



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Portuguese (9PG0) Paper 01

Translation into English, Reading Comprehension
and Writing (research task)

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Summer 2022

Publications Code 9PG0_01_MS_2022

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1 marking principles for Section A

Mis-spelling is tolerated as long as it does not lead to ambiguity, for example 'drought' mis-spelled as 'drowght' would be acceptable but mis-spelled as 'draught' would be unacceptable as this would lead to ambiguity.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Section A mark scheme

Q	Portuguese	Correct answer	Alternative acceptable answers	Rejected	Mark
1	Três em cada quatro cidadãos	Three in every four citizens	Three out of four / Three in four	Three of four	(1)
	estão contra a chegada de	are against the arrival of		are against to	(1)
	mais imigrantes a Portugal.	more immigrants in Portugal.	more migrants to Portugal.	emigrants to Portugal.	(1)
	Contudo, querem	However, they want	Even so, they would like	On top of	(1)
	que os quatrocentos mil,	the four hundred thousand,		that the four hundred thousand	(1)
	atualmente a viver no país,	currently living in the country,	residing currently resident	actually to live	(1)
	possam ter as mesmas condições de vida	to be able to have the same living conditions		can / could have conditions of life	(1)
	que os próprios portugueses.	as the Portuguese themselves.		than / that own Portuguese	(1)
	Estes resultados fazem parte de um estudo oficial,	These results form part of an official study	The results are part	make part	(1)
	aplicado no país inteiro.	carried out across the whole country.	done / conducted in the entire	applied to the whole country	(1)
Os participantes com baixo nível de literacia	Participants with a low level of literacy	The participants with low literacy levels	lower level with low literacy level	(1)	

opuseram-se completamente	were completely opposed to	were totally against opposed completely	opposed themselves	(1)
ao possível aumento da imigração, no futuro.	the possible increase in immigration in the future.	growth of / in rise of immigration	emigration / migration	(1)
Não obstante, a larga maioria considera	Nevertheless, the great majority believe	However the vast / large majority consider / think believes /considers Even so On the other hand...	Although	(1)
que os que são residentes legais	those who are legal residents	that those	resident legals	(1)
deveriam poder trazer as suas famílias para Portugal.	should be able to bring their families to Portugal.	ought to be / must be allowed	could	(1)
O estudo revelou, surpreendentemente,	Surprisingly, the study revealed	The study showed surprisingly		(1)
que um terço dos que participaram	that a third of those who took part	who participated / responded a third of participants / respondents		(1)
acredita que os imigrantes	believe that immigrants	think the immigrants	accredit emigrants / migrants	(1)
cometem um número elevado de crimes.	commit a high/ higher number of crimes.	commit/ are involved in a lot of / an increased number of	an elevated /raised number too many	(1)

Paper 1 marking principles for Section B

- For open response questions, the candidate does not have to write in full sentences.
If appropriate, they may respond using single words or phrases.

Example of short phrases with two or more words:

- estava grávida (verb/noun)
 - não sabe quando volta (verb/negation)
 - eram antiquadas (verb/adjective).
- When responding to open response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Text: I mainly eat fruit and veg to stay healthy.
Question: According to the text, what does a healthy diet consist of?
Rewardable answer: Mainly eating fruit and veg.
Non-rewardable answer: I mainly eat fruit and veg to stay healthy.

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the reading extract.

- There are no marks for quality of language in this paper so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *Elsa wrote/composed the text.*
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

- *To the farms (1)*

AND

- *Because there wasn't enough machinery/ there was a lack of machines (1)*

Use OR to show the various answers where there are more possibilities than available marks:

Any **two** of:

- *Sharon was scared of spiders (1)*

OR

- *Lydia found the spiders ugly (1)*

OR

- *Jo felt sorry for the spiders (1)*

- Any parts of an answer that are not essential are bracketed and any parts that are key words are underlined, for example: *On the school walls (in France).*
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

