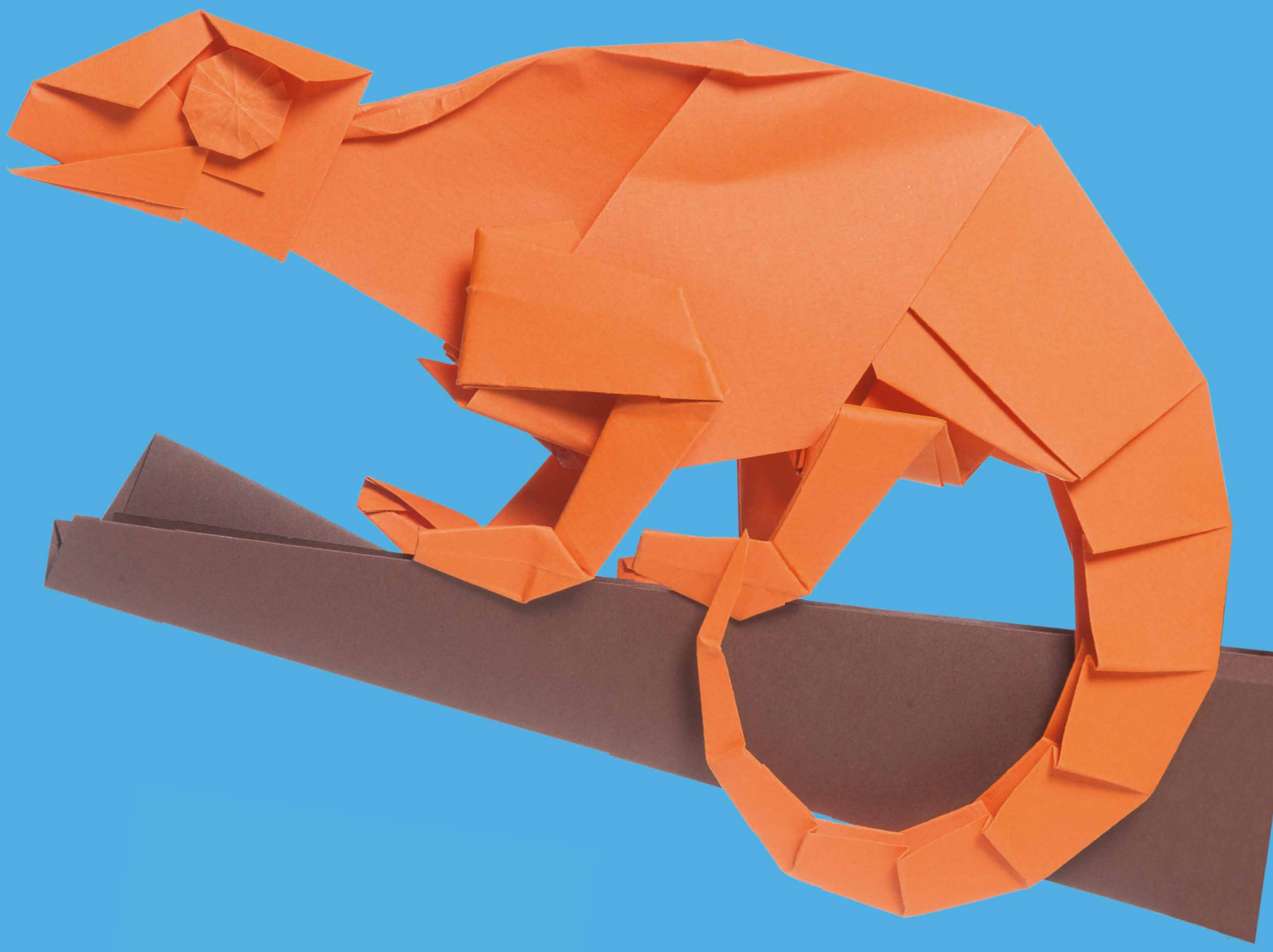
Pearson Edexcel

GCSE (9-1) Portuguese



Specification

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

First teaching from September 2018

First certification from June 2020

Issue 4

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

Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
Removal of Subject Advisor name: *'Our subject advisor service and online community'*	3
Update to Foundation tier paper timing: *'Foundation tier: 1 hour 20 minutes…'*	6 and 38
Clarification of question titles appearing in English added: *'The instructions to students are in Gujarati. The question titles appear in English.'*	38
Update to Foundation tier Assessment Information for Paper 4, bullet point 5: *'Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register.'*	39
Reference to 'GCE AS' removed in the following sentence: *This qualification offers a suitable progression route to GCE A level in Gujarati.*	68

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 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.

