



Pearson
Edexcel

Mark Scheme (Results)

October 2020

Pearson Edexcel GCE

In Portuguese (9PG0_01)

Paper 1: Translation into English, reading
comprehension and writing

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Autumn 2020

Publications Code 9PG0_01_MS_2010

All the material in this publication is copyright

© Pearson Education Ltd 2020

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

Misspelling is tolerated as long as it does not lead to ambiguity, for example drought

misspelled as drowght would be acceptable. However, if misspelled as draught it would be unacceptable as this is a real word with a different meaning.

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 text	Correct answer	Alternative acceptable answers	Reject	Mark
1	No mundo lusófono,	In the Portuguese speaking world,		In the Portuguese world	(1)
	as atitudes estão a mudar	attitudes are changing		the attitudes	(1)
	mas, de acordo com um estudo recente,	but according to a recent study			(1)
	o casamento ainda é uma boa forma de atingir a felicidade.	marriage is still a good route to happiness.	still is	the marriage	(1)
			a good way of achieving / to achieve	good form a good form to achieve	(1)
	Tudo parecia indicar que	Everything seemed to show that	Everything seemed to point to / indicate	All seemed...	(1)
	ter uma vida satisfatória e estável,	leading a satisfying and stable life		satisfactory	(1)
	estaria dependente das relações pessoais	depends on personal relationships	would / could / may/ might depend	depend(s) of	(1)
	e da proteção legal do casamento.	and the legal protection of marriage.		gives legal protection	(1)
	para todos os casais, hetero ou homossexuais.	for all couples, straight or gay,	heterosexual or homosexual married people		(1)
	Claro que os casamentos não são sempre fáceis.	Of course, marriages are not always easy.	Obviously, / It is clear that	Of course that	(1)
	Os investigadores concluíram que	The researchers concluded that	reached / came to the conclusion	investigators	(1)
há alguns fatores	there are certain factors	there are (some) factors / matters		(1)	

		/ issues / questions		
mais importantes do que outros.	more important than others.			(1)
Embora as questões financeiras e domésticas	Although financial and domestic issues	matters / questions		(1)
não tenham sido consideradas tão importantes,	were not considered as important,	have not been considered so important that important	had not been considered	(1)
adaptar-se ao outro,	adapting to one another	to each other	adapting / to adapt themselves to the other	(1)
para além de tomar decisões em conjunto,	as well as making joint decisions	taking decisions together deciding things together	decisions in conjunction	(1)
foram os principais ingredientes referidos	were the main ingredients cited	pointed out / given / quoted		(1)
para um casamento à prova de fogo.	for a bullet-proof marriage.	indestructible / rock steady / rock solid	fire-proof	(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:

- become a soldier (verb/noun)
- christian (values) (adjective/noun).
- xxxxx

- 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 **Section B** 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, 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	(1)

Question number	Answer	Mark
2(ii)	D	(1)

Question number	Answer	Mark
2(iii)	C	(1)

Question number	Answer	Mark
2(iv)	C	(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. B, C , F , I	(4)

Question number	Answer	Reject	Mark
4(a) (i)	Any one of the following: - as amigas achavam que ela tinha perdido o juízo; or - os homens gozavam com ela; or - as mulheres criticavam-na muito.	- "disparatado" - as minhas amigas	(1)

Question number	Answer	Reject	Mark
4(a) (ii)	A sua atitude/ postura de vida era interessante para muito poucas pessoas em Lisboa.		(1)

Question number	Answer	Reject	Mark
4(b)	EITHER: - triste. OR - não reagia.		(1)

Question number	Answer	Reject	Mark
4(c)	Espaço com duas funções distintas / independentes / diferentes: (1) AND loja de roupa de dia e bar à noite. (1)	- espaço com duas funções - only "loja de roupa de dia" or "bar à noite".	(2)

Question number	Answer	Reject	Mark
4(d)	EITHER: - tecidos comprados em França OR - confecção feita por medida, em Lisboa.		(1)

Question number	Answer	Reject	Mark
5(a)	Any two of the following: - integração profissional, - reforço dos laços sociais; - informação sobre direitos individuais.		(2)

Question number	Answer	Reject	Mark
5(b)	aprender, interagindo informalmente com as pessoas.		(1)

Question number	Answer	Reject	Mark
5(c)	oferecendo cursos de português para estrangeiros.	'cursos de português' on its own	(1)