SECTION B mark scheme

Question number	Answer	Mark
2(i)	A is incorrect because opposite is true. B is correct . C is incorrect as is not mentioned in the text. D is incorrect as is not mentioned in the text.	(1)

Question number	Answer	Mark
2(ii)	A is incorrect as is not mentioned in the text. B is incorrect because opposite is true. C is incorrect as is not mentioned in the text. D is correct .	(1)

Question number	Answer	Mark
2(iii)	A is incorrect as is not mentioned in the text. B is correct . C is incorrect as is not mentioned in the text. D is incorrect as is not mentioned in the text.	(1)

Question number	Answer	Mark
2(iv)	A is correct . B is incorrect as is not mentioned in the text. C is incorrect as is not mentioned in the text. D is incorrect as is not mentioned in the text.	(1)

Question number	Answer	Mark
3	Award one mark each for the below. Only four answers are required. One mark will be deducted for each additional answer. A is correct . B is incorrect because opposite is true. C is incorrect because opposite is true. D is correct . E is correct . F is incorrect because it is not completely accurate. G is correct . H is incorrect because opposite is true. I is incorrect because opposite is true.	(4)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(a)	Any two of the following: - O pai abandonou / deixou a mãe grávida;	- viajou para fora / o estrangeiro	- Quando estava grávida, infelizmente, o pai da	(2)

	<ul style="list-style-type: none"> - Nunca esteve com a filha ao vivo / pessoalmente. - Não sabe quando volta para conhecer a filha. - Conhece a filha por fotos / vídeos. 	- imagens	minha filha viajou para fora. - A minha filha viajou para fora.	
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Question number	Answer	Alternative acceptable answers	Reject	Mark
4(b)	Any one of the following: - Vão casar brevemente. - Está muito ligado / apegado à filha de Ondina.		- reconstruir a vida - não vai voltar	(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(c)	Any one of the following: - Os adultos terão de ter especial empenho; - O casal terá / Os pais terão de ter um empenho particular; - Os adultos devem promover o diálogo.	- O casal deverá comunicar entre si. - O casal terá / Os pais terão de ter um cuidado especial; - O casal terá de estabelecer /criar/colocar regras	fenómeno complexo requer	(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(d)	Any one of the following: - definir regras; - estabelecer regras - estabelecimento de regras;		Anything not containing the idea of rules.	(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(e)	Any one of the following: - Eles comportam-se como pais; - Os adultos tentam comportar-se como pais / progenitores.	- Eles desempenham...		(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(a)	- a visita (dos reis) aos Açores.	- os reis visitaram os Açores; - a receção aos reis;	- organização da receção aos reis;	(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(b)	- para contrariar o pai.	- por oposição /raiva ao pai; <i>(Any answer that indicates comprehension that the son purposely wanted to annoy / upset his father)</i>	- contrariando o pai; - em grande conflito;	(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(c)	Any two of the following ideas appropriately expressed: - Antiquadas / atrasadas / pouco evoluídas - Oprimidas - Desigualdade / Falta de igualdade entre homens e mulheres	- Vivem / Viviam como na Idade Média; - As pessoas / Os açorianos vivem / vivem numa sociedade atrasada; - Continua / Continuava a haver opressores e oprimidos; - Pouco se evoluiu/ tinha evoluído;	Vivemos -luz elétrica - viajar no espaço - duras condições - condições difíceis <i>(Reject direct lifts from the text, correct person of the verb must be used)</i>	(2)

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(d)	- piorou	- permaneceram / ficaram / deixou-os na miséria sem fim / (ainda) pior; - continuaram pobres / na miséria; - Salazar mantinha / conservava as más condições de vida dos desfavorecidos.	- melhorou - não mudou	(1)

		- Salazar lançava a miséria sobre os pobres / humildes;		
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Question number	Answer	Alternative acceptable answers	Reject	Mark
5(e)	- beneficiou os capitalistas	- porque protege os ricos / capitalistas; - porque lhes dá muitas oportunidades de enriquecerem / de enriquecimento; - porque dá / deu oportunidades aos donos das terras / aos industriais, armadores e banqueiros; - beneficiou o capitalismo na ilha / nas ilhas;	- beneficiou o capitalismo;	(1)

SECTION C – Marking principles (written research task)

There are three levels-based mark grids to be applied to this task. These are:

- knowledge and understanding of society and culture (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3)

The recommended word count for this task is 300 to 350 words, but the whole response must be marked regardless of length.