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)
Written examination ***Foundation tier: 1 hour 15 minutes; 60 marks*** ***Higher tier: 1 hour 20 minutes; 60 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 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

- First assessment: May/June 2020.
- 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.
- 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 via the online Learner Work Transfer (LWT) portal.
- 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.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

Mark	Descriptor
0	No rewardable material
1–4	• Limited response to set questions, likely to consist of single-word answers • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond • A straightforward opinion may be expressed but without justification • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	• Responds briefly to set questions, there is much hesitation and continuous prompting needed • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond • Straightforward, brief opinions are given but without justification • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	• 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
13–16	• 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

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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
1–3	• 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
4–6	• 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
7–9	• Manipulates a variety of grammatical structures, some variety of complex structures • Predominantly accurate grammatical structures, mostly successful references to past, present and future events • Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	• Manipulates a wide variety of grammatical structures, frequent use of complex structures • Consistently accurate grammatical structures, consistently successful references to past, present and future events • Fully coherent speech; 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 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

- First assessment: May/June 2020.
- 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

- First assessment: May/June 2020.
- 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 in Portuguese. The question titles appear in English.
- 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 has two options from which students have to select one. This question 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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
1–2	• Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	• Produces simple, short sentences with little linking • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	• Produces simple sentences with some linking • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that 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 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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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.

Mark	Descriptor
0	No rewardable material
1	• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	• Meaning fully communicated with occasional errors that do not hinder clarity

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

Mark	Descriptor
0	No rewardable material
1	• Some words are communicated but the overall meaning of the sentence is not communicated
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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.

Mark	Descriptor
0	No rewardable material
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

Students must:		% in GCSE
AO1	Listening – understand and respond to different types of spoken language	25
AO2	Speaking – communicate and interact effectively in speech	25
AO3	Reading – understand and respond to different types of written language	25
AO4	Writing – communicate in writing	25
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in Portuguese	25	0	0	0	25%
Paper 2: Speaking in Portuguese	0	25	0	0	25%
Paper 3: Reading and understanding in Portuguese	0	0	25	0	25%
Paper 4: Writing in Portuguese	0	0	0	25	25%
Total for GCSE	**25%**	**25%**	**25%**	**25%**	**100%**

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

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

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 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 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.

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese	**1PG0: 2F/2H* (*Please delete as appropriate)**
Centre name:	Centre number:

Candidate name and number		**Declaration and permissions signature and date***		**Role play**		**Picture-based discussion**		**Conversation (1)**		**(2)**	

Teacher name		**Declaration and permissions signature and date***	

**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*
  - affilliation, 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 adverbial 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 , com 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, anoitecer, 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 *felícissimo* (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, tais*
- *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)

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

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

Common verbs (cont)

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

Common verbs (cont)

to sit down	sentar-se
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	levantar-se
to stand up	enfrentar, pôr-se de pé
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	nadir
to switch off	desligar
to take	levar
to take off (clothes, etc.)	despir-se
to take off (plane)	EP descolar/BP decolar or levantar voo
to take one's coat off	tirar o casaco
to taste	provar
to tell/recount	contar/narrar
to tell/to say	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)	visitar (uma pessoa, um lugar)
to wait for	esperar por
to wake up	acordar
to walk	andar
to want	querer
to warn	avisar
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	igual
amazing	espantoso/a, maravilhoso/a
any sort of	qualquer 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	limpo/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)

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

Common adjectives (cont)

practical	prático/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
tiredF	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)

worse/worst	pior
young	jovem, novo/a
younger	mais jovem

Common adverbs

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

Common adverbs (cont)

straight away	já
there	lá
to here	para cá
to there	para lá
together	juntos
too (much)	demasiado
up (there)	(lá) em cima
usually	geralmente
very	muito
well	bem
worse	pior

Prepositions

about	cerca de
after	após
among	no meio de
around	à volta de
at	às
at (someone's house)	em casa de
at the back	atrás de
because of	devido a
before	antes
behind	detrás
besides	além de
between	entre
far from	longe de
from	de
from (a given time)	a partir de
in	em
in front of	em frente a
in the background	ao fundo
in the foreground	à frente
in the middle (of)	no meio de
near (to)	próximo de/ perto de
next to	ao lado de
on	em cima de
onto	sobre
opposite	oposto
outside	fora de
through	através
to	para
towards	em direção a
under	debaixo
until	até
with	com

Colours

black	preto
blue (dark)	azul (escuro)
brown	EP castanho/BP marron
brown (eyes)	(olhos) EP castanhos/BP marrons
chestnut brown	castanho avelã
dark	escuro
green	verde
grey	cinzento
grey (hair)	grisalho
light	claro
light blue	azul claro
orange	laranja
pink	rosa
purple	violeta
red	vermelho/encarnado
red (of hair)	ruivo/a
white	branco
yellow	amarelo

Numbers

1	um
2	dois
3	três
4	quarto
5	cinco
6	seis/BP meia – for telephone numbers
7	sete
8	oito
9	nove
10	dez
11	onze
12	doze
13	treze
14	catorze
15	quinze
16	dezasseis
17	dezassete
18	dezoito
19	dezanove
20	vinte
21	vinte e um
22	vinte e dois
23	vinte e três
24	vinte e quatro
25	vinte e cinco
26	vinte e seis
27	vinte e sete
28	vinte e oito
29	vinte e nove
30	trinta
31	trinta e um
32, etc.	trinta e dois, etc.
40	quarenta
50	cinquenta

Numbers (cont)

