

Getting Started Guide



A Level Portuguese

**Pearson Edexcel Level 3 Advanced GCE in Portuguese
(listening, reading and writing) (9PG0)**

Getting started guide: A level Portuguese

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1 Introduction

Our A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. We have developed inspiring and culturally relevant courses based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of *lusofonia* and the Portuguese-speaking culture. There is an emphasis on promoting understanding of grammar to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, both classical and contemporary.

Pearson is strongly committed to maintaining the availability of a wide range of language A levels. Although some awarding organisations are ceasing to offer those language A levels only taken by a limited number of students, we believe these qualifications make an important contribution to fostering diversity and community cohesion.

We have redeveloped A levels in:

- Arabic
- Greek
- Japanese
- Urdu

And we have developed the following A levels for the first time:

- Gujarati
- Persian
- Portuguese
- Turkish

Note that we have taken the decision not to develop AS qualifications in any of these languages.

This Getting Started Guide provides an overview of the new A level Portuguese specification, to help you get to grips with the content and assessment.

2 What's changed?

2.1 AS has not been redeveloped

Our discussions with school and colleges have indicated that, under the new system, in which AS results no longer count towards A level grades, take-up of AS level will be very limited. For this reason we have taken the decision only to offer the full linear A level in the languages being developed for first teaching in 2018.

2.2 Changes to A level qualifications

From September 2018, A level Portuguese will be a fully linear qualification. This means that all examinations must be sat at the end of the course. More information about the implications of the move to linear assessment is given on page 10.

Separate subject criteria have been developed for these languages with smaller cohorts. While the level of rigour and demand will be the same, there will be no requirement for students to demonstrate spoken language skills.

Aims and objectives

There is a new set of aims and objectives for this A level. As a result, students are now required to:

- study two works from a prescribed list
- summarise information from spoken and written sources in writing
- develop independent research skills
- undertake a task integrating the skills of listening, reading and writing
- translate from and into the target language.

Themes

The specification content is broken down into four themes relating to the target language culture. Two themes relate to 'society, past and present', and two themes relate to 'political and/or intellectual and/or artistic culture, past and present'.

Prescribed works

In the specification, we have specified a list of prescribed works in the target language, including literary texts and films. Students must study either one literary text and one film, or two literary texts. Knowledge and understanding of works will be assessed in Paper 2 (Translation into Portuguese and written response to works).

Summarising information

This is a new requirement testing students' ability to summarise information. Students should be able to:

- identify the main ideas
- summarise a line of argument and/or different points of view
- evaluate and draw conclusions.

Ability to summarise will be assessed in Paper 3 (Listening, reading and writing in Portuguese), question 5(c).

Independent research skills

Students will be required to develop as independent researchers through the study of language. Students are required to select one research subject from the four given in the specification and undertake independent research on all three aspects. Students will have to demonstrate knowledge and understanding of the research subject in Paper 1 (Translation into English, reading comprehension and writing (research question)).

Assessment Objectives

The A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

- A new AO4 has been introduced. This requires knowledge and understanding of, and critical and analytical response to, cultural and social issues relating to countries where the target language is spoken.
- AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

AO1 20%	Understand and respond in writing to spoken language drawn from a variety of sources
AO2 30%	Understand and respond in writing to written language drawn from a variety of sources
AO3 30%	Manipulate the language accurately, in written forms, using a range of lexis and structures
AO4 20%	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of the countries where the language is spoken

2.3 Specification overview

Assessment structure

Paper 1	Translation into English, reading comprehension and writing (research question) in Portuguese	2 hours 30 minutes	40%
Paper 2	Translation into Portuguese and written response to works	2 hours 40 minutes	30%
Paper 3	Listening, reading and writing in Portuguese	2 hours 15 minutes	30%

Specification content

Specification content is now based around social, political and cultural themes, relating to the Portuguese language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study.

