer parte de
- treinar
- brinquedo
- árvore
- canal de (televisão)
- vídeo
- câmara de vídeo
- jogo de vídeo/computador (EP)/video game (BP)
- violino
- voleibol
- fazer windsurf
- bruxa
Higher tier

accordion
amusement
audience
author
boat
ceremony
championship
clarinet
competition
cyclist
earphones
entertainment
extreme sports
fencing
figure skating
genre
goal
horror film
knowledge
league
melody
mountain bike
mountaineering
play (theatre)
pleasure
pocket money
prize
reading
referee
review
riding (a horse)
roller blading
sailing
singer
soap (opera)
song
speakers
sports season
stage
subtitles
table tennis
to (be) relax(ed)
to bathe
to congratulate
to create
to do gymnastics
to hike, ramble
to occupy oneself, do
to roller-skate
to sail
to score a goal
to skateboard
tournament

acórdão
divertimento
audiência
autor
barco
cerimónia
campeonato
clarinete
competição
ciclista
auriculares
entretenimento
desportos radicais
esgrima
patinagem artística
género
objeto
filme de terror
conhecimento
liga
melodia
bicicleta de montanha
montanhismo
peça de teatro
prazer
semanada/mesada
preço
leitura
árbitro
crítica
equitação
patinagem em linha
navegação
cantor/a
telenovela
canção/música
altifalantes
época desportiva
palco
legendas
ténis de mesa
estar relaxado/a, relaxar-se
tomar banho
dar os parabéns
criar
fazer ginástica
caminhar
ocupar-se de, fazer
andar de patins
velejar
marcar um golo
andar de skate
torneio
Identity and culture: using social media

Higher tier (cont)
training treino
trompete
cavaquinho
inesquecível
inesquecível
escritor/a
Xbox
clube de jovens

Identity and culture: using social media

Foundation tier
advantage vantagem
blog blog
sala de chat
computador
desvantagem
disco
e-mail
internet
(computador) portátil
nova tecnologia
página
palavra passe
programa
risco
ecrã
meios sociais
tecnologia
conversar on-line
fazer download
apagar
carregar
guardar
usar
uso da tecnologia
virtual
vírus
rede
página de internet
webcam
sitio na internet

Higher tier
connection conexão, ligação
inicial
rede social
navegar pela internet
tectar
fazer upload
### Local area, holiday and travel

#### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>accommodation</td>
<td>alojamento</td>
</tr>
<tr>
<td>address oneself to</td>
<td>dirigir-se</td>
</tr>
<tr>
<td>air</td>
<td>ar</td>
</tr>
<tr>
<td>airport</td>
<td>aeroporto</td>
</tr>
<tr>
<td>aquarium</td>
<td>aquário</td>
</tr>
<tr>
<td>area (in town)</td>
<td>área, zona</td>
</tr>
<tr>
<td>arrival</td>
<td>chegada</td>
</tr>
<tr>
<td>art gallery</td>
<td>galeria de arte</td>
</tr>
<tr>
<td>atlas</td>
<td>atlas</td>
</tr>
<tr>
<td>balcony</td>
<td>varanda</td>
</tr>
<tr>
<td>bank</td>
<td>banco</td>
</tr>
<tr>
<td>bar</td>
<td>bar</td>
</tr>
<tr>
<td>barbecue</td>
<td>churrasco</td>
</tr>
<tr>
<td>bath</td>
<td>banho</td>
</tr>
<tr>
<td>bathroom</td>
<td>EP casa de banho/BP banheiro</td>
</tr>
<tr>
<td>beach</td>
<td>praia</td>
</tr>
<tr>
<td>bed</td>
<td>cama</td>
</tr>
<tr>
<td>bicycle/bike</td>
<td>bicicleta</td>
</tr>
<tr>
<td>boat</td>
<td>barco</td>
</tr>
<tr>
<td>bowling alley</td>
<td>pista de boliche</td>
</tr>
<tr>
<td>brand/make</td>
<td>marca</td>
</tr>
<tr>
<td>bridge</td>
<td>ponte</td>
</tr>
<tr>
<td>brochure</td>
<td>folheto</td>
</tr>
<tr>
<td>building</td>
<td>edifício</td>
</tr>
<tr>
<td>bus (by bus)</td>
<td>(de) EP autocarro/BP ônibus</td>
</tr>
<tr>
<td>bus stop</td>
<td>paragem de autocarro (EP)/parada de ônibus (BP)</td>
</tr>
<tr>
<td>bus/coach station</td>
<td>rodoviária</td>
</tr>
<tr>
<td>business</td>
<td>negócio</td>
</tr>
<tr>
<td>café</td>
<td>café</td>
</tr>
<tr>
<td>camp</td>
<td>acampar</td>
</tr>
<tr>
<td>campsite</td>
<td>parque de campismo</td>
</tr>
<tr>
<td>capital city</td>
<td>capital</td>
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<tr>
<td>car</td>
<td>carro</td>
</tr>
<tr>
<td>car, automobile</td>
<td>automóvel</td>
</tr>
<tr>
<td>cathedral</td>
<td>catedral</td>
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<tr>
<td>cave</td>
<td>gruta</td>
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<tr>
<td>centre</td>
<td>centro</td>
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<tr>
<td>chemist's</td>
<td>farmácia</td>
</tr>
<tr>
<td>cheque; receipt</td>
<td>cheque; recibo</td>
</tr>
<tr>
<td>church</td>
<td>igreja</td>
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<tr>
<td>cinema (building)</td>
<td>cinema</td>
</tr>
<tr>
<td>circus</td>
<td>circo</td>
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<tr>
<td>closed</td>
<td>fechado</td>
</tr>
<tr>
<td>coach</td>
<td>EP autocarro/BP ônibus</td>
</tr>
<tr>
<td>coast</td>
<td>costa</td>
</tr>
<tr>
<td>concert</td>
<td>concerto</td>
</tr>
<tr>
<td>country (i.e. nation)</td>
<td>país</td>
</tr>
<tr>
<td>countryside</td>
<td>campo</td>
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<tr>
<td>credit card</td>
<td>cartão de crédito</td>
</tr>
<tr>
<td>department (in a shop)</td>
<td>departamento (loja)</td>
</tr>
</tbody>
</table>
Foundation tier (cont)
department store
departure
destination
direct
disco
door
eymployee
entrance
exit
experience
factory
farm
festival
flight tickets
floor (1st, 2nd)
form
ground floor
guest
guided tour
help
historic
holiday cottage
holidays
hospital
hotel
hotel (5*)
ice rink
information office
journey (short)
key
lake
leisure centre
library
lift
list
litter
local area
luggage
map
map (of town)
market
means of transport
microwave
monument
mosque
motorbike
mountain
museum
nature
newspaper stall
night club
noise

loja de departamentos
partida
destino
direto
discoteca
porta
funcionário
entrada
saída
experiência
fábrica
quinta
festival
bilhetes de avião
andar (primeiro, segundo)
formulário
EP rés-do-chão/BP piso térreo
hóspede
visita guiada
ajuda
histórico/a
casa de férias
férias
hospital
hotel
hotel de cinco estrelas
pista de gelo
posto de informação
viagem
chave
lago
centro de lazer
biblioteca
boleia
lista
lixo
área local
bagagem
mapa
mapa (da cidade)
mercado
meio de transporte
microondas
monumento
mesquita
moto
montanha
museu
natureza
banca de jornais
clube noturno
ruído/barulho
Foundation tier (cont)

occupied/taken
occupied/a

office
escritório

on foot
a pé

on the left
à esquerda

on the right
à direita

open
aberto

palace
palácio

paper
papel

park
parque

passenger
passageiro

passport
passaporte

passport control
controlo de passaporte

gasolina

place
lugar

plane
avião

platform
plataforma

police officer
agente de polícia

police station
posto de polícia

port
porto

correios
postal

cartaz
prioridade

problem
problema

public
público

public transport
transporte público

radio
rádio

railway
ferrovia

region, area
região, área

region, district
região, distrito

return ticket
bilhete de volta

river
rio

estrada
quarto

room
quarto de hotel

rucksack
mochila

sea
mar

beira-mar
estação

season
loja

shop
fazer compras

shopping
centro comercial

shopping centre
espetáculo

show
chuveiro

sight, tourist attraction, place to see
atrações turísticas

single ticket
bilhete de ida

snack bar
snack bar

snack bar, buffet (on a train)
snack bar, bufê, bar

souvenir
recordação

sports centre
centro desportivo

square (in town)
praça

stadium
estádio

station (mainline railway)
estação (de comboio)
Foundation tier (cont)