60	sessenta
70	setenta
80	oitenta
90	noventa
100	cem
101	cento e um
120	cento e vinte
200	duzentos
1000	mil
1100	mil e cem
2000	dois mil
1.000.000	1 milhão
2.000.000	2 milhões

Ordinal numbers

first	primeiro
second	segundo
third	terceiro
fourth	quarto
fifth	quinto
sixth	sexto
seventh	sétimo
eight	oitavo
ninth	nono
tenth	décimo
eleventh	décimo primeiro
twelfth	décimo segundo
twenty first	vigésimo primeiro

Quantities and measures

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

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
daytime	diurno/a
delayed	atrasado
during	durante
early	cedo
evening	noite
every day	todos os dias/diário/quotidiano

Time expressions (cont)

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

Times of day

1 a.m.	uma da manhã
1 p.m.	uma da tarde
nine o'clock in the evening	nove da noite
13.00	13.00
at exactly 2 o'clock	às duas em ponto
at about… o'clock	por volta das… em ponto
it is five past three	são três e cinco
five to three	três menos cinco
half past nine	nove e meia
ten past four	quatro e dez
ten to four	quatro menos dez
quarter to six	seis menos um quarto
quarter past seven	sete e um quarto

Days of the week

Monday	segunda feira
Tuesday	terça feira
Wednesday	quarta feira
Thursday	quinta feira
Friday	sexta feira
Saturday	sábado
Sunday	domingo
(on) Monday	(na) segunda
(on) Monday morning	(na) segunda de manhã
(on) Monday evening	(na) segunda à noite
on Mondays	às segundas
every Monday	todas as segundas

Months and seasons of the year

month	mês
January	janeiro
February	fevereiro
March	março
April	abril
May	maio
June	junho
July	julho
August	agosto
September	setembro
October	outubro
November	novembro
December	dezembro
season	estação do ano
autumn (in)	(no) outono
spring (in)	(na) primavera
summer (in)	(no) verão
winter (in)	(no) inverno

Question words

(at) what time?	(a) que horas?
from where?	donde?/de onde?
how much, how many?	quanto (custa)? quantos?
how?	como?
to there?	para lá?
to where?	para onde?
what colour?	de que cor?
what/which?	o quê/qual?
what?	que?
when?	quando?
where?	onde?
who?	quem?
why?	porquê?

Other useful expressions

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

Other useful expressions (cont)

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

Countries

Angola	Angola
Australia	Austrália
Austria	Áustria
Belarus	Bielorússia
Belgium	Bélgica
Belarus	Bielorússia
Brazil	Brasil
Cape Verde	Cabo Verde
Canada	Canadá
China	China
Cyprus	Chipre
Denmark	Dinamarca
England	Inglaterra
Estonia	Estónia
Finland	Finlândia
France	França
Germany	Alemanha
Great Britain	Grã-Bretanha
Greece	Grécia
Guinea-Bissau	Guiné-Bissau
Holland	Holanda
India	Índia
Ireland	Irlanda
Italy	Itália
Japan	Japão
Latvia	Letónia
Lithuania	Lituânia
Mozambique	Moçambique
Netherlands	Holanda
Northern Ireland	Irlanda do Norte
Norway	Noruega
Poland	Polónia
Portugal	Portugal
Russia	Rússia
São Tomé e Príncipe	São Tomé e Príncipe
Scotland	Escócia
Spain	Espanha
Sweden	Suécia
Switzerland	Suiça
Timor	Timor
Turkey	Turquia
Ukraine	Ucrânia
United Kingdom	Reino Unido
United States	Estados Unidos da América
USA	EUA
Wales	País de Gales

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	austríaco/austríaca
Belorussian	bielorusso/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	timorense
Irish	irlandês/irlandesa
Italian	italiano/italiana
Latvian	letão/letã
Lithuanian	lituano/lituana
Mozambican	moçambicano/moçambicana
Pole (Polish)	polaco/polaca
Portuguese	português/portuguesa
Russian	russo/russa
Scottish	escocês/escocesa
Spanish	espanhol/espanhola
Swiss	suiço/suiça
Turkish	turco/turca
Ukranian	ucraniano/ucraniana
Welsh	galês/galesa

Areas/mountains/seas/places

administrative area of Brazil	República Federal do Brasil
African steppe	savana africana
Amazon rainforest	floresta amazónica
Amazon river	rio Amazonas
Atlantic Ocean	oceano Atlântico
back country	sertão/interior
East	leste
Estrela mountain	serra da Estrela
North	norte
Pacific Ocean	oceano Pacífico
Polar circle	círculo polar
region	região
Siberia	Sibéria
south	sul
the Arctic	o Ártico
the Channel Tunnel	o túnel da mancha
Christ the Redeemer statue	Cristo Redentor (in Brasil), Cristo Rei (in Portugal)
Commerce Square	Terreiro do Paço/Praça do Comércio
Monastery of Jerónimos	Mosteiro dos Jerónimos
National Congress (Brasília)	Congresso Nacional (Brasília)
National Pantheon	Panteão Nacional
Sanctuary of Bom Jesus of Braga	Santuário do Bom de Jesus de Braga
The Castle of Guimaraes	castelo de Guimarães
the English Channel	o canal da Mancha
the Far East	o extremo oriente
the Ipiranga Monument	Monumento do Ipiranga
The Mediterranean Sea	mar Mediterrâneo
The Pena Palace	Palácio da Pena
The Ruins of San Miguel Archángel	Sítio Arqueológico de São Miguel Arcanjo
The São Bento Palace	Palácio de São Bento
The Seteais Palace	Palácio de Seteais
Tropical Wetland of Pantanal	Pantanal
west	oeste