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must 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 level, you should 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, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 13-16 with a small amount of band 17-20 material, it would be placed in band 13-16 but be awarded a mark near the top of the band because of the band 17-20 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Mark grids

Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student's answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject.
- Students must base their response on **one** country only. Students who choose Themes 1, 3 or 4 must base their response on Portugal only. However if students choose Theme 2, they must base their response on **any of the CPLP countries - Angola, Brazil, Cabo Verde, Guiné, Mozambique, Portugal, S. Tomé e Príncipe e Timor-Leste,**
- If students refer to more than one country for Themes 1, 3 or 4, you must mark content based on Portugal only.
- If students refer to more than one country for Theme 2, you must mark positively by awarding marks for content based on the country that will gain the highest mark.
- If students do refer to more than one country in their response, they are likely to disadvantage themselves as they will waste time writing content that will not gain them any marks.

Understand and respond to written language (AO2 – 10 marks)

- This grid assesses student's understanding of the unseen text by their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two-mark grids for AO4 and AO2 are presented side-by-side. This is because of the connection between the information that the student is producing based on knowledge and understanding of society and culture and the information that they are using from the unseen text to contribute to this. The marks to be awarded for AO2 are dependent on the student's response in relation to AO4. You are advised to mark the answer for AO4 first before applying the mark grid for AO2.

Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and

- respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).
- Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references /examples related to aspects such as:
 - lifestyle/customs/events both current and historical
 - important figures both current and historical
 - public opinion, feelings, reactions and behaviour

This list is not exhaustive. Such aspects are illustrated in the indicative content below.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1-4	<ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/references from research to support ideas; limited focus on the research subject. Limited evidence of critical analysis of culture and society; points of view have little justification; limited/ brief conclusions that are frequently contradictory; frequently relies on description rather than analysis. 	1-2	<ul style="list-style-type: none"> Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; information used is frequently contradictory/irrelevant.
5-8	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/references from research; some loss of focus on the research subject. Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may include contradictions; some reliance on 	3-4	<ul style="list-style-type: none"> Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/irrelevant.

	description rather than analysis.		
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Knowledge and understanding of society and culture (A04)		Understand and respond to written language (A02)	
Marks	Description	Marks	Description
9-12	<ul style="list-style-type: none"> • Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from research; occasional loss of focus on the research subject. • Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; occasionally relies on description rather than analysis. 	5-6	<ul style="list-style-type: none"> • Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; occasionally information used is contradictory/irrelevant.
13-16	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/examples/reference from research; focus predominantly maintained on the research subject. • Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions. 	7-8	<ul style="list-style-type: none"> • Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.
17-20	<ul style="list-style-type: none"> • Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/references from research; focused on the research subject throughout. • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. 	9-10	<ul style="list-style-type: none"> • Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.

Additional guidance:

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas: include thoughts, feelings, impressions, opinions.

Straightforward: ideas, arguments, conclusions are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
7-8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns

- using synonyms and a variety of expressions to say things in different ways

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and with ease as the reader has to stop and re-read to understand the message.

