



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE

In Portuguese A (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

Misspelling 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	O festival de verão de Vilar de Mouros é	The summer festival of Vilar de Mouros is...	In The Vilar de Mouros summer festival ...		(1)
2	o mais antigo acontecimento de música rock em Portugal.	the oldest rock music event in Portugal.	- The oldest Portuguese event for/of rock music. - The oldest Portuguese rock music event.		(1)
3	Mudou a vida nesta aldeia,	It changed life in this village,	the life of this village <i>Accept with article</i>		(1)
4	com uma população inferior a mil habitantes.	with a population of under a thousand (inhabitants).	less than... lower than... fewer than...	inferior to...	(1)
5	Além de ser importante	Besides being important	Other than being/Aside from being / Apart from being significant		(1)
6	na história da música do país,	in the history of music of the country,	story	historic or historical music	(1)

7	este evento revela ainda	this event also reveals...	shows, presents	yet	(1)
8	a determinação dos organizadores em melhorar	the determination of the organisers to improve	of/in improving making a better	in to improve...	(1)
9	a relação com as lojas locais.	the relationship with the local shops.			(1)
10	Isto permitiu que fossem criadas	This allowed job opportunities	Allow reordered sentence, <i>e.g.</i> - This/That allowed job opportunities for regional artists to be created. - This/That allowed (for) the creation of job opportunities ... - This/That allowed them to create...		(1)
11	oportunidades de trabalho para	to be created for		in order to create	(1)
12	os artistas regionais.	(the) regional artists.	local		(1)
13	A primeira edição realizou-se durante a ditadura,	The first edition took place during the dictatorship	occurred /happened/was accomplished	realised	(1)
14	no verão de 1971.	in the summer of 1971.			(1)
15	Ainda que este festival tivesse sido inspirado por	Although this festival had been inspired by	Even though/ifwas inspired by	was inspired for...	(1)
16	outros à volta do mundo	others around the world	round		(1)
17	como o de Woodstock,	like that of Woodstock,	like/ such as (that of) Woodstock		(1)
18	transformou definitivamente	it transformed forever	definitively		(1)
19	o panorama da música portuguesa,	the Portuguese music scene,	panorama/spectre/ range of Portuguese music		(1)

20	graças à visão pioneira dos seus produtores.	thanks to the pioneering vision of the producers.	its producers	pioneer	(1)
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Paper 1 marking principles for Section B

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

Example of short phrases with two or more words:

○ estava grávida (verb/noun) ○ não sabe
quando volta (verb/negation) ○ eram
antiquadas (verb/adjective).

- When responding to open response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Text: I mainly eat fruit and veg to stay healthy.

Question: According to the text, what does a healthy diet consist of?

Rewardable answer: Mainly eating fruit and veg.

Non-rewardable answer: I mainly eat fruit and veg to stay healthy.

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

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

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *Elsa wrote/composed the text*.
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:
 - *To the farms (1)*

AND

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

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

Any **two** of:

- *Sharon was scared of spiders (1)*

OR

- *Lydia found the spiders ugly (1)*

OR

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

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

SECTION B mark scheme

Question number	Answer	Mark
2(i)	A is correct - o apoio da maior parte dos portugueses a Salazar. B is incorrect as is not mentioned in the text. C is incorrect because opposite is true. D is incorrect because opposite is true.	(1)

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

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

Question number	Answer	Mark
3	Award one mark each for the below. Only four answers are required. One mark will be deducted for each additional answer. A is correct - O estudo centra-se na forma como os emigrantes se integram. B is incorrect because opposite is true. C is correct - Alguns regressam forçados pelos familiares. D is incorrect because opposite is true. E is incorrect because opposite is true. F is incorrect as it is not mentioned in the text. G is correct – Os emigrantes de segunda geração esforçam-se por se integrar. . H is incorrect because opposite is true. I is correct – Os jovens adaptam-se melhor do que quem já tinha vivido em Portugal.	(4)

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(a)	- A taxa de desemprego	- os números oficiais do desemprego	- nível / taxa de emprego	1

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(b)	Any one of the following: - Menos portugueses empregados no segundo trimestre - Diminuiu	- meio do ano - o número desceu / baixou	<i>Must convey reference to the two moments mentioned in the text</i>	1