station (metro)  - estação (EP de metro/ BP de metrô)
stop (bus, tram, etc.)  - paragem (de EP autocarro/ BP ônibus, de elétrico)
street  - rua
suburb; outskirts of town  - subúrbios, arredores
suitcase  - mala
summer cottage  - casa de campo de verão
supermarket  - supermercado
swimming pool  - piscina
taxi  - táxi
teenager  - adolescente
television set  - televisão
tennis court  - campo de ténis
tent  - tenda
theatre  - teatro
ticket  - bilhete
ticket office  - EP bilheteira, BP bilhetaria
ticket; tram, bus or metro ticket  - bilhete (de elétrico, EP autocarro/ BP ônibus, EP metro/ BP metrô)
till; cash desk  - caixa
to hang up the phone  - desligar o telefone
to photograph  - tirar fotografias
to pick up the phone  - atender o telefone
toilets  - wc
token (metro)  - ficha
to stay as a guest  - hospedar-se, alojar
tour  - excursão
tourism  - turismo
tourist  - turista
tourist (adjective)  - turístico/a
tourist information office  - posto de turismo
town  - cidade
town centre  - centro da cidade
train  - EP comboio/ BP trem
tram  - elétrico
teach  - viajar
traveller  - viajante
travel agency  - agência de viagens
trolleybus  - trólei
underground railway  - metro
underground station  - estação de metro
vacation  - férias
view (over)  - vista
village  - aldeia
way out/exit  - saída
welcome  - Bem-vindo/a
window  - janela
winter holidays  - férias de inverno
yard, courtyard  - pátio
youth hostel  - pousada da juventude
zoo  - jardim zoológico
<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
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<tr>
<td>accident</td>
<td>acidente</td>
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<tr>
<td>abroad</td>
<td>ao/no estrangeiro</td>
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<tr>
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<td>adolescente</td>
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<tr>
<td>agricultural</td>
<td>agrícola</td>
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<td>air conditioning/air-con</td>
<td>ar condicionado</td>
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<tr>
<td>airline</td>
<td>companhia aérea</td>
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<tr>
<td>ATM</td>
<td>multibanco</td>
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<tr>
<td>baker’s shop, bakery</td>
<td>padaria</td>
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<tr>
<td>bank card</td>
<td>cartão EP multibanco/BP de débito</td>
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<tr>
<td>basement</td>
<td>cave</td>
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<td>border</td>
<td>fronteira</td>
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<tr>
<td>calm/peaceful</td>
<td>sossegado</td>
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<tr>
<td>canal</td>
<td>canal</td>
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<tr>
<td>car park</td>
<td>parque de estacionamento</td>
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<tr>
<td>castle</td>
<td>castelo</td>
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<tr>
<td>change</td>
<td>mudança</td>
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<tr>
<td>changing room</td>
<td>provador</td>
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<tr>
<td>commercial</td>
<td>comercial</td>
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<td>cooker</td>
<td>fogão</td>
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<tr>
<td>corner</td>
<td>canto</td>
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<td>crossroads</td>
<td>cruzamento</td>
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<tr>
<td>departure</td>
<td>saída</td>
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<td>diesel (fuel)</td>
<td>EP gasóleo/BP diesel</td>
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<tr>
<td>direction</td>
<td>direção</td>
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<tr>
<td>double room</td>
<td>quarto duplo</td>
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<td>driver</td>
<td>condutor</td>
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<td>motorista</td>
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<td>carta de condução</td>
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<td>entretenimento</td>
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<td>evento</td>
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<td>exposição</td>
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<td>ferry-boat</td>
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<td>fireworks</td>
<td>fogo de artifício</td>
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<tr>
<td>flight</td>
<td>voo</td>
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<td>forbidden to</td>
<td>proibido</td>
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<td>foreigner</td>
<td>estrangeiro</td>
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<td>foraleza</td>
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<td>fountain</td>
<td>fonte</td>
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<td>disponível</td>
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<tr>
<td>full (hotel, etc.)</td>
<td>lotado</td>
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<td>games room</td>
<td>salão de jogos</td>
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<tr>
<td>garage, service station, petrol station</td>
<td>estação de serviço</td>
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<tr>
<td>heating</td>
<td>aquecimento</td>
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<tr>
<td>helicopter</td>
<td>helicóptero</td>
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<tr>
<td>hill</td>
<td>colina</td>
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<tr>
<td>hire of/hiring</td>
<td>contratar</td>
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<tr>
<td>hospitality</td>
<td>hospitalidade</td>
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<tr>
<td>in advance</td>
<td>com antecedência</td>
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<tr>
<td>included</td>
<td>incluído</td>
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<tr>
<td>industrial</td>
<td>industrial</td>
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<td>industry</td>
<td>indústria</td>
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<tr>
<td>inhabitant</td>
<td>habitante</td>
</tr>
</tbody>
</table>
Higher tier (cont)
inside  interior, dentro de, interno
landscape paiagem
laundrette lavandaria
left-luggage office EP depósito de bagagem temporário/BP guarda volume
line (underground) linha de EP metro/BP metrô
lively animado/a
lorry camião
lost-property office balcão perdidos e achados
luxurious luxuoso
no parking proibido estacionamento
open-air pool piscina ao ar livre
order (request) pedido/encomenda
outside fora
outside/in the open air no exterior
(to) overtake ultrapassar
(to) pack (cases) fazer a mala
package holiday pacote de férias
pavement pavimento
pedestrian EP peão/BP pedestre
pedestrian area EP zona pedonal/BP zona pedestre
pedestrian crossing passadeira
picturesque pitoresco
pillow almofada
place sítio, lugar
playground pátio
procession procissão
receipt recibo
reception receção
receptionist recepcionista
reduction redução
registration/booking in registo
resort estância de férias/resort
route itinerário
rush hour hora de ponta
savings bank banco de poupanças
seat belt cinto de segurança
(to) send (set off) enviar
ship navio
sign aviso
single room quarto individual
situated situado/a
ski resort estância de esqui
skiing esquiar
sleeping bag saco cama
ski resort vagão dormitório
sleeping car (in a train) sabão, sabonete
speed velocidade
speed limit limite de velocidade
(to) spend the night passar a noite
summer camp acampamento de verão
ticket inspector EP revisor de bilhetes/BP fiscal
timetable horário
toilet paper papel higiênico
Higher tier (cont)

