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Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE

In Portuguese (9PG0)

Paper 1 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: Translation into English, Reading comprehension and Writing (research task)

Section A - Marking principles (translation)

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

Question number	Portuguese text	Correct answers	Acceptable answers	Reject	Mark
1	No dia em que foi distinguida	On the day she was recognised	On the day she was honoured /distinguished with... On the day she was awarded... On the day she received...	In the day...	(1)
	com o prémio atribuído	with the award given	the prize/award/ trophy for...	attributed...	(1)
	às mulheres mais influentes de Portugal,	to <u>the</u> most influential women in Portugal,		the more influent...	(1)
	Mariza explicou a controvérsia	Mariza explained the controversy			(1)
	em que se viu envolvida.	that surrounded her.	in which she found herself involved. / surrounding her/ she was seen to be involved.	was seen involved... / saw herself involved.	(1)
	Um seguidor seu, das redes sociais, publicou um comentário	One of her social media followers published a comment	A follower of hers on social media...		(1)
	que a fadista considerou	which the fado singer saw as	considered as considered to (question) regarded <u>as</u> / thought about <u>as</u> .. / thought of	thought about...	(1)

		<i>as... /a Fadista / Folk singer</i>		
questionar a sua origem.	questioning her origin.	(considered to) question		(1)
"Ele diz qualquer coisa do género:	"He says something like:	asks	gender genre	(1)
'Porque é que mudas a cor ao cabelo	'Why do you change the colour of your hair		paint	(1)
se queres tanto sentir-te parte de África?'	If you want to feel part of Africa so much?'	that much feel like a part	this much as much feel as...	(1)
Como se, ao fazê-lo,	As if <u>by</u> doing so	doing that / so doing	Like	(1)
alguém pudesse deixar	anyone could stop	someone can / could cease (to be)	give up	(1)
de ser africano.	being African.	(someone could cease) to be one could cease...		(1)
Nunca escondi que sou moçambicana,	I have never hidden the fact that I am Mozambican	I never hid / concealed that I am Mozambican / from Mozambique		(1)
por isso não podia ficar calada!"	so I could not remain silent!"	that is why... keep quiet... / Therefore...	for that... shut up... / be / stay quiet	(1)
declarou com orgulho.	she declared proudly.	with pride		(1)
Concluiu que	She concluded that		conclude	(1)
"a interação em linha é uma porta aberta.	"online interaction is an open door.	on line... / on the internet...	in line	(1)
É como se convidássemos toda a gente a entrar em casa."	It's like inviting everyone in."	To come in/ home / house It's as if we were inviting everyone...	to enter at home	(1)

Section B - Marking principles (reading comprehension)

- 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:

- Comer fruta/legumes (verb/noun)
 - Dieta saudável (noun/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: Eu como principalmente fruta e legumes para ficar saudável.

Question: Segundo o texto, em que consiste uma dieta saudável?

Rewardable answer: Principalmente fruta e legumes.

Non-rewardable answer: Eu como principalmente fruta e legumes para ficar saudável.

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 section 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: A Joana comeu/jantou legumes.
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

Cozinhou legumes (1)

AND

Porque não havia mais nada na cozinha/para cozinhar. (1)

Any **one** of:

A Joana/ela gostava de legumes (1)

OR

A Joana achava os legumes saudáveis. (1)

- Any parts of an answer that are not essential are bracketed and any parts that are key words are underlined, for example: (A Joana) gostava de legumes.
- 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 (reading comprehension)

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

Question number	Answer	Mark
2(iv)	A is incorrect as is not mentioned in the text. B is incorrect because opposite is true. C is correct . D is incorrect as it 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 it is not true. C is incorrect because this is not the sense of the text. D is incorrect because this is not the sense of the text. E is correct. F is incorrect because it is not true. G is correct. H is correct. I is incorrect because this is not the sense of the text.	(4)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(a) (i)	A relação entre amor e batatas.	O que liga o amor às batatas.	Amor e batatas (must convey relationship)	(1)