Useful abbreviations and acronyms

European Union	União Europeia
homeless	sem abrigo
high-speed train	EP comboio/BP trem de alta velocidade
please	por favor
Portuguese national railway company	CP (comboios de Portugal)
school leaving exam	EP exame nacional do ensino secundário/BP vestibular
suburban electric train	EP comboio/BP trem urbano
tram	elétrico
United Nations (UN)	Organização das Nações Unidas (ONU)

Social conventions

best wishes	melhores cumprimentos
(I'm) sorry (informal/formal)	desculpa/desculpe (informal/formal)
bye!	tchau!/adeus!
could you say that again, please?	EP podes/BP pode repetir, por favor?
don't mention it	não tem de quê
good afternoon	boa tarde
good evening	boa noite
good morning	bom dia
goodbye	adeus
goodnight	boa noite
have a good journey	tenha uma boa viagem
hello	olá
hello (on the telephone)	olá
help!	socorro
hi!	oi!/olá!
how are you?	como estás?
it is time to	é tempo de
I beg your pardon? pardon?	como? desculpe?
it's a pleasure	com muito prazer
meet you at 6 o'clock	encontro-te às 6 em ponto
meeting; meeting place	reunião; local da reunião
nightmare!	pesadelo!
no thank you	não, obrigado/obrigada
of course	claro
please	por favor
see you later	até logo!
see you soon	até breve
see you tomorrow/on Friday	até amanhã/até sexta
sorry	desculpa
thank you (very much)	(muito) obrigado/obrigada
that doesn't matter/that's ok	não faz mal/tudo bem
what is (your) name?	como te chamas/como se chama? (informal/formal)

Language used in dialogues and messages

address	morada
call me (informal/formal)	telefona-me/telefone-me (informal/formal)
dial the number	marcar o número
email	e-mail
I'll be right back	volto já
I'm listening	estou a ouvir
message	mensagem
mobile phone	telemóvel
moment	momento
on line	on-line
on the line/speaking	em linha/falando
please repeat that	por favor, repita
postcode	código postal
receiver (telephone)	recetor
sender	remetente
stay on the line	fique em linha
telephone	telephone
text message	sms/mensagem
tone	tom
voice mail	mensagem de voz
wait	espere
wrong number	erro no número

Section 2 – Topic-specific vocabulary

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

Foundation tier

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

Foundation tier (cont)

food	comida
fork	garfo
fruit	fruta
fruit juice	sumo de fruta
glass	copo
grapes	uvas
ham	fiambre
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	menú
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)

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

Higher tier

business lunch	almoço de negócios
champagne	champanhe
choice	escolha
chop (e.g. pork/lamb)	costeleta (de porco, de cordeiro)
cooked	cozinhado
cream	nata
duck	pato
first course	primeiro prato
foodstuffs	género alimentício
fried egg	ovo estrelado
fried steak with fried eggs	EP bitoque/BP bife a cavalo
garlic	alho
grapefruit	toranja
homemade	caseiro/a
honey	mel
ice-cream parlour	gelataria
jar	frasco
lamb	cordeiro
main course	prato principal
margarine	margarina
mayonnaise	maionese
medium	médio (ao ponto)
mince	cortar em pedaços

Higher tier (cont)

mixed	misturado/a
mustard	mostarda
natural, organic food	natural, comida orgânica
noodles	EP talharim, massa/BP noodles ou macarrão
nuts	frutos secos
pastries	pastéis
pork	porco
roll (bread)	pãozinho (pequeno)
salmon	salmão
sauce	molho
sea food	marisco
self-service	self-service
service	service
sideboard, dresser	aparador
slice	fatia
tip (money)	gorjeta
towel	toalha
turkey	perú
vegetarian	vegetariano/a
vinegar	vinagre

Identity and culture: what my friends and family are like

Words relating to dress and style

Foundation tier

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

Foundation tier (cont)

shoes	sapatos
shorts	calções
size	tamanho
skirt	saia
small	pequeno
smart	elegante
socks	meias/peúgos
sportsman	desportista (m)
sportswoman	desportista (f)
style	estilo
suit	fato
sweater	suéter/camisola
swimming costume	fato de banho
tee shirt/t-shirt	t-shirt/blusa
tie	gravata
tracksuit	fato de treino
trainers	sapatilhas
trousers	calças
umbrella	guarda-chuva
uniform	uniforme
vest	colete
watch	relógio

