



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

October 2020

Pearson Edexcel GCE

In Arabic (9AA0)

Paper 2: Translation into Arabic and written
response to works

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Examiners' Report on Paper 9AA0/02 Autumn 2020

General comments

This report relates to paper **9AA0/02**, which tests candidates' ability to translate from English into (Arabic language) and to demonstrate their ability to respond analytically to literature or film in (Arabic language).

The evidence from marking in this session indicates that the paper was effective in differentiating between candidates of different abilities and that all the questions worked as anticipated.

The published mark scheme provides extensive guidance regarding the overarching approach to marking, as well as the range of correct, acceptable and rejected responses as they relate to Section A, as well as indicative content for Sections B and C.

Teachers should note, however, that the mark scheme for Section A is not designed in such a way that every possible answer is included. Examiners look at each answer on merit to allocate marks. The approach to marking is positive, so examiners always seek to reward what candidates produce. In marking Sections B and C, examiners use a levels based mark scheme and apply a 'best-fit' approach, first placing the candidate's response in the correct box in the mark scheme and then deciding which mark in that box is applicable to that candidate.

It is helpful for teachers to distinguish clearly between the assessment objectives stated in the specification. These are: A01- listening and responding in (Arabic language); A02 – reading and responding in (Arabic language); A03 – grammar and vocabulary of (Arabic language); A04 Knowledge and understanding of the countries and communities where (Arabic language) is spoken.

In this paper A03 is assessed in Section A, and A03 and A04 are assessed in Sections B and C.

There was varied evidence of how well candidates were prepared for this assessment, but there was little evidence of rubric infringement.

Comments on each question

Section A

This section tests candidates' ability to translate into. (Arabic language). Teachers should note that, in common with the translation in Paper 1, in the mark scheme there may, on occasion