Themes 1, 3 and 4 focus on aspects of the society and politics of **Portugal** only. Theme 2 focuses on artistic and political culture in the **wider Portuguese-speaking world**.

Students will study four themes:

- Theme 1: Changes in the contemporary society
- Theme 2: Artistic and political culture in the Portuguese-speaking world
- Theme 3: Migration
- Theme 4: How history shaped politics

There are a number of sub-themes, which can be found on pages 6–7. The questions in the question papers are set within the context of these themes.

Students are also required to undertake independent research based on one of the four research subjects listed in the specification. Students must research all three aspects within the research subject. Research subjects and aspects are as follows:

- Young people and work
- *Lusofonia* in the modern world
- Youth migration within Portugal
- Discoveries: the journey of Vasco da Gama to India

Comparison of the new specification to the legacy specification

Reformed specification		Legacy specification
Theme 1	<p>Changes in contemporary society</p> <ul style="list-style-type: none"> • Changes in family structures (changes in attitudes towards marriage and relationships; new types of families; the role of the extended family) • The world of work (working life and attitudes towards work; unemployment; gender equality) 	<p>Aspects of daily life (AS)</p> <ul style="list-style-type: none"> • The family: different structures and relationships; living conditions) <p>Education and training (AS)</p> <ul style="list-style-type: none"> • Work and training: individual experiences; school to work preparation, transition and aspirations <p>Society (A2)</p> <ul style="list-style-type: none"> • Integration and exclusion: equality of opportunity • Unemployment: causes and consequences (local, national or global)
Theme 2	<p>Political and artistic culture in the Portuguese-speaking culture</p> <ul style="list-style-type: none"> • The media (freedom of expression; the written and online press; the impact on society and politics) • Music (change and evolution; the impact of music on popular culture; music festivals) 	<p>Leisure and entertainment (AS)</p> <ul style="list-style-type: none"> • Leisure activities: aspects of cultural life, e.g. film, theatre, the arts as part of leisure time <p>Communication and media (AS)</p> <ul style="list-style-type: none"> • Media e.g. written press; radio; television (roles and influences) <p>Culture (A2)</p> <ul style="list-style-type: none"> • Literature and the arts: trends, changes, influences and impacts on individuals and society

Theme 3	<p>Migration</p> <ul style="list-style-type: none"> Immigration and multicultural Portuguese society (marginalization and alienation from the immigrants' perspective; steps towards integration; contribution of immigration to culture and society) Emigration from Portugal in the 21st century (reasons for emigration; impact on society; the contribution of the returning emigrants to Portuguese society) 	Not covered previously
Theme 4	<p>How history shaped politics</p> <ul style="list-style-type: none"> The dictatorship of Salazar (PIDE and censorship; impact of dictatorship at that time; dictatorship in decline – Portugal in the end of the sixties and beginnings of seventies) From dictatorship to democracy (25th April and the Carnation Revolution; the armed forces movement; Portugal in the EU) 	<p>Culture (A2)</p> <ul style="list-style-type: none"> Political issues: changes at local and national level; impacts on the individual and society Heritage and history: influence and impacts of heritage (including colonial heritage) and historical events (national and international) on contemporary society
Literary texts	<p>Prescribed list of works:</p> <ul style="list-style-type: none"> <i>A cidade e as serras</i>, Eça de Queirós, 1901 (novel) <i>A viagem do elefante</i>, José Saramago, 2008 (novel) <i>Antes do Baile Verde</i>, Lygia Fagundes Telles, 1970 (short stories) <i>Capitães da Areia</i>, Jorge Amado, 1937 (novel) <i>Pensageiro frequente</i>, Mia Couto, 2010 (short essays) <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> form and technique key themes, concepts and issues characterisation plot structure social and cultural setting 	<p>Study of literary works not compulsory. Students could choose to study one of the prescribed texts for Unit 2 Section C.</p>

