Mark Scheme (Results)
Summer 2023

Pearson Edexcel GCE
In Portuguese (9PG0)
Paper 01: Translation into English, Reading
Comprehension and Writing (research task)

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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	A Internet e as redes sociais	The internet and social media			(1)
	transformaram o mundo numa aldeia global.	have changed the world into a global village.	have transformed / transformed… have turned / turned…	town.	(1)
	Aboliram-se fronteiras	Borders have been abolished	Frontiers / Boundaries were ….	barriers	(1)
	e estamos todos mais próximos.	and we are (all) closer.			(1)
	Os media tornam-se	The media become/s	is/are becoming		(1)
	cada vez mais importantes na sociedade	more and more important in the society	ever more important…	each time more…	(1)
	em que vivemos,	in which we live,	we live in…	in that/ what we live…	(1)
	mesmo que acabemos todos	even if we (all) end up		same that…	(1)
	por aceitar as consequências	accepting the consequences	by accepting…	to accept…	(1)
	de sabermos tudo mais depressa.	of us knowing everything faster.	of getting to know… finding out of knowing everything faster/ quicker.		(1)
	Os políticos, por exemplo, estão	Politicians, for example, are			(1)
	mais expostos às críticas	more exposed to criticism		critics	(1)
	do que nunca.	than ever.		than never	(1)

Em Portugal, circularam alguns escândalos na net	In Portugal, some scandals have circulated on the net	went around on the web / online went viral		(1)
que, prontamente, destruíram carreiras,	that promptly destroyed careers,	which		(1)
de forma nem sempre justa.	not always fairly.	in a fair way.		(1)
Não obstante, é fundamental para a democracia que tenhamos	Nonetheless, it is fundamental for democracy that we have	Nevertheless In spite of However		(1)
acesso à informação sem restrições.	access to information without restrictions / limitations.			(1)
O direito a ser informado não pode ser questionado	The right to be informed cannot be questioned		asked	(1)
sejam quais forem as circunstâncias.	no matter what.	no matter what the circumstances are. whatever the circumstances may /might be. regardless of the circumstances. under any circumstances		(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:

  o   *To the farms* (1)

     AND

  o   *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:

  o   *Sharon was scared of spiders (1)*

     OR

  o   *Lydia found the spiders ugly (1)*

     OR

  o   *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: <u>On the school</u> *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 as is not mentioned in the text. B is incorrect as is not mentioned in the text. **C is correct.** D is incorrect as is not mentioned in the text.	(1)

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

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

Question number	Answer	Mark
2(iv)	A is incorrect because opposite is true. B is incorrect because opposite is true. **C is correct.** D is incorrect because opposite is true.	(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 incorrect because opposite is true. B is **correct**. C is **correct**. D is **correct**. E is incorrect because opposite is true. F is incorrect because opposite is true. G is incorrect because opposite is true. H is **correct**. I is incorrect because opposite is true.	(4)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(a)	Any **two** of the following: – compõe / faz composição; - canta; – toca música; - DJ; – produz música da Guiné;	- compositor; - músico; - cantor - produtor guineense; – trabalha como DJ.		2

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(b)	Any **one** of the following: - país com história; - país pequeno; - país culturalmente rico;	- região chamada Gabú - uma vila chamada Buruntuma	– a história de um país pequeno, all together Must convey precisely lifted information	1

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(c)	– O músico alterou a sua visão do mundo;	- A sua visão do mundo foi alterada - A maneira de ver o mundo	A música que escreve Visão *on its own*	1

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(d)	Any **one** of the following: - a reunião de diferentes estilos / influências - uma qualidade familiar para os portugueses; - soa familiar aos portugueses; - a música contém influências portuguesas.	*Any answer conveying the idea that his music didn't feel foreign*	o som de Buruntuma	1

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(e)	– somos todos diferentes e todos iguais;		– buscamos felicidade e realização.	1

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(a)	Any **one** of the following ideas appropriately expressed: – não deixar coisas para o último minuto. - planear / planejar; - refletir; - meditar; - prever.	– não fazer tudo na véspera; – não deixar tudo para a véspera. – trabalhar com a antecedência necessária;		1

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(b)	Any **two** of the following ideas appropriately expressed: - é trabalhar antes de ser necessário; - é trabalho desperdiçado; - é trabalho que não será logo utilizado; - o trabalho em cima da hora é o melhor.	– Não há razão para trabalhar – o trabalho em si não se justifica	'ceder antes do tempo' *on its own.*	2

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(c)	Any **one** of the following ideas appropriately expressed: - a morte espreita; - a tragédia avizinha–se;	– Quando é inevitável;		1

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(d)	Any **one** of the following ideas appropriately expressed: - acreditam que não há razão para trabalhar; - acreditam que não se justifica trabalhar.	– Deixar tudo para a última hora / minuto	Coletiva *on its own with no reference to the people;*	**1**

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(e)	Any **one** of the following ideas appropriately expressed: - fazem–no; - aceitam(–no);			**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 Princípe 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:

  - o lifestyle/customs/events both current and historical
  - o important figures both current and historical
  - o 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	• 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	• 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	• Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/ examples/references from research; some	3-4	• 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.

	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 description rather than analysis.		