Higher tier

brand, label	marca
cardigan	casaco de malha
cotton	algodão
crooked	torto/a
fashionable	estar na moda
fur coat	casaco de peles
hairdresser's	cabeleireiro
heel	salto
leather	pele
lipstick	batom
loose (i.e. too big)	largo
neat	apresentável
old fashioned	fora de moda
perfume	perfume
raincoat	gabardina
slippers	chinelos
stripes	riscas/barras
tattoo	tatuagem
tights	EP collans/BP meia-calça
to put on makeup	EP pôr maquilhagem/BP pôr maquiagem

Words on relations, relationships, personal and physical characteristics

Foundation tier

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

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
throat	garganta
to be called (person, place)	chamar-se
to be healthy, fit	ser saudável
to look (e.g. angry/happy, etc.)	parecer (ex. chateado/a, feliz, etc.)
to seem	parecer
tooth	dente
tropical fish	peixe tropical
ugly	feio/a
uncle	tio
visit	visita
wife	esposa
woman	mulher
youth	juventude

Higher tier

acquaintance	conhecido/a
alone	sozinho/a
argument	discussão
brave, adventurous	forte, aventureiro
career	carreira
carpet	carpete
celebrity	celebridade
character (in film, etc.)	personagem (num filme, etc.)
character trait	traço de personalidade
charming	encantador/a
cousin	primo/a
discrimination	discriminação
elbow	cotovelo
elderly	idoso
example	exemplo
faith (religious)	fé (religião)
famous	famoso/a
feeling	sensação
furnished	mobilado/a
gender, sex	género, sexo
habit	hábito
hall (in house)	hall de entrada
healthcare	cuidados de saúde
honest	honesto/a
husband	esposo, marido
invitation	convite
knee	joelho
lazy	preguiçoso/a
lively	animado/a
loft	loft, águas furtadas, sótão
loyal, faithful	leal, fiel
meeting	reunião
member of the family	membro da família
mirror	espelho
mood	humor
old age	terceira idade
old people's home	EP lar da terceira idade/BP asilo
older	mais velho
oldest (brother/sister)	irmão/irmã mais velho/a
optimistic	otimista
pensioner	EP pensionista, reformado/a/BP aposentado/a
pessimistic	pessimista
place of residence	lugar de residência
racist	racista
reasonable	razoável
relationship	relação
reliable	fiável
self (myself, yourself, etc.)	mesmo (mim mesmo, você mesmo)

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	cultura
cycle	andar de bicicleta
dance	dançar
detective/police (story)	detetive/polícia (história)
disco (place)	discoteca
documentary	documentário
drama (TV, etc.)	drama
drum	bateria
Easter	Páscoa
event	evento
festival	festival
film	filme
flute	flauta
football	futebol
free time	tempo livre
game	jogo
guitar	guitarra
gymnastics	ginástica
Happy birthday!	Feliz aniversário!
Happy New Year!	Feliz Ano Novo!
hobby; leisure activity	hobby, atividade de lazer
hockey	hóquei
ice skating	patinagem no gelo
idea	ideia
instrument	instrumento musical
interest	interesse
leaves	folhas
leisure	lazer
lottery	EP lotaria/BP loteria
magazine	revista
manager (sport)	dirigente
method	método
mobile phone	telemóvel
MP3 player	leitor de MP3
music	música
musical (show)	show musical
New Year	ano novo
news	notícias
nightclub	clube noturno
opera	ópera
orchestra	orquestra
to participate	participar
party	festa
photo(graph)	fotografia
piano	piano
ping pong	pingue pongue
player (music)	leitor
player (sport/games)	jogador
pop music	música pop
programme, broadcast	programa
rap	rap
reading	leitura
rock music	música rock

Foundation tier (cont)

role model	modelo
romantic	romântico/a
rugby	rugby
saxophone	saxofone
science-fiction film	filme de ficção científica
sculpture	escultura
series	séries
show (theatre, etc.)	espetáculo (teatro, etc.)
show, performance	espetáculo
skate boarding	andar de skate
skiing	esquiar
socialising	socializar
social media	redes sociais
sport	EP desporto/BP esporte
sports ground	campo desportivo
sporty	desportivo/a
spy film	filme de espiões
squash	squash
star	estrela
surfing	fazer surf
swimming	nadar
team	equipa
television (medium)	televisão
tennis	ténis
theme	tema
thriller	thriller
to adore	adorar
to celebrate	celebrar
to do sport	fazer desporto
to exercise	fazer exercício
to fish/go fishing	pescar
to get married	casar-se
to socialise with	socializar com (alguém)
to take a dog out for a walk	ir passear o cão
to take part (in)	fazer parte de
to train	treinar
toy	brinquedo
tree	árvore
(TV) channel	canal de (televisão)
video	vídeo
video camera	câmara de vídeo
video/computer game	jogo de vídeo/computador (EP)/vídeo game (BP)
violin	violino
volleyball	voleibol
windsurfing	fazer windsurf
witch	bruxa