Films	<p>Prescribed list of films:</p> <ul style="list-style-type: none"> • <i>Abril Despedaçado</i>, director Walter Salles (2001) • <i>A Canção de Lisboa</i>, director Pedro Varela (2016) • <i>Os gatos não têm vertigens</i>, director António-Pedro Vasconcelos (2014) • <i>Que horas ela volta?</i>, Anna Muylaert (2015) <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> • form and technique • key themes, concepts and issues • characterisation • plot structure • social and cultural setting 	Study of film not required.
Independent research	<p>Must be based on one of the four research subjects listed in the specification:</p> <ul style="list-style-type: none"> • Young people and work • <i>Lusofonia</i> in the modern world • Youth migration within Portugal • Discoveries: the journey of Vasco da Gama to India <p>Students must research all three aspects of their chosen research subject</p>	Must link to Portuguese culture and/or society: chosen from a list of prescribed topics and texts in the specification.
N/A	No equivalent in new specification	<p>Aspects of daily life (AS)</p> <ul style="list-style-type: none"> • Family: living conditions (housing, shopping and patterns of daily life) • Food, drink, health, obsessions and addictions • Transport: patterns of use (for the individual and at local and national levels) <p>Leisure and entertainment (AS)</p> <ul style="list-style-type: none"> • Sport • Tourism and related themes: tourism as a changing phenomenon; tourism and the environment <p>Communication and media (AS)</p> <ul style="list-style-type: none"> • Communication technology: patterns and changes to

		<p>communication in daily life</p> <p>Education and training (AS)</p> <ul style="list-style-type: none"> • School and school life: individual experiences; local and national concerns <p>Science and technology: impact and issues (A2)</p> <ul style="list-style-type: none"> • Medical progress: development and change – impacts on health care, life styles, ethics and beliefs • Scientific advances: change and innovation – impacts and issues on society, knowledge and education • Technological developments: change and development – impacts on lifestyles, habits, work and education. <p>The environment (A2)</p> <ul style="list-style-type: none"> • The individual and the environment: recycling; changing individual impact; local conservation • Energy management: alternative energy sources; changing use of fossil fuels; nuclear energy; changing energy demands • Pollution: causes; consequences; solutions • Conservation of the natural world: changing habitats; impact of man and pollution; local, national or global initiatives <p>Society (A2)</p> <ul style="list-style-type: none"> • Law and order: trends of crime and punishment; civil unrest; policing • Integration and exclusion: age; gender; race; religion
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3 Planning

3.1 Planning a linear A level course

The key difference with a linear A level is that all exams are taken at the end of the (usually) two-year course. As a result, it is not possible to retake individual exams – rather, if you wish to retake, you must retake the entire qualification.

In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

Course planning needs to cover:

- four themes
- either two literary texts, or a literary text and a film
- sufficient practice in listening, reading, writing and translation
- a broad range of grammar, and opportunities to use this to generate language independently
- independent research of selected research subject
- development of critical and analytical thinking.

Here is just one way in which you might structure a two-year course:

		Grammar	Skills	Research
Year 1	Theme 1	Revision/ development	Transferable listening, reading, writing, translation, thinking	Develop skills/research all aspects of chosen research subject
	Theme 2			
	Literary work/Film			
Year 2	Theme 3			
	Theme 4			
	Literary work/Film			
	Revision			

3.2 Suggested resources

Our free **online support** for A level Portuguese, which can be accessed on our website, includes guides on:

- [teaching literature](#)
- [teaching film](#)
- [how to analyse a text or film](#)
- [how to develop research skills.](#)

Other useful resources include:

Grammar

Gramática de Português – 3º ciclo do Ensino Básico e Ensino Secundário, Vasco Moreira, Hilário Pimenta, Porto Editora

<https://www.flip.pt/FLiP-On-line/Gramatica>

Literature

Website containing articles/journals on all the writers and works for the A Level Portuguese specification

<http://coloquio.gulbenkian.pt>

Novos rumos na ficção de José Saramago: os romances fábula, AP Arnaut, Revista Ipotesi, 2010