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(c)	Any two of the following: - O segundo trimestre é de recuperação do emprego - mais trabalhos sazonais - mais trabalhos na área do turismo	- temporários <i>Answers expressed as a single sentence eg 'mais trabalho sazonal no turismo'</i>		2

Question number	Answer	Alternative acceptable answers	Reject	Mark
4(d)	- Quando estão em <i>layoff</i>	<i>Any answer that indicates understanding that they still have their job</i>		1

Question number	Answer	Alternative acceptable answers	Reject	Mark
4 (e)	- têm problemas económicos	- não têm dinheiro <i>Any answer that states economic reasons.</i>		1

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(a)	- não ofender os outros	- dizer coisas que não ofendem os outros <i>Must include the idea not offending others</i>		1

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(b)	- ao terceiro (grupo)	- ao último (grupo) <i>Answers that identify the group by its ideas about the use of freedom of speech but taking care not to cause excessive offense</i>		1

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(c)	Any one of the following ideas appropriately expressed: - se não for usada cuidadosamente (pode pô-la em risco) - (pode perder o efeito que tem) se não for usada como deve de ser			1

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(d)	- proteger discursos contra			1

Question number	Answer	Alternative acceptable answers	Reject	Mark
5(e)	- calá-las	- Não permitir a liberdade de expressão / que as pessoas se expressem livremente		1
Question number	Answer	Alternative acceptable answers	Reject	Mark
5(f)	Any one of the following ideas: - porque está a favor da liberdade de expressão - porque mostra que a liberdade de expressão é real - porque está a exercer a liberdade de expressão			1

Section C – Marking principles (written research task)

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

Y knowledge and understanding of society and culture (AO4) Y
understand and respond to written language in writing (AO2) Y
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.

Accept responses in either European Portuguese and/or Brazilian Portuguese.

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/area only, where Portuguese is an official language (see pages 8 to 9). 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 **one** country/area where Portuguese is an official language.

- If students refer to more than one country/area for Themes 1, 3 or 4, you will mark content based on Portugal only.
- If students refer to more than one country/area for Theme 2, you will mark positively by awarding marks for content based on the country/area that will gain the highest mark.
- If students do refer to more than one country/area 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 students' 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.

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.

The recommended word count for each essay is 300–350 words but the whole essay will be marked regardless of length.

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 the one country/area researched 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 on the one country/area researched 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 from the one country/area researched; 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 the one country/area researched; 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 from the one country/area researched that may include contradictions; some reliance on description rather than analysis.	3–4	Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country/area researched; sometimes information used is contradictory/irrelevant.

Knowledge and understanding of society and culture (A04)		Understand and respond to written language (A02)	
Marks	Description	Marks	Description
9–12	- Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from the one country/area researched; 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 on the one country/area researched; 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 from the one country/area researched; 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 the one country/area researched; 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 on the one country/area researched.	7–8	Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country/area researched.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
17–20	- Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/references from the one country/area researched; focused on the research subject throughout. - Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions on the one country/area researched.	9–10	Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country/area researched.

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 indicative tenses such as the pluperfect, future perfect
- subjunctive mood
- personal/inflected infinitive
- passive voice
- 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 x all grammar and structures included in the grammar list that are specific to A Level.

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: 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 clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example some gender and adjectival agreements,
(for example, uma problema) x 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) x 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 x errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb (e.g. using the incorrect person of the verb, for example, Amanhã ela vou às compras)
- mother-tongue interference.