- toothbrush (escova de dentes)
- toothpaste (pasta de dentes)
- tower (torre)
- trade (comércio)
- traffic (tráfego)
- traffic lights (semáforo)
- twin-bedded room (quarto duplo com duas camas)
- (to) unpack (cases) (desfazer a mala)
- (to) validate a ticket (e.g. train, tram, etc.) (validar um bilhete (de comboio/trem, elétrico, etc.))
- waiting room (sala de espera)
- wash basin (lavatório)
- winter holiday (férias de inverno)

Phrases associated with weather

Foundation tier

- bad (mau)
- climate (clima)
- cloud (nuvem)
- cloudy (nublado)
- coolness (frescura)
- cold (frio)
- degree (temperature) (graus (temperatura))
- fog (nevoeiro)
- highest temperature (temperatura máxima)
- hot (quente, calor)
- in the east (no leste)
- in the north (no norte)
- in the south (no sul)
- in the west (no oeste)
- it is chilly (está fresco)
- it is freezing (está um gelo)
- it is raining (está a chover)
- it is snowing (está a nevar)
- it is windy (está ventoso)
- lowest temperature (temperatura mínima)
- mist (névoa)
- overcast (encoberto)
- rain (chuva)
- shadow (sombra)
- snow (neve)
- storm (tempestade)
- sun (sol)
- sunny (soalheiro/a)
- the sun is shining (o sol brilha)
- warm (amenos)
- weather (tempo)
- weather forecast (previsão meteorológica)
- wind (vento)
Higher tier

average temperature
bright
changeable
downpours
dry
hail
heat
high temperature
it is frosty
it is lightning
lightning
low temperature
misty
sky
thunder
to be expected

temperatura
luminoso
instável
aguaceiro
seco
granizo
calor
temperatura alta
está geada
está a relampejar
relâmpago
temperatura baixa
enevoado
céu
trovão
esperar-se