<http://www.ufjf.br/revistaipotesi/files/2012/03/6-novos-rumos-na-ficção.pdf>

A cidade e as serras, Eça de Queirós Introdução de Caio Cagliardi, Hedra, 2006 (pdf available online)

Problematizando o espaço em A cidade e as serras de Eça de Queirós, Ivete Walty

<https://dialnet.unirioja.es/servlet/articulo?codigo=6165790>

Lygia Fagundes Telles: entrevista

http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S0486-641X2008000400003

Análise literária de *Antes do baile verde* de Lygia Fagundes Telles por Angela Kim

<http://www.escoladavila.com.br/blogs/analisesliterarias/?p=57>

A literature dos PALOP e a Teoria Pós-colonial, Russel Hamilton – Via Atlântica, 1999, journals.usp.br

A Alquimia da Língua Portuguesa nos Portos da Expansão em Moçambique, Inocência Mata, Scripta, 1998

<http://200.229.32.55/index.php/scripta/article/view/10204>

Uma leitura de *Capitães da Areia* de Jorge Amado

<https://www.culturagenial.com/livro-capitães-da-areia-de-jorge-amado/>

Capitães da Areia, Fernando Marcílio

<http://educacao.globo.com/literatura/assunto/resumos-de-livros/capitães-da-areia.html>

Films

Alexandre Koball

<http://www.cineplayers.com/critica/abril-despedacado/70>

<https://educacao.uol.com.br/biografias/walter-salles.htm>

Claúdia Sobral

<https://ionline.sapo.pt/516621>

<https://vimeo.com/pedrovarela/about>

<https://espalhafactos.com/2014/10/17/nao-os-gatos-nao-tem-vertigens-nao-e-um-bom-filme/>

<https://observador.pt/especiais/antonio-pedro-vasconcelos-o-cinema-portugues-hoje-e-irrelevante/>

Adriano Senkevics

<https://ensaiosdegenero.wordpress.com/2016/01/30/que-horas-ela-volta-um-filme-para-se-pensar-a-estratificacao-social-no-brasil/>

<http://enciclopedia.itaucultural.org.br/pessoa592650/anna-muylert>

Newspapers, television and radio

www.publico.pt

<https://www.dn.pt>

<https://ionline.sapo.pt>

www.expresso.sapo.pt

www.visao.sapo.pt

www.noticiasmagazine.pt

<https://observador.pt>

www.rtp.pt

www.sicnoticias.sapo.pt

www.radiocomercial.iol.pt

<http://media.rtp.pt/antena3/>

4 Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Papers 1, 2 and 3 will be based on content from the four themes. Students will need to demonstrate knowledge and understanding of, and critical and analytical response to, the target language community and culture.

4.1 Themes and sub-themes

Theme 1, 'Changes in contemporary society', examines core social issues and trends, allowing students to study how they have emerged and how they are evolving over time. For example, the sub-theme 'changes in family structure' gives students the opportunity to consider the transition and evolution of the traditional family structure. The optional research subject 'young people and work' focuses on the importance of young people choosing the appropriate paths into employment and job opportunities.

Theme 2, 'Political and artistic culture in the Portuguese-speaking world', allows students to expand their cultural knowledge by learning about artistic culture in the Portuguese-speaking world. The sub-themes, 'the media' and 'music', cover important aspects of modern and traditional culture. The optional research subject '*Lusofonia* in the modern world' allows students to study the importance of the Portuguese language around the world.

In **Theme 3**, 'Migration', the sub-themes 'immigration and multicultural Portuguese society' and 'emigration from Portugal in the 21st century' give students the opportunity to explore important aspects of Portuguese society, past and present. The optional research subject 'youth migration within Portugal' requires students to study the effect of migration on Portuguese society.