NB: these are provided as 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	In their response, students may refer to: - Information from knowledge of education after secondary school in Portugal (research) on the importance of the <i>Ensino Técnico</i> and how much it needs to be resourced in order to serve its purpose, regarding quality and social importance: therefore, it needs to be prioritised by the government in order to be effective. (AO4). - Information from knowledge of education after secondary school in Portugal (research), about how essential it is to link to the economy market, the <i>economia real</i>. This connection will allow secondary and higher education (<i>ESE</i>) to find real answers to the needs of the economy. (AO4). - Information from knowledge of education after secondary school in Portugal (research) about the evolution and consequences of the working context (AO4); for example, students may refer to how obsolete some professions will be in a near future, and how vital it is to create a professional and technical training to respond to the market needs, as suggested in the text (AO2). - Information from knowledge of education after secondary school in Portugal (research) of the situation of the Portuguese companies that nowadays accept young volunteers, looking forward to have a work experience (AO4) and how beneficial it can be when, later in their lives, students have to decide on a future career. Decisions made by young people are to be based on vocation and personal preferences rather than on social recognition, as mentioned in the text or the future of the young people might be compromised. (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 important the different events celebrating Lusophony are, to bring together the CPLP countries; for example, as suggested in the text, the celebrations of the Portuguese Language Day worldwide. (AO4). • Information from knowledge on Lusophony in the world today from research about the purpose of the abovementioned events, how they promote a more valuable common identity and thus a closer cooperation between the Portuguese speaking countries. Cooperation regarding diversity, identity and literature could enable a closer collaboration on other areas, referred to in the text as '<i>multifacetada</i>' (AO4). • Information from knowledge on Lusophony in the world today from research about the role CPLP has to play in the promotion of linguistic and cultural events that will allow ties to be strengthened and how that is defended by people with responsibility in the cultural scenes in CPLP countries (AO4); students may refer in the text to the opinion de Guiomar de G. as one of many examples. (AO2). • Information from knowledge on Lusophony in the world today from research and how the Portuguese speaking countries will benefit from an active promotion of cooperation through language and culture that are so similar (<i>irmãos</i>) in already so many different ways. By bringing them together it creates a clear possibility of mutual cultural gain or enrichment (AO4); to link to this, students may refer to information in the text regarding the sense of mission in the promotion of the close and strong cooperation and the advantages it brings to the involved countries (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 by the Portuguese government to fight depopulation in the inland areas as well as to smooth the regional differences between city and countryside: students may refer in the text to the help the government gives to the families that are willing to move to the country and simultaneously support the companies that create job opportunities. (AO4). • Information on the migration movement in Portugal from research about programmes like ‘Programa Trabalhar no Interior’ with economic subsidies to both families wishing to move to the country and companies creating job opportunities in the interior and thus promoting the local economy and making it possible for families to thrive in the countryside. (AO4). • Information on the migration movement in Portugal from research about how these new projects are helping fight rural isolation and how the countryside has evolved (AO4): students may refer in the text to greater tranquillity, a better quality of life and a lower cost of living along with growing opportunities in areas like work, training and education. (AO2). • Information on the migration movement in Portugal from research about how much technology development has increased the chances of equal access as far as education and work possibilities are concerned: for example, by bringing together the Internet and the expanding possibilities of remote training and education (AO4); to link to this, students may refer to information in the text about how important remote training and education is to a growing number of Portuguese. (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 economically important the Portuguese capital was and how desired it was by the other European kingdoms (AO4); in the text linking to Charles V's statement or the number of European merchants, noblemen and artisans that came to Lisbon in search of a better life (AO4). • Information on the Discoveries: the journey of Vasco da Gama to India from research about how cosmopolitan Lisbon was at the time and how many Portuguese would migrate from all over the kingdom to Lisbon from merchants and artisans to idle noblemen looking for a quick way to get rich in an activity related to the Discoveries (AO4), in the text linking to the reference to the new routes and how determinant they were in allowing an easy profit. (AO2). • Information on the Discoveries: the journey of Vasco da Gama to India from research about the south area of Lisbon (<i>Zona Ribeirinha</i>) as the centre of the town and how much of a tower of Babel the city was with people from all over the world, including slaves. Besides the economy, the capital was also a cultural hub, due to the University and the cultural leaders at the time, men of Science and Literature (AO4). Finally, students can link to the context in which famous historical characters like Damião de Góis or Camões shaped cultural life in Lisbon. (AO2). • Information on the Discoveries: the journey of Vasco da Gama to India from research on the downside of cosmopolitan Lisbon: the violence, the poverty, the diseases and the burglaries as an unintended consequence of the importance of Lisbon. In the text, students may refer to the economic wealth of the capital, along with the marginalised population of the same area of the city, the 'Terreiro do Paço', which was the financial hub (AO2). • Arguments and conclusions consistent with ideas/information/references/examples included within the response (AO4).