Higher tier

accordion	acórdeão
amusement	divertimento
audience	audiência
author	autor
boat	barco
ceremony	cerimónia
championship	campeonato
clarinet	clarinete
competition	competição
cyclist	ciclista
earphones	auriculares
entertainment	entretenimento
extreme sports	desportos radicais
fencing	esgrima
figure skating	patinagem artística
genre	género
goal	objetivo
horror film	filme de terror
knowledge	conhecimento
league	liga
melody	melodia
mountain bike	bicicleta de montanha
mountaineering	montanhismo
play (theatre)	peça de teatro
pleasure	prazer
pocket money	semanada/mesada
prize	preço
reading	leitura
referee	árbitro
review	crítica
riding (a horse)	equitação
roller blading	patinagem em linha
sailing	navegação
singer	cantor/a
soap (opera)	telenovela
song	canção/música
speakers	altifalantes
sports season	época desportiva
stage	palco
subtitles	legendas
table tennis	ténis de mesa
to (be) relax(ed)	estar relaxado/a, relaxar-se
to bathe	tomar banho
to congratulate	dar os parabéns
to create	criar
to do gymnastics	fazer ginástica
to hike, ramble	caminhar
to occupy oneself, do	ocupar-se de, fazer
to roller-skate	andar de patins
to sail	velejar
to score a goal	marcar um golo
to skateboard	andar de skate
tournament	torneio

Higher tier (cont)

training	treino
trumpet	trompete
ukulele	cavaquinho
unforgettable	inesquecível
viewer	espetador
writer	escritor/a
Xbox	Xbox
youth club	clube de jovens

Identity and culture: using social media

Foundation tier

advantage	vantagem
blog	blog
chatroom	sala de chat
computer	computador
disadvantage	desvantagem
disk	disco
email	e-mail
internet	internet
laptop	(computador) portátil
new technology	nova tecnologia
page	página
password	palavra passe
programme	programa
risk	risco
screen	ecrã
social media	meios sociais
technology	tecnologia
to chat online	conversar on-line
to download	fazer download
to erase, delete	apagar
to load	carregar
to save, to store	guardar
to use	usar
use of technology	uso da tecnologia
virtual	virtual
virus	vírus
web	rede
web page	página de internet
webcam	webcam
website	sítio na internet

Higher tier

connection	conexão, ligação
homepage	inicial
social network	rede social
to surf (the net)	navegar pela internet
to type	teclar
to upload	fazer upload

Local area, holiday and travel

Foundation tier

accommodation	alojamento
address oneself to	dirigir-se
air	ar
airport	aeroporto
aquarium	aquário
area (in town)	área, zona
arrival	chegada
art gallery	galeria de arte
atlas	atlas
balcony	varanda
bank	banco
bar	bar
barbecue	churrasco
bath	banho
bathroom	EP casa de banho/BP banheiro
beach	praia
bed	cama
bicycle/bike	bicicleta
boat	barco
bowling alley	pista de boliche
brand/make	marca
bridge	ponte
brochure	folheto
building	edifício
bus (by bus)	(de) EP autocarro/BP ônibus
bus stop	paragem de autocarro (EP)/parada de ônibus (BP)
bus/coach station	rodoviária
business	negócio
café	café
camp	acampar
campsite	parque de campismo
capital city	capital
car	carro
car, automobile	automóvel
cathedral	catedral
cave	gruta
centre	centro
chemist's	farmácia
cheque; receipt	cheque; recibo
church	igreja
cinema (building)	cinema
circus	circo
closed	fechado
coach	EP autocarro/BP ônibus
coast	costa
concert	concerto
country (i.e. nation)	país
countryside	campo
credit card	cartão de crédito
department (in a shop)	departamento (loja)

Foundation tier (cont)

department store	loja de departamentos
departure	partida
destination	destino
direct	direto
disco	discoteca
door	porta
employee	funcionário
entrance	entrada
exit	saída
experience	experiência
factory	fábrica
farm	quinta
festival	festival
flight tickets	bilhetes de avião
floor (1st, 2nd)	andar (primeiro, segundo)
form	formulário
ground floor	EP rés-do-chão/BP piso térreo
guest	hóspede
guided tour	visita guiada
help	ajuda
historic	histórico/a
holiday cottage	casa de férias
holidays	férias
hospital	hospital
hotel	hotel
hotel (5*)	hotel de cinco estrelas
ice rink	pista de gelo
information office	posto de informação
journey (short)	viagem
key	chave
lake	lago
leisure centre	centro de lazer
library	biblioteca
lift	boleia
list	lista
litter	lixo
local area	área local
luggage	bagagem
map	mapa
map (of town)	mapa (da cidade)
market	mercado
means of transport	meio de transporte
microwave	microondas
monument	monumento
mosque	mesquita
motorbike	moto
mountain	montanha
museum	museu
nature	natureza
newspaper stall	banca de jornais
night club	clube noturno
noise	ruído/barulho

Foundation tier (cont)

occupied/taken	ocupado/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
petrol	gasolina
place	lugar
plane	avião
platform	plataforma
police officer	agente de polícia
police station	posto de polícia
port	porto
post office	correios
postcard	postal
poster	cartaz
priority	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
road	estrada
room	quarto
room (in hotel)	quarto de hotel
rucksack	mochila
sea	mar
seaside	beira-mar
season	estação
shop	loja
shopping	fazer compras
shopping centre	centro comercial
show	espetáculo
shower	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
travel	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

