



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Arabic (9AA0/01)

Paper 1: Translation into English, Reading
comprehension and Writing (research question)
in Arabic

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Summer 2022

Question Paper Log Number 71079

Publications Code 9AA0_01_MS_2022

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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) in Arabic.

Section A – Marking principles (translation)

Misspelling is tolerated as long as it does not 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.

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 (translation)

Section number	Arabic text	Correct answer	Acceptable answers	Reject	Mark
1	استلهمت المعمارية العراقية الراحلة زها حديد	The late Iraqi architect Zaha Hadid was inspired	got the inspiration	traveling	(1)
2	تصميم ملعب "الوكرة"	to design the Wakra stadium	In her design	playground	(1)
3	من أشرعة المراكب التقليدية	by the sails of the traditional boats			(1)
4	التي حملت الصيادين والغواصين القطريين	that carried Qatari fishermen and divers	fishers		(1)
5	إلى عرض البحر.	out to sea.	offshore to the mid seas	to offshore middle of the sea depth	(1)

6	وهو يجمع مختلف فنون العمارة العربية	It combines various artistic features of Arabic architecture	types		(1)
7	في إضاءاته ومساحاته وألوانه وأشكاله الهندسية.	in its light, space, colour, and geometrical shapes.	spaces, colours	lights	(1)
8	يمتاز هذا البناء بسقف قابل للطي	This building is distinguished by its foldable roof	remarkable for folding/ opening	ceiling	(1)
9	طوله ٩٢ متراً،	which is 92 metres long.			(1)
10	وتسمح هذه الخاصية بتخفيف حدة أشعة الشمس	This feature allows the reduction of the intensity of the sunlight,			(1)
11	وتظليل المبنى بالكامل، بالإضافة إلى حمايته من الداخل	and shades the entire building, in addition to protecting its interior		shadows	(1)
12	من عوامل الطقس القاسية،	from extreme weather factors.	harsh		(1)
13	وهذا سيسهم في رفع كفاءة	This contributes to an increase in the efficiency	will contribute	will participate	(1)
14	نظام التبريد.	of the cooling system.	air conditioning		(1)
15	ستبلغ طاقته الاستيعابية	It will have a capacity of	accommodate		(1)
16	أربعين ألف مقعد	forty thousand seats		chairs	(1)
17	خلال بطولة كأس العالم لكرة القدم في قطر.	during the football world cup in Qatar.			(1)
18	ستفكك مقاعده العلوية بعد الألعاب	Its upper seats will be disassembled after the games	dismounted matches		(1)

19	للتبرع بها لدول نامية	to be donated to developing countries	and be donated/given	growing	(1)
20	تفتقر إلى بُنى تحتية رياضية.	that lack sports infrastructure.	without sporting facilities	underground	(1)

Section B - Mark scheme (reading comprehension)

Question Number	Answer	Mark
2(i)	B	(1)

Question Number	Answer	Mark
2(ii)	A	(1)

Question Number	Answer	Mark
2(iii)	D	(1)

Question Number	Answer	Mark
2(iv)	B	(1)

Question Number	Answer	Mark
3	Award 1 mark for each of the below. Only four answers are required. One mark will be deducted for each additional answer. A, D, E, H	(4)

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Question Number	Answer	Acceptable answers	Reject	Mark
4(a)	مجلة المستقبل العربي			(1)

Question Number	Answer	Acceptable answers	Reject	Mark
4(b)	نتائج حاسمة	كانت النتائج غير قابلة للجدل		(1)

Question Number	Answer	Acceptable answers	Reject	Mark
4(c)	Any two of: العروبة لم تتحول إلى مقتنى متحفي العروبة لم تمت/ ما زالت قائمة في قلوب الشعوب الغرب يحاول على الدوام، وفي كل المراحل، إعاقة الوحدة العربية			(2)

Question Number	Answer	Acceptable answers	Reject	Mark
4(d)	لأن معظم المصطلحات الرائجة والمتداولة الآن أتت من معجم العولمة			(1)

Question Number	Answer	Acceptable answers	Reject	Mark
4(e)	الأحداث التي نتجت عن الحراك العربي (خلال الأعوام الماضية)			(1)

Q	Answer	Acceptable answers	Reject	Mark
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5(a)	أصبح في كل دولة عربية منظمات أهلية وعلمية مهتمة بالبيئة (1) AND إضافة إلى وزارات البيئة والدوائر الحكومية المختصة (1)			(2)
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Q	Answer	Acceptable answers	Reject	Mark
5(b)	رسم السياسات والخطط لدعم التنمية المستدامة (1) AND بلورة القضايا البيئية المشتركة في إطار علمي (1)		وضع خطط لمواجهة تحديات المستقبل	(2)

Q	Answer	Acceptable answers	Reject	Mark
5(c)	تشكيل مركز مهم للحوار وتبادل الخبرات والمعلومات في إطار مؤسسي			(1)

Q	Answer	Acceptable answers	Reject	Mark
5(d)	تشجيع رجال الأعمال والمؤسسات الاقتصادية العربية على التعاون	بالتعاون بين المؤسسات	توحيد المقاييس البيئية	(1)

Section C – Marking principles (written research task)

There are three levels-based mark grids to be applied to this task. They 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 270 to 320 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** Arabic-speaking country only. If students refer to more than one country, examiners will 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 gain them no marks.