		A ligação entre amor e batatas.		
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Question number	Answer	Alternative acceptable answers	Reject	Mark
4(a) (ii)	Any one of: - sente-se obrigado a escrever sobre o assunto; - sente que deve refletir sobre essa relação; - pensa/ acha que deve preencher a lacuna.	- refletir sobre a relação amor / batatas;	triste	(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(b)	Any two of: - gestos; - beijos; - abraços; - afetos;	verbal forms also accepted: abraço - abraçar		(2)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(c)	- Ela olhava o neto, da janela.			(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(d)	Any one of: - Ao voltar da escola, a avó estava no mesmo sítio. - Parecia que a avó tinha lá ficado <u>o dia todo, à espera.</u>	Estava à janela quando ia para a escola e quando voltava. (A correct answer must convey the idea that she was by the window in between his going and coming back from school)		(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(a)	Any one of: - Agravou o isolamento do país; - o país ficou mais só/ isolado;	(A correct answer must indicate the isolation increased)	Segregação Isolamento do país (<i>on its own</i>)	(1)

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(b)	Any two of: - deu/concedeu mais liberdade para o povo; - era/estava mais recetivo à Europa; - introduziu algumas reformas no regime; - promoveu mais abertura aos outros países;			(2)

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(c)	Any two of: - liberdade (física); - liberdade de pensamento; - democracia parlamentar; - uma oposição unida / organizada.	Transição ordeira / tranquila	Transição sem susto	(2)

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(d)	Any one of: - foram presos	- eram presos		(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 (A04)		Understand and respond to written language (A02)	
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 description rather than analysis. 	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.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
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 (A03)

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 volunteering for any young candidate who has not decided on what to do next. Volunteering is presented as an excellent way of acquiring experience (AO4).• Information from knowledge of education after secondary school in Portugal (research), how essential working experience is to enhance one's CV, especially for those ending their BA Honours at 21, often too early to go into the job market. (AO4).• Information from knowledge of education after secondary school in Portugal (research) about how volunteering works (AO4); students may refer to the need to apply to the programs and to choose one of the areas available, after finishing secondary school / 12th year and before moving on to University (AO2).• Information from knowledge of education after secondary school in Portugal (research) of the importance of improving one's experience and one's CV thus becoming more competitive in the job market (AO4); to link to this, students may refer to information in the text about how early it often is to apply for jobs straight after finishing the first university degree (AO2).

	<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 existence of a common language, even if some circles in both Portugal and Brazil claim the need for the existence of separate ones (AO4). Information from knowledge on Lusophony in the world today from research about how big the influence is of European Portuguese in the former colonies. They all chose Portuguese to be an official language. (AO4). Information from knowledge on Lusophony in the world today from research about the fact that the concept of Lusophony is not accepted with the same level of commitment by all its members (AO4); students may refer in the text to the intellectual circles in Portugal, refusing the idea of a Lusophone World, outside the Portuguese borders. By refusing to share the language, the concept of Lusophony is also questioned (AO2). Information from knowledge on Lusophony in the world today from research about how the Portuguese-speaking countries may benefit from this common heritage (AO4); to link to this, students may refer to information in the text about looking into the future and making the most of this common heritage that binds the Lusophone countries together, allowing the past to heal and the present to improve (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 has peaks, and some people tend to return to the countryside for different reasons and with different purposes (AO4). • Information on the migration movement in Portugal from research about living opportunities in the countryside: for instance, the boom in rural tourism and how it has created job opportunities for the locals (AO4). • Information on the migration movement in Portugal from research about the waves of migration in both directions (AO4); students may refer in the text to how the creation of metropolitan areas has attracted more people to the city, leaving the countryside almost deserted (AO2). • Information on the migration movement in Portugal from research about how life has evolved in rural areas since the 50s: for example, the evolution in agriculture (AO4); to link to this, students may refer to information in the text about the decreasing need for manual labour in the country and how it has been replaced by machinery, forcing people to look for other work opportunities (AO2). • Arguments and conclusions consistent with ideas / information/references/examples included within the response (AO4).

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 how his qualities were fit for what was needed to control commerce with India and how these qualities shaped his action and his determination to win (A04). • Information on the Discoveries: the journey of Vasco da Gama to India, from research about the importance of controlling the highly lucrative trade routes. Additionally, awareness of how commerce was controlled and by whom (A04). • Information on the Discoveries: the journey of Vasco da Gama to India, from research about the produce that was commercialised and sent to Europe at the time (A04); students may refer in the text to spices, carpets, silks, china and precious exotic woods (A02). • Information on the Discoveries: the journey of Vasco da Gama to India, from research about how essential the use of retaliatory force by the Portuguese was in response to hostile Muslim merchants who were aware of the possibility of losing their trade (A04). Students may refer in the text to how quickly the Portuguese acted and how a cruel 'ends justify the means' war was waged (A02). • Arguments and conclusions consistent with ideas / information/references/examples included within the response (A04).