Question number	Answer	Reject	Mark
5(d)	Any one of the following: - porque os colegas de trabalho têm um fraco domínio da língua; - pelo tipo de trabalho que tinham; - porque os emigrantes eram a maioria dos trabalhadores naquele espaço.		(1)

Question number	Answer	Reject	Mark
5(e)	arranjar amigos na zona onde vivem (must convey local relationships)		(1)

SECTION C mark scheme (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 X 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 ~~inter~~-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 	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.

	may include contradictions; some reliance on description rather than analysis.		
--	---	--	--

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Mark s	Description	Mark s	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 	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.

	consistently developed and justified arguments and viewpoints, drawing convincing conclusions.		
--	--	--	--

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. είδαν οι καλοι φίλους)
- 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
- 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.

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>Students may include:</p> <ul style="list-style-type: none">• Information from knowledge of education after secondary school in Portugal (research) on what you should consider before applying to University: for example, the course content or how training after a University degree is organised in Portugal as well as the impact it has on the choice of a degree (AO4).• Information from knowledge of education after secondary school in Portugal (research) about the choice of the right course: for example the relation between the courses and a future job or the different options available to candidates (AO4).• Information from knowledge of education after secondary school in Portugal (research) about what to consider when choosing a degree (AO4); students may refer to the need to be aware of the employability for current degrees or the ways to find out more about a degree, including summer voluntary work mentioned in the text to link to this point (AO2).• Information from knowledge of education after secondary school in Portugal (research) of the different information to be gathered and reflected upon prior to choosing a degree (AO4); to link to this, students may refer to information in the text about the situation of unemployment and its rates in society so that there is

	<p>awareness of the current situation and a more conscientious choice of degree (AO2).</p> <ul style="list-style-type: none">• arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).
--	--

Question number	Indicative content
7	<p>Students may include:</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, how the Portuguese language has benefitted from the contribution of the Portuguese Speaking world, mainly Brazil and the formal recognised variant of Portuguese, the Brazilian Portuguese (AO4). • Information from knowledge on Lusophony in the world today from research about the benefits that can come from this union: cultural, linguistic, and even economic and political gains (AO4). • Information from knowledge on Lusophony in the world today from research about the colonial past, the common heritage and the role of the Portuguese speaking countries (AO4); students may refer in the text to History and to Portugal as the country that made viable this Community in the present and the role of Brazil as a major lever of this Community (AO2). • Information from knowledge on Lusophony in the world today from research to the cultural events and initiatives that promote concepts of Lusophony (AO4); to link to this, students may refer to information in the text about International Institute of the Portuguese Language, referred to as the IILP (AO2). • arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
8	<p>Students may include:</p> <ul style="list-style-type: none"> • Information on the migration movement in Portugal from research about the exodus from the countryside: for example, in reference to numbers and profile of Portuguese still living in the countryside as well as reasons for leaving it (AO4). • Information on the migration movement in Portugal from research about the working opportunities in the city and in the countryside in Portugal: for instance, professions in both locations and possibilities of success (AO4). • Information on the migration movement in Portugal from research about the way of life in the city and in the countryside (AO4); students may refer in the text to what Oporto has to offer that the countryside clearly hasn't and what the author outlines as the upside of life in the country, conviviality, different values and needs (AO2). • Information on the migration movement in Portugal from research to current tendencies regarding the quality of life in both locations (AO4); to link to this, students may refer to information in the text about the new commodities in the countryside such as the central heating or the evolution in the means of transportation mentioned in the text (AO2). • arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
9	<p>Students may include:</p> <ul style="list-style-type: none"> • Information on the Discoveries: the journey of Vasco da Gama to India from research about the importance of the maritime route to India and the benefits that came from that route (AO4). • Information on the Discoveries: the journey of Vasco da Gama to India from research about the consequences of the journey for 16th century Portuguese society (AO4). • Information on the Discoveries: the journey of Vasco da Gama to India from research about Lisbon, as the European centre of trade in the 16th century (AO4); students may refer in the text to Lisbon and to the 'Rua Nova dos Mercadores' as a fine example of all the exotic goods brought from Africa, Asia and Brazil, including the slave trade and multicultural and cosmopolitan Lisbon where everything could be seen, appreciated or purchased (AO2). • Information on the Discoveries: the journey of Vasco da Gama to India from research about everyday life in the 16th century (AO4); to link to this, students may refer to information in the text about the paintings and the centrality of 'Rua Nova dos Mercadores' in this cosmopolitan Lisbon, major hub of the European trade (AO2). • arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