Higher tier

accident	acidente
abroad	ao/no estrangeiro
adolescent	adolescente
agricultural	agrícola
air conditioning/air-con	ar condicionado
airline	companhia aérea
ATM	multibanco
baker's shop, bakery	padaria
bank card	cartão EP multibanco/BP de débito
basement	cave
border	fronteira
calm/peaceful	sossegado
canal	canal
car park	parque de estacionamento
castle	castelo
change	mudança
changing room	provador
commercial	comercial
compartment (train)	compartimento
cooker	fogão
corner	canto
crossroads	cruzamento
departure	saída
diesel (fuel)	EP gasóleo/BP diesel
direction	direção
double room	quarto duplo
driver	condutor
driver (professional)	motorista
driving licence	carta de condução
entertainment	entretenimento
event	evento
exhibition	exposição
ferry	ferry-boat
fireworks	fogo de artifício
flight	voo
forbidden to	proibido
foreigner	estrangeiro
fortress	fortaleza
fountain	fonte
free (available, vacant)	disponível
full (hotel, etc.)	lotado
games room	salão de jogos
garage, service station, petrol station	estação de serviço
heating	aquecimento
helicopter	helicóptero
hill	colina
hire of/hiring	contratar
hospitality	hospitalidade
in advance	com antecedência
included	incluído
industrial	industrial
industry	indústria
inhabitant	habitante

Higher tier (cont)

inside	interior, dentro de, interno
landscape	paisagem
launderette	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	rececionista
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
sleeping car (in a train)	vagão dormitório
soap	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 higiénico

Higher tier (cont)

toothbrush	escova de dentes
toothpaste	pasta de dentes
tower	torre
trade	comércio
traffic	tráfego
traffic jam	engarrafamento
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	ameno
weather	tempo
weather forecast	previsão meteorológica
wind	vento

Higher tier

average temperature	temperatura
bright	luminoso
changeable	instável
downpours	aguaceiro
dry	seco
hail	granizo
heat	calor
high temperature	temperatura alta
it is frosty	está geada
it is lightning	está a relampejar
lightning	relâmpago
low temperature	temperatura baixa
misty	enevoado
sky	céu
thunder	trovão
to be expected	esperar-se

Asking for directions

are you going in a car?	vais de carro?
are you going on foot?	vais a pé?
as far as	tão longe quanto
close	perto
continue	continuar
cross (over)	cruzar
far	longe
go straight on	seguir adiante
high street/main street	rua principal
how do I get to?	como é que chego a...?
it is 100 metres away	fica a 100 metros de distância
it is very close	fica perto
not far	não é longe
on the left	à esquerda
on the right	à direita
straight on	em frente
take the first road on the left	vire na primeira rua à esquerda
turn left	vire à esquerda
turn right	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
art, 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	hora de almoço
Maths	Matemática
Music	Música
PE (physical education)	educação física
pen	caneta
pencil	lápis
pencil case	estojo
physics	física
plan	plano
Portuguese (language)	Português
practice	prática
pressure	pressão
primary school	escola primária
progress	progresso
projector	projetor
question	questão
Religion, Religious Studies	Educação moral e religiosa
result	resultado
rubber	borracha
rule	regra
ruler	régua
Science	Ciências
school	escola
school activities	atividades escolares
school bag	mochila
school bus	EP autocarro escolar/BP ônibus escolar
school day	dia escolar
school group/party	grupo/festa escolar
school trip	visita escolar
schoolchild (f)	aluna
schoolchild (m)	aluno
secondary school	escola secundária
Sociology	Sociologia
Spanish	Espanhol
sports hall, gym	pavilhão desportivo, ginásio
stress	EP stress/BP estresse
student	estudante
study/studies	estudo/estudos
subject	disciplina
success	sucesso
summer holidays	férias de verão
team	equipa
technology	tecnologia
the future	o futuro
the past	o passado
tie	gravata
timetable	horário
to teach	ensinar
type	tipo
uniform	uniforme
year	ano

Higher tier

able	capaz
article (item)	artigo
assessment	avaliação
attention	atenção
ballpoint pen	esferográfica
boarding school	colégio interno
briefcase	pasta
clever	esperto/a
circle, club	grupo
compulsory subject	EP disciplina/BP matéria obrigatória
core subjects	disciplinas de componente geral
degree (university)	licenciatura (universidade)
dictionary	dicionário
discipline	disciplina
discussion	discussão
do badly; fail an exam	EP chumbar/BP reprovar
drama group, acting group	grupo de teatro
education	educação
essay	redação
exchange	intercâmbio
felt tip	caneta de feltro
foreign languages	línguas estrangeiras
fountain pen	caneta de tinta permanente
glue	cola
hardworking	trabalhador/a
headteacher	director
kindergarten	jardim de infância
locker	cacifo
mark, grade	nota
meeting	reunião
mixed	misto
optional (subject)	(disciplina) de opção
oral	oral
pad of paper	bloco de papel
page	página
parents' evening	reunião de entrega de notas/reunião de pais
permission	autorização
pressure	pressão
private school	escola privada
project	projeto
pronunciation	pronúncia
punishment	castigo
pupil (m/f)	aluno/a
qualification	qualificação
report	relatório, trabalho
rule	regra
school leaving certificate	certificado de conclusão do ensino secundário
school report	ficha de avaliação de final de período
school textbook	manual escolar
scissors	tesouras
sharpener	EP afiadeira/BP apontador