Asking for directions

are you going in a car?
are you going on foot?
as far as
close
continue
cross (over)
far
go straight on
high street/main street
how do I get to?
it is 100 metres away
it is very close
not far
on the left
on the right
straight on
take the first road on the left
turn left
turn right

vais de carro?
vais a pé?
tão longe quanto
perto
continuar
cruzar
longe
seguir adiante
rua principal
como é que chego a...?
fica a 100 metros de distância
fica perto
não é longe
à esquerda
à direita
em frente
vire na primeira rua à esquerda
vire à esquerda
vire à direita
Dealing with problems

Foundation tier
address morada
bill conta
colour cor
correct correto/a
customer cliente
customer service serviço ao cliente
email address endereço de e-mail
form formulário
guarantee garantia
part parte
purse carteira
receipt recibo
size tamanho
telephone number número de telephone
to pay pagar
to work, function trabalhar
wrong errado/a

Higher tier
a fine uma multa
broken partido/a
complaint reclamação
criminal criminoso/a
crime crime
crime, criminality criminalidade
fault defeito
improvement melhoria
incident incidente
instructions instruções
insurance seguro
investigation investigação
mistake erro
progress progresso
(to) punish castigar
quantity quantidade
reduction redução
repair reparação
theft roubo
thief ladrão
to bring back, take back trazer de volta
to complain reclamar
to exchange trocar
to fine multar
to guarantee dar garantia
to insure fazer um seguro
wallet carteira
School

**Foundation tier**

answer | resposta
---|---
ar, drawing | arte, desenho
bell | sino
biology | biologia
board (blackboard, whiteboard, etc.) | quadro (de giz, interativo)
book | livro
break | intervalo
business studies | economia
calculator | calculadora
calendar | calendário
canteen | cantina
chemistry | química
choir | coro
circle, club | grupo
class | aula/turma
class test | teste
classroom | sala de aula
copy | cópia
corridor | corredor
cupboard | armário
desk | secretária
dining room | sala de jantar
drama (school subject) | teatro
DT (design technology) | educação tecnológica
Economics | Economia
English | inglês
event (at school) | evento
examination | exame
exchange | intercâmbio
exercise | exercício
exercise book | livro de exercícios
experiment | experiência
French | Francês
future plans | planos futuros
geography | Geografia
German | Alemão
gym | ginásio
gymnastics | ginástica
headteacher | director
history | história
holidays (school) | férias escolares
homework | EP trabalho de casa/BP deveres or tarefa
ICT (information communication technology) | informática
Italian | Italiano
laboratory | laboratório
languages | línguas
Latin | Latim
lesson | lição
library | biblioteca
Literature | Literatura
lunch (adjective) | almoço
Foundation tier (cont)

- lunch break
- Maths
- Music
- PE (physical education)
- pen
- pencil
- pencil case
- physics
- plan
- Portuguese (language)
- practice
- pressure
- primary school
- progress
- projector
- question
- Religion, Religious Studies
- result
- rubber
- rule
- ruler
- Science
- school
- school activities
- school bag
- school bus
- school day
- school group/party
- school trip
- schoolchild (f)
- schoolchild (m)
- secondary school
- Sociology
- Spanish
- sports hall, gym
- stress
- student
- study/studies
- subject
- success
- summer holidays
- team
- technology
- the future
- the past
- tie
- timetable
- to teach
- type
- uniform
- year
### Higher tier