Understand and respond to written language (AO2 – 10 marks)

- This grid assesses students' understanding of the unseen text through their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two-mark grids for AO4 and AO2 are presented side by side. This is because of the inter-connection between the information that the student is producing based on knowledge and understanding of society and culture, and the information that they are using from the unseen text to contribute to this.

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. The aspects above are illustrated in the indicative content below. The recommended word count for the response is 270–320 words, but the whole response 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	<ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/references from the one country 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 researched 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 from the one country researched; 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 the one country 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 on the one country researched 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 from the one country researched; sometimes information used is contradictory/irrelevant.

9-12	<ul style="list-style-type: none"> • Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from the one country 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 that are sometimes developed and justified, sometimes drawing straightforward conclusions on the one country researched; 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 from the one country researched; occasionally information used is contradictory/irrelevant.
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Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
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 the one country 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 researched. 	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 from the one country researched.
17–20	<ul style="list-style-type: none"> Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/references from the one country 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 researched. 	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 from the one country 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	<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 and future perfect
- passive voice
- adverbial uses of the accusative such as *al-Maf'ul al-Mutlaq, Tamyiz and al-Hal*
- the 'La' of absolute negation
- expressions of exclamation and wonder, 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 easily 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 the misuse of 'inna' and 'anna', some gender and adjectival agreements, as long as they do not include mismatch of cases
- 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 mismatch of subject and the possessive adjective, spelling errors that change the meaning of a word, inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Section C - Indicative content

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions, thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than 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 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. The aspects above are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

Question number	Indicative content
6	<p>Students may include:</p> <ul style="list-style-type: none">• Information from knowledge of culture and society (research) on the origin of Arab social mores in the UAE or other Arab countries (AO4); students may compare it to information in the text on how the custom of respecting parents and the elders is changing in many parts of the Arab world (AO2).• Reference from knowledge of culture and society (research) to social mores for example in Saudi Arabia or other countries in the Arab world, for example the changing of attitudes towards parents and elders in the Arab world (AO4); students may make reference to information given in the text to how the misuse of technology is causing changes with regard to the respect that some youth show their parents and the elders (AO2).• Information from knowledge of culture and society (research) on the importance of social mores for social cohesion in one Arab country (AO4).• Reference from knowledge of culture and society (research) to why social mores are changing in one Arab country and how this varies between town and country (AO4).• Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).

Question number	Indicative content
7	<p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on a festive event they have studied, for example Mawlid in Sudan (AO4); students may compare it to information in the text on Henna night (AO2). • Reference from knowledge of culture and society (research) to the aspects of joy in the celebration of a festive event they have studied, for example the happiness that these festive events bring (AO4); students may make reference to information in the text about how celebrations such as Henna night are a source of collectiveness and cultural identity in the Arab societies (AO2). • Information from knowledge of culture and society (research) on the role that family and society play in making a successful and happy festive event they have studied (AO4). • Reference from knowledge of culture and society (research) to counter-arguments that suggest that despite the Arab world's current political and economic circumstances festivals have not lost their original purpose (AO4). • Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).

Question number	Indicative content
8	<p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on how tourism has helped the economy of an Arab country, for example Morocco (AO4); students may compare it to information in the text about the importance of economic development of an Arab country and how it contributes to tourism. (AO2). • Reference from knowledge of culture and society (research) to how some Arab countries take an interest in improving the services that they provide to tourists and how the numbers of tourists has increased (AO4); students may refer to information in the text about the role of tourism in the developing the economy and the infrastructure of an Arab country(AO2). • Information from knowledge of culture and society (research) on the benefits that tourism has brought to local people, for example jobs in the tourism sector (AO4). • Reference from knowledge of culture and society (research) about the impacts of tourism on local infrastructure, for example improvements in transport, problems with traffic congestion (AO4). • Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).

Question number	Indicative content
9	<p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on the historical context of some ethnic minorities who are threatened in the Arab world (AO4); students may compare it to information in the text about the fact some minorities in Arab countries have been deprived of their political and civic rights (AO2). • Reference from knowledge of culture and society (research) for example how the Yazidis in Iraq have been fighting for their rights (AO4); students may make reference to information in the text on the barriers faced by minority groups. (AO2). • Information from knowledge of culture and society (research) on the ways in which minorities have been treated differently from the rest of the population and how they have tried to achieve equality (AO4). • Reference from knowledge of culture and society (research) to the counter-argument that, to have a strong state and achieve true equality, minorities should be part of the wider national identity and not expect special treatment (AO4). • Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).

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