Theme 4, 'How history shaped politics', focuses on political culture in the context of issues and events in contemporary Portugal. The dictatorship of Salazar has had a fundamental and long-lasting impact on the political scene in Portugal. The optional research subject 'discoveries: the journey of Vasco da Gama to India' gives students the chance to study in depth the impact of that journey on today's Portuguese society.

4.2 Prescribed works

Literary works	<i>A cidade e as serras</i> , Eça de Queirós, 1901 (novel) <i>A viagem do elefante</i> , José Saramago, 2008 (novel) <i>Antes do Baile Verde</i> , Lygia Fagundes Telles, 1970 (short stories) <i>Capitães da Areia</i> , Jorge Amado, 1937 (novel) <i>Pensageiro frequente</i> , Mia Couto, 2010 (short essays)
Films	<i>Abril Despedaçado</i> , director Walter Salles (2001) <i>A Canção de Lisboa</i> , Pedro Varela (2016) <i>Os gatos não têm vertigens</i> , director António-Pedro Vasconcelos (2014) <i>Que horas ela volta?</i> , Anna Muylaert (2015)

For each of the prescribed literary works and films, students need to consider:

- Author/Director
- Relevant background
- Plot
- Main character(s)
- Themes
- Important quotations/dialogue and scenes
- Reference materials and extended reading

For further guidance, download our [guide to analysing text or film](#).

5 Assessment guidance

5.1 Breakdown of Assessment Objectives

The breakdown of Assessment Objectives by paper will be as follows:

Paper	A01	A02	A03	A04	Total
Paper 1: Translation into English, reading comprehension and writing (research question) in Portuguese	-	25	5	10	40%
Paper 2: Translation into Portuguese and written response to works	-	-	20	10	30%
Paper 3: Listening, reading and writing in Portuguese	20	5	5	-	30%
Total	20	30	30	20	100%

5.2 Assessment overview

The Pearson Edexcel A level in Portuguese comprises three externally-examined papers that assess listening, reading and writing skills.

Paper 1: Translation into English, reading comprehension and writing (research question) in Portuguese 2 hours 30 minutes (80 marks)
Section A: Translation into English (20 marks) We recommend students spend 20 minutes on Section A. Students must translate one unseen passage from Portuguese into English. Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.
Section B: Reading (20 marks) We recommend students spend 45 minutes on Section B. Students must respond to a series of comprehension questions based on a variety of text types and genres. Section B draws on vocabulary and structures across all sub-themes within the four themes.
Section C: Writing (research question) (40 marks) We recommend students spend 1 hour 25 minutes on Section C. Students must read one unseen text in Portuguese and then answer a question, incorporating information and ideas from both the unseen text and their research findings. Section C draws on a student's independent research of their chosen research subject.

Paper 2: Translation into Portuguese and written response to works
2 hours 40 minutes, 110 marks

Section A: Translation into Portuguese (20 marks)

We recommend students spend 30 minutes on Section A.

Students must translate one unseen passage from English into Portuguese. Section A draws on vocabulary and structures from **any one** of the sub-themes within the four themes.

Section B: Written response to works (literary texts) (45 marks)

We recommend students spend 1 hour 5 minutes on **each** response in Sections B and C.

Students must write an extended response on either one **or** two of the literary texts listed in the specification. Students choose one question from a choice of two for each of their chosen literary texts. If a student answers questions on two literary texts, then they do not complete Section C.

Section C: Written response to works (films) (45 marks)

We recommend students spend 1 hour 5 minutes on **each** response in Sections B and C.

Students must write an extended response on **one** of the films listed in the specification (if they only answered one question in Section B). Students choose one question from a choice of two for their chosen film.

Paper 3: Listening, reading and writing in Portuguese
2 hours 15 minutes, 60 marks

Section A: Listening comprehension (30 marks)

We recommend students spend 45 minutes on Section A.

Students must respond to comprehension questions based on a variety of contexts and sources. Section A draws on vocabulary and structures across **all** sub-themes within the four themes.

Section B: Listening, reading and writing (30 marks)

We recommend students spend 1 hour 30 minutes on Section B.