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<td>avaliação</td>
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<td>atenção</td>
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<td>ballpoint pen</td>
<td>esferográfica</td>
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<td>boarding school</td>
<td>colégio interno</td>
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<td>briefcase</td>
<td>pasta</td>
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<td>clever</td>
<td>esperto/a</td>
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<tr>
<td>circle, club</td>
<td>grupo</td>
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<tr>
<td>compulsory subject</td>
<td>EP disciplina/BP matéria obrigatória</td>
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<td>disciplinas de componente geral</td>
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<td>licenciatura (universidade)</td>
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<td>dicionário</td>
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<td>discipline</td>
<td>disciplina</td>
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<td>discussion</td>
<td>discussão</td>
</tr>
<tr>
<td>do badly; fail an exam</td>
<td>EP chumber/BP reprovar</td>
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<tr>
<td>drama group, acting group</td>
<td>grupo de teatro</td>
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<td>education</td>
<td>educação</td>
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<td>essay</td>
<td>redação</td>
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<td>intercâmbio</td>
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<td>felt tip</td>
<td>caneta de feltro</td>
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<td>foreign languages</td>
<td>línguas estrangeiras</td>
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<td>fountain pen</td>
<td>caneta de tinta permanente</td>
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<td>glue</td>
<td>cola</td>
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<td>trabalhador/a</td>
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<td>locker</td>
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<td>mark, grade</td>
<td>nota</td>
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<td>misto</td>
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<td>(disciplina) de opção</td>
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<td>projeto</td>
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<td>castigo</td>
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<td>qualificação</td>
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<td>rule</td>
<td>regra</td>
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<td>school leaving certificate</td>
<td>certificado de conclusão do ensino secundário</td>
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<tr>
<td>school report</td>
<td>ficha de avaliação de final de período</td>
</tr>
<tr>
<td>school textbook</td>
<td>manual escolar</td>
</tr>
<tr>
<td>scissors</td>
<td>tesouras</td>
</tr>
<tr>
<td>sharpener</td>
<td>EP afiadeira/BP apontador</td>
</tr>
<tr>
<td>English</td>
<td>Portuguese</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>shelf</td>
<td>estante</td>
</tr>
<tr>
<td>sixth form</td>
<td>liceu</td>
</tr>
<tr>
<td>sports ground</td>
<td>complexo desportivo</td>
</tr>
<tr>
<td>staff room</td>
<td>sala de professores</td>
</tr>
<tr>
<td>state</td>
<td>estado</td>
</tr>
<tr>
<td>strong, good at (subject)</td>
<td>forte, bom/boa a (disciplina)</td>
</tr>
<tr>
<td>successful</td>
<td>bem-sucedido</td>
</tr>
<tr>
<td>survey</td>
<td>inquérito, questionário</td>
</tr>
<tr>
<td>term</td>
<td>período</td>
</tr>
<tr>
<td>textbook</td>
<td>manual</td>
</tr>
<tr>
<td>to agree (with) something</td>
<td>concordar (com) algo</td>
</tr>
<tr>
<td>to calculate</td>
<td>calcular</td>
</tr>
<tr>
<td>to cancel (lessons)</td>
<td>cancelar (aulas)</td>
</tr>
<tr>
<td>to correct</td>
<td>corrigir</td>
</tr>
<tr>
<td>to drop a subject</td>
<td>desistir de uma disciplina</td>
</tr>
<tr>
<td>to pass (exam)</td>
<td>passar (no exame de)</td>
</tr>
<tr>
<td>to pay attention</td>
<td>prestar atenção</td>
</tr>
<tr>
<td>to practise</td>
<td>praticar</td>
</tr>
<tr>
<td>to pronounce</td>
<td>pronunciar</td>
</tr>
<tr>
<td>to revise</td>
<td>fazer revisão</td>
</tr>
<tr>
<td>to sit an exam</td>
<td>fazer um exame</td>
</tr>
<tr>
<td>to skive/to skip/bunk lessons</td>
<td>faltar às aulas</td>
</tr>
<tr>
<td>to translate</td>
<td>traduzir</td>
</tr>
<tr>
<td>to work hard</td>
<td>trabalhar arduamente</td>
</tr>
<tr>
<td>translation</td>
<td>tradução</td>
</tr>
<tr>
<td>unfair</td>
<td>injusto</td>
</tr>
<tr>
<td>vocational school; technical college</td>
<td>escola professional</td>
</tr>
<tr>
<td>waste of time</td>
<td>perda de tempo</td>
</tr>
<tr>
<td>weak, bad at (subject)</td>
<td>fraco/a, mau/mã a (disciplina)</td>
</tr>
</tbody>
</table>
**Future aspirations, study and work**