Higher tier (cont)

shelf	estante
sixth form	liceu
sports ground	complexo desportivo
staff room	sala de professores
state	estado
strong, good at (subject)	forte, bom/boa a (disciplina)
successful	bem-sucedido
survey	inquérito, questionário
term	período
textbook	manual
to agree (with) something	concordar (com) algo
to calculate	calcular
to cancel (lessons)	cancelar (aulas)
to correct	corrigir
to drop a subject	desistir de uma disciplina
to pass (exam)	passar (no exame de)
to pay attention	prestar atenção
to practise	praticar
to pronounce	pronunciar
to revise	fazer revisão
to sit an exam	fazer um exame
to skive/to skip/bunk lessons	faltar às aulas
to translate	traduzir
to work hard	trabalhar arduamente
translation	tradução
unfair	injusto
vocational school; technical college	escola professional
waste of time	perda de tempo
weak, bad at (subject)	fraco/a, mau/má a (disciplina)

Future aspirations, study and work

Foundation tier

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

Foundation tier (cont)

per hour	à hora
plan	plano
poet	poeta
printer	impressora
profession	profissão
programmer	programador
project	projeto
reporter	repórter
sales assistant	vendedor/a
shop	loja
soldier	soldado
student	estudante
study	estudo
teacher (m/f)	professor/a
technician	técnico/a
telephone	telefone
to build	construir
to organise	organizar
to study	estudar
training (sport)	treinar
training (study)	curso
travel agency	agência de viagens
university	universidade
vet	veterinário/a
volunteer	voluntário/a
work	trabalho
work experience	estágio
workplace	local de trabalho

Higher tier

aim; goal	objetivo
ambition	ambição
answerphone	atendedor de chamadas
artist	artista
badly paid	mal pago
charity	caridade
civil servant	funcionário público
conference	conferência
database	base de dados
educational	educacional
employer	empregador/a
enclosed	incluído/a
experienced	com experiência
hard disk	disco rígido
higher education	ensino superior
impression	impressão
in aid of	em auxílio de
internship	estágio
job advert	anúncio de emprego
keyboard	teclado
law (study of the subject)	direito
link	link
medicine (study of the subject)	medicina

Higher tier (cont)

model	modelo
mouse	rato
part time	tempo parcial
photo model	modelo fotográfico
plumber	canalizador
prospects	perspectiva
qualification	qualificação
qualified	qualificado/a
salary, wages	salário
signature	assinatura
situation wanted	situação desejável
skills	competências
society	sociedade
surgeon	cirurgião/cirurgiã
terms of employment	termos do contrato de trabalho
to apply for a job	candidatar-se a um emprego
to attach	anexar
to do a course	fazer um curso
to enclose/to include	incluir
to fill in a form	preencher um formulário
to introduce oneself	apresentar-se imprimir
to print out	imprimir
to type	digitar
to volunteer	fazer voluntariado
unemployment	desemprego
vacancy	vaga
voluntarily	voluntariamente
voluntary work	trabalho voluntário
webmail	webmail
well paid	bem pago
without pay	sem remuneração

International and global dimension: bringing the world together, environmental issues

Foundation tier

access to	aceder a
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
international dimension	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	vantagens
bear	urso
climate (adjective)	climático
coal	carvão
disadvantages	desvantagens
disaster	desastre
drinking water	água potável
drought	seca
drugs	drogas
earthquake	tremor de terra
elephant	elefante
fair trade	comércio justo
field	campo
flood; flooding	cheia
global warming	aquecimento global
hunger; famine	fome
lack (of)	falta (de)
nature	natureza
pesticide	pesticida
peace	paz
plastic	plástico
pollution	poluição
poverty	pobreza
protection	proteção
recycling	reciclagem
rights of man; human rights	direitos do Homem; direitos humanos
rubbish	lixo
security	segurança
solar power	energia solar
species	espécies
spying	espionagem
starving	fome
threat	ameaça
to contaminate	contaminar
to pollute	poluir
to preserve	preservar
to protect	proteger
to save, economise	poupar, economizar
to save, rescue	salvar
to sort/separate (e.g. rubbish)	separar (o lixo)
to stay in contact	manter em contacto
to survive	sobreviver
to threaten	ameaçar
volcano	vulcão
war	guerra
waste products	resíduos
world(wide)	mundial

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

Bahram Bekhradnia

President, Higher Education Policy Institute

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Dr Peter Hill

Former Chief Executive ACARA

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Professor Jonathan Osborne

Stanford University

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Bob Schwartz

Harvard Graduate School of Education

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.

[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	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.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	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.	The QN for this qualification is: 603/2482/X
Subject codes	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.	GCSE – 1PG0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1PG0/01 Paper 2: 1PG0/02 Paper 3: 1PG0/03 Paper 4: 1PG0/04

*www.gov.uk/government/publications/2018-performance-tables-discount-code

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