Students must summarise a listening source and a text, both of which are based on the same sub-theme. Students must then evaluate the points of view in both sources, stating which views they agree with and why. Section B draws on vocabulary and structures from **any one** of the sub-themes within the four themes.

5.3 Understanding how to apply the mark grids

Paper 1: Translation into English, reading comprehension and writing (research question) in Portuguese

Section A: Translation into English

The translation into English is marked using a points-based mark scheme (Sample Assessment Materials, pages 23–24). The translation is divided into 20 ‘chunks’, and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

Misspellings are tolerated as long as they don’t lead to ambiguity. For example, ‘drought’ misspelled as ‘drowght’ would be acceptable, but misspelled as ‘draught’ would be unacceptable as this is a real word with a different meaning (leading to ambiguity).

Section B: Reading comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 27–29).

There is extensive guidance on the marking principles that will be applied to the questions in this section on pages 25–26 of the Sample Assessment Materials. The key things to remember are:

- Students don't have to respond in full sentences to open-response questions.
- Students can use words from the reading extract in their answer, but must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response.
- There are no marks for quality of language in this section, so spelling and grammar mistakes will be tolerated as long as they do not introduce ambiguity.
- For a one-mark answer, the candidate's first response is taken as the answer, even if this response is incorrect and the correct information follows later. Where two marks are available, apply the same rule, i.e. the first two responses are taken as the answer even if they are incorrect and the correct information follows later.
- Students must answer in Portuguese – correct answers in the wrong language will not be awarded marks.

Section C: Writing (research question)

This question is marked using three levels-based mark grids:

- Knowledge and understanding of society and culture (AO4)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

In their response, students should 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 also refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text).

There are more marks available for AO4 (20 marks) than AO2 (10 marks), so 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).

Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas, information, references and examples related to aspects such as:

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

Note this list is not exhaustive.

Answers will be marked according to the guidance on pages 32–35 of the Sample Assessment Materials.

Paper 2: Translation into Portuguese and written response to works

Section A: Translation into Portuguese

The translation into Portuguese is marked using a points-based mark scheme (Sample Assessment Materials, pages 57–58). The translation is divided into 20 ‘chunks’, and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

The mark scheme for Paper 2 states:

- Non-grammatical accent errors are tolerated, for example ‘passaro’ rather than ‘pássaro’, unless they cause ambiguity (for example, ‘duvida’ rather than ‘dúvida’).
- Spelling: non-grammatical misspellings are tolerated, for example ‘dezenhar’/‘extracto’ rather than ‘desenhar’/‘extrato’, as long as they are not ambiguous (for example ‘conselho’ rather than ‘concelho’) or in the wrong language.
- Verb endings must be correct and will not be classed as spelling errors.
- Adjective endings must be correct and will not be classed as spelling errors.
- Accept any appropriate alternatives that do not already appear in the acceptable answers column.
- Accept responses in either European Portuguese and/or Brazilian Portuguese.

Sections B and C: Written response to works

Each individual essay is marked using three levels-based mark grids:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3)

Answers will be marked according to the guidance on pages 59–63 of the Sample Assessment Materials.

The indicative content given in the mark scheme is not exhaustive, and you will be rewarded for any valid response and may draw on any relevant examples from the work.

Paper 3: Listening, reading and writing in Portuguese

Section A: Listening comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 106–109).

Section B: Listening, reading and writing

Questions 5(a) and 5(b) are marked using a points-based mark scheme (Sample Assessment Materials, pages 110–111).

Question 5(c) is marked using three levels-based mark grids:

- Understand and respond to spoken language (AO1)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

Answers will be marked according to the guidance on pages 112–116 of the Sample Assessment Materials.

6 Subject advisor support

Your subject advisor for languages is Alistair Drewery, and you can contact him with any questions you have about A level Portuguese.

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We recommend that you sign up to receive Alistair's email updates. To do so, please complete this [online form](#).