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Portuguese</th>
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</thead>
<tbody>
<tr>
<td>actor</td>
<td>ator</td>
</tr>
<tr>
<td>actress</td>
<td>atriz</td>
</tr>
<tr>
<td>advertisement</td>
<td>anúncio</td>
</tr>
<tr>
<td>air hostess</td>
<td>hospedeiro/a de bordo</td>
</tr>
<tr>
<td>ambition</td>
<td>ambição</td>
</tr>
<tr>
<td>architect</td>
<td>arquiteto/a</td>
</tr>
<tr>
<td>aspiration</td>
<td>aspiração</td>
</tr>
<tr>
<td>assistant</td>
<td>assistente</td>
</tr>
<tr>
<td>banker</td>
<td>bancário/a</td>
</tr>
<tr>
<td>beyond (the classroom)</td>
<td>para lá (da sala de aula)</td>
</tr>
<tr>
<td>builder</td>
<td>constructor</td>
</tr>
<tr>
<td>business</td>
<td>negócio</td>
</tr>
<tr>
<td>career</td>
<td>carreira</td>
</tr>
<tr>
<td>cashier</td>
<td>caixa</td>
</tr>
<tr>
<td>coffee (tea/lunch) break</td>
<td>pausa para o café (chá, almoço)</td>
</tr>
<tr>
<td>colleague</td>
<td>colega</td>
</tr>
<tr>
<td>company</td>
<td>empresa</td>
</tr>
<tr>
<td>computer</td>
<td>computador</td>
</tr>
<tr>
<td>computer science</td>
<td>ciência da computação</td>
</tr>
<tr>
<td>cook</td>
<td>cozinha/a</td>
</tr>
<tr>
<td>degree</td>
<td>grau</td>
</tr>
<tr>
<td>dentist</td>
<td>dentista</td>
</tr>
<tr>
<td>designer</td>
<td>designer</td>
</tr>
<tr>
<td>doctor</td>
<td>médico/a</td>
</tr>
<tr>
<td>dream (aspiration)</td>
<td>sonho (aspiração)</td>
</tr>
<tr>
<td>driver</td>
<td>motorista</td>
</tr>
<tr>
<td>electrician</td>
<td>eletrecista</td>
</tr>
<tr>
<td>employment</td>
<td>emprego</td>
</tr>
<tr>
<td>engineer</td>
<td>engenheiro/a</td>
</tr>
<tr>
<td>farmer</td>
<td>lavrador</td>
</tr>
<tr>
<td>farmer worker</td>
<td>caseiro</td>
</tr>
<tr>
<td>fashion</td>
<td>moda</td>
</tr>
<tr>
<td>file</td>
<td>ficheiro</td>
</tr>
<tr>
<td>fireman</td>
<td>bombeiro</td>
</tr>
<tr>
<td>folder</td>
<td>pasta</td>
</tr>
<tr>
<td>form</td>
<td>formulário</td>
</tr>
<tr>
<td>future</td>
<td>futuro</td>
</tr>
<tr>
<td>interview</td>
<td>entrevista</td>
</tr>
<tr>
<td>job</td>
<td>trabalho</td>
</tr>
<tr>
<td>journalist</td>
<td>jornalista</td>
</tr>
<tr>
<td>language</td>
<td>língua</td>
</tr>
<tr>
<td>lawyer</td>
<td>advogado/a</td>
</tr>
<tr>
<td>lecture</td>
<td>palestra</td>
</tr>
<tr>
<td>male nurse</td>
<td>enfermeiro</td>
</tr>
<tr>
<td>manager</td>
<td>gestor/gerente</td>
</tr>
<tr>
<td>marketing</td>
<td>marketing</td>
</tr>
<tr>
<td>mechanic</td>
<td>mecânico/a</td>
</tr>
<tr>
<td>member</td>
<td>membro</td>
</tr>
<tr>
<td>musical</td>
<td>musical</td>
</tr>
<tr>
<td>musician</td>
<td>músico/a</td>
</tr>
<tr>
<td>nurse</td>
<td>enfermeira</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