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
9-12	• 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	• 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	• 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	7-8	• Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.

	and viewpoints, often drawing convincing conclusions.		
17-20	• 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	• 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	● 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	● 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	● 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	● 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	● 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:
   o lifestyle/customs/events both current and historical
   o important figures both current and historical
   o 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	In their response, students may refer to: • Information **from knowledge of education after secondary school in Portugal (research)** on the importance of volunteering: for example, experience is often required from a young candidate and volunteering experience is considered, although probably not as much as an apprenticeship (A04). • Information **from knowledge of education after secondary school in Portugal (research),** how essential training in the area of the candidate's preferences is when he applies for the first job and what kind of training one is expected to have when volunteering (AO4).

SECTION C indicative content

Question number	Indicative content
6	In their response, students may refer to: • Information **from knowledge of education after secondary school in Portugal (research)** about the social importance of having financial stability and a successful career and how determinant university education is to achieve the aforementioned: for example, to enter a career and have access to better paid jobs, a degree is normally expected. (A04). • Information **from knowledge of education after secondary school in Portugal (research)** about how University training in a recognised institution is accepted by employers who choose appropriate qualified people, preferably with a master's degree in the area of expertise. In order to grow professionally, basic training at a university level is essential (AO4). • Information **from knowledge of education after secondary school in Portugal (research)** about the areas where you are expected to have previous experience (AO4); for example, students may refer to the limited economic capacity of companies to organize training themselves and therefore prefer candidates already qualified and trained, as suggested in the **text** to link to this point (AO2). • Information **from knowledge of education after secondary school in Portugal (research)** about the situation of the Portuguese companies that nowadays provide less training or paid apprenticeship to their newly hired staff. Therefore, those companies have to look for candidates already trained (AO4); to link to this, unpaid apprenticeship will be considered to provide a more detailed training as mentioned in the **text** about the importance of adjusting the knowledge acquired in university to the company's needs (AO2). • Arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
7	In their response, students may refer to: • **Information from knowledge on Lusophony in the world today from research** about how the Portuguese language works in the different CPLP countries; although it brings the eight countries together by the use of a common language, there is a clear difference in usage in everyday life: for example, as suggested in the text, the situation in Africa and in Timor where the Portuguese language is in daily use side by side with the local dialects, and how different the situation is for Portuguese and Brazilian people (A04). • **Information from knowledge on Lusophony in the world today from research** about how the lack of common policies has allowed the growth of linguistic misconceptions and has promoted the prevalence of the Portuguese language over the local dialects, when the desired situation was for all languages to coexist; how the Orthographic Agreements only solve part of this problem (AO4). • **Information from knowledge on Lusophony in the world today from research** about the role CPLP has to play in the promotion of more cultural events that will allow reflection on the linguistic and cultural use of the language (AO4); students may refer in the **text** to the situation in Africa and how helpful it would be to recognize an African variant of Portuguese (AO2). • **Information from knowledge on Lusophony in the world today from research** about how the Portuguese speaking countries will benefit from a unifying language, as a result of the incorporation of all the influences from the languages spoken in all CPLP countries. The better the language reflects that reality, the better prepared for the future the Portuguese speakers will be. (AO4); to link to this, students may refer to information in the **text** regarding the value of merging all influences into a richer more unifying language. (AO2). • Arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
8	In their response, students may refer to: • **Information on the migration movement in Portugal from research** about the opportunities that are being created to develop the rural areas and what aspects they must respect in order to develop them: students may refer in the **text** to economic efficiency, social inequity and sustainability to support the concern about effective rural development. (A04). • **Information on the migration movement in Portugal from research** about promoting local innovative projects and thus creating new forms of business. These new projects will be essential to develop the rural areas and thus create work opportunities for those living in those areas (AO4). • **Information on the migration movement in Portugal from research** about how these new projects are helping fight the rural exodus and anchor people in the rural areas and reverse the tendency towards depopulation (AO4); students may refer in the **text** to the project PROVE, considering the innovative side of the project and the possibility of creating job opportunities (AO2). • **Information on the migration movement in Portugal from research** about how the promotion of the local produce is one of the best ways to create sustainable job opportunities in the country: for example, by exploiting the local potential in order to keep young people in rural areas (AO4); to link to this, students may refer to information in the **text** about how important the local produce is and how helpful it can be if exploited in a sustainable way. (AO2). • Arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

Question number	Indicative content
9	In their response, students may refer to: • **Information on the Discoveries: the journey of Vasco da Gama to India from research** about how essential the route was for the Portuguese economy and how quickly the Portuguese king became aware of that need. Secondly, how the king came to assess the situation and act upon that situation (A04). • **Information on the Discoveries: the journey of Vasco da Gama to India from research** about the first army sent to India by the Portuguese Crown, allowing the protection of the route to India and of the Indian coastal cities under Portuguese political control ("benfeitorias") (AO4), in the **text** linking to the scale of the first army and the nobleman responsible for the whole army (AO2). • **Information on the Discoveries: the journey of Vasco da Gama to India from research** about how the Portuguese monarch created the "Vice–Rei" position and how powerful that position was in reinforcing the importance of keeping the route and the cities under control and financially productive (AO4). Students can link to the context in which the "Vice–Rei" position was created and how it was, for centuries, the solution found by the Portuguese Crown to keep control of the route and the coastal cities in India (AO2). • **Information on the Discoveries: the journey of Vasco da Gama to India from research** about how important the regular arrival of products from India to Lisbon was for the Portuguese economy. Students may link to the **text** regarding the prosperity of the Portuguese society and kingdom which was centred on the trade of goods from India with Europe (AO2). • Arguments and conclusions consistent with ideas/information/references/**examples** included within the response (AO4).