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 some gender and adjectival agreements, as long as they do not include mismatch of cases (e.g. *uma problema*)
- 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, wrong case endings (for example, *é/e* and *falarão/falaram*)
- 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 (e.g. using the incorrect person of the verb, for example, *Amanhã ela vou às compras*)
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

SECTION C indicative content

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references /examples related to aspects such as:

- lifestyle/customs/events both current and historical
- important figures both current and historical
- public opinion, feelings, reactions and behaviour

This list is not exhaustive. Such aspects are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

Question number	Indicative content
6	<p>In their response, students may refer to:</p> <ul style="list-style-type: none">• Information from knowledge of education after secondary school in Portugal (research) on the importance of considering the different aspects when choosing the right degree: for example, besides what a student likes in a certain degree also consider how successful former students are in finding a job in the area and what information there is available on this (A04).• Information from knowledge of education after secondary school in Portugal (research), what the areas are where there is a stronger demand and what path you must follow in order to get there, for example how essential experience in the area of the candidate's degree is when he applies for the first job and which areas require a previous internship (A04).• Information from knowledge of education after secondary school in Portugal (research) about the areas where you are expected to have previous experience (A04); students may refer to the areas of management, business and economics where a previous internship is expected, mentioned in the text to link to this point (A02).• Information from knowledge of education after secondary school in Portugal (research) of considering official statistics to learn more about the area the students consider studying at degree level (A04); to link to this, students may refer to

	<p>information in the text about the importance of considering career opportunities from the point of making an application, as well as the sectors in Portugal where it is more likely for a student to find a job. (AO2).</p> <ul style="list-style-type: none"> • Arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).
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Question number	Indicative content
7	<p>In their response, students may refer to:</p> <ul style="list-style-type: none"> • Information from knowledge on Lusophony in the world today from research about what brings the Portuguese speaking countries together: for example, the importance of cultural events in the promotion of Portuguese language and Lusophone culture (AO4). • Information from knowledge on Lusophony in the world today from research about how the diversity and the plurality of the Portuguese speaking countries and these cultural events reinforce the union of the CPLP (AO4). • Information from knowledge on Lusophony in the world today from research about the cultural events celebrating the Portuguese language (AO4); students may refer in the text to the museum and its main purpose of celebrating the Portuguese language and Lusophone culture (AO2). • Information from knowledge on Lusophony in the world today from research and how Lusophony is celebrated worldwide on the 5th May (AO4); to link to this, students may refer to information in the text about the preparations to celebrate the day and how the museum is committed to promoting the language throughout social media (AO2). • Arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
8	<p>In their response, students may refer to:</p> <ul style="list-style-type: none"> • Information on the migration movement in Portugal from research about why the rural exodus explains lifestyle differences, the areas where most people migrated to and how much their lifestyle improved overall (AO4). • Information on the migration movement in Portugal from research about working opportunities and access to a better

	<p>life in the city: for instance, the work and career opportunities in urban areas (AO4).</p> <ul style="list-style-type: none"> • Information on the migration movement in Portugal from research about life in rural areas (AO4); students may refer in the text to the proportion of those working in agricultural areas that migrated to the big cities in the second half of the 20th century (AO2). • Information on the migration movement in Portugal from research about the opportunities found in the city: for example, in reference to social inequalities and how they diminished in the city by allowing these migrants access to a better life(AO4); to link to this, students may refer to information in the text about how underpaid these workers were in the countryside and how much better their life was in the towns. (AO2). • Arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).
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Question number	Indicative content
9	<p>In their response, students may refer to:</p> <ul style="list-style-type: none"> • Information on the Discoveries: the journey of Vasco da Gama to India from research about Lisbon and how it evolved so that it would be the centre of European maritime commerce (AO4). • Information on the Discoveries: the journey of Vasco da Gama to India from research about the importance of the trade done in Lisbon and of its outcomes for the Portuguese Crown and the people. Also, the enormous number of ships sailing between Lisbon and the rest of the world, testifying to the impact of trade in the Kingdom’s economic activities (AO4). • Information on the Discoveries: the journey of Vasco da Gama to India from research about how accustomed Lisbon traders were to international commerce in the text, linking to trade before and after the Discoveries and how traders had to readjust (AO2). • Information on the Discoveries: the journey of Vasco da Gama to India from research about the origin of the main products the Portuguese used for trade in the text where the main trading products came from, as well as the Crown’s exclusive trade in ivory from its African colonies and how essential it was to control this in order to have power to negotiate with Europe and the rest of the world (AO2). • Arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