- per hour
- plan
- poet
- printer
- profession
- programmer
- project
- reporter
- sales assistant
- shop
- soldier
- student
- study
- teacher (m/f)
- technician
- telephone
- to build
- to organise
- to study
- training (sport)
- training (study)
- travel agency
- university
- vet
- volunteer
- work
- work experience
- workplace

Higher tier

- aim; goal
- ambition
- answerphone
- artist
- badly paid
- charity
- civil servant
- conference
- database
- educational
- employer
- enclosed
- experienced
- hard disk
- higher education
- impression
- in aid of
- internship
- job advert
- keyboard
- law (study of the subject)
- link
- medicine (study of the subject)
Higher tier (cont)

model  
mouse  
part time  
photo model  
plumber  
prospects  
qualification  
qualified  
salary, wages  
signature  
situation wanted  
skills  
society  
surgeon  
terms of employment  
to apply for a job  
to attach  
to do a course  
to enclose/to include  
to fill in a form  
to introduce oneself  
to print out  
to type  
to volunteer  
unemployment  
vacancy  
voluntarily  
voluntary work  
webmail  
well paid  
without pay

modelo  
rato  
tempo parcial  
modelo fotográfico  
canalizador  
perspectiva  
qualificação  
qualificado/a  
salário  
assinatura  
situação desejável  
competências  
sociedade  
cirurgião/cirurgiã  
termos do contrato de trabalho  
candidatar-se a um emprego  
anexar  
fazer um curso  
incluir  
preencher um formulário  
apresentar-se imprimir  
imprimir  
digitar  
fazer voluntariado  
desemprego  
vaga  
voluntariamente  
trabalho voluntário  
webmail  
bem pago  
sem remuneração
International and global dimension: bringing the world together, environmental issues

Foundation tier

access to             access à
against              contra
animals              animais
campaign             campanha
championship         campeonato
charity              caridade
country              país
earth                terra
ecological           ecológico/a
ecology              ecologia
effect               efeito
electricity          eletricidade
energy               energia
environment          meio ambiente
environmental issues questões ambientais
festival             festival
for                  a favor
forest               floresta
gas                 gás
good cause           boa causa
global               global
green                verde
hurricane            furacão
illegal              ilegal
international        internacional
dimensional          dimensão internacional
island               ilha
legal                legal
music festival       festival de música
musical event        evento musical
natural resources    recursos naturais
ocean                oceano
oil                  petróleo
Olympic games        jogos olímpicos
organisation         organização
people               povo, gente
planet               planeta
political            político/a
politics; policy     política
sporting event       evento desportivo
tiger                tigre
to recycle           reciclar
world                mundo
World Cup (football) copa do mundo (futebol)
Higher tier
advantages
bear
climate (adjective)
coal
disadvantages
disaster
drinking water
drought
drugs
earthquake
elephant
fair trade
field
flood; flooding
global warming
hunger; famine
lack (of)
nature
pesticide
peace
plastic
pollution
poverty
protection
recycling
rights of man; human rights
rubbish
security
solar power
species
spying
starving
threat
to contaminate
to pollute
to preserve
to protect
to save, economise
to save, rescue
to sort/separate (e.g. rubbish)
to stay in contact
to survive
to threaten
volcano
war
waste products
world(wide)
Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles\([1]\) and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

\[1\] Pearson’s World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*. 
From Pearson’s Expert Panel for World Class Qualifications
May 2014

“The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as SinFore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

● extensive international comparability of subject content against the highest-performing jurisdictions in the world
● benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
● establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
● subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework’, meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council’s framework of skills involves:[2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

## Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs. Discount codes are published by the DfE.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students’ final certification documentation.</td>
<td>The QN for this qualification is: 603/2482/X</td>
</tr>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students’ qualifications.</td>
<td>GCSE – 1PG0</td>
</tr>
<tr>
<td>Paper codes</td>
<td>These codes are provided for reference purposes. Students do not need to be entered for individual papers.</td>
<td>Paper 1: 1PG0/01&lt;br&gt;Paper 2: 1PG0/02&lt;br&gt;Paper 3: 1PG0/03&lt;br&gt;Paper 4: 1PG0/04</td>
</tr>
</tbody>
</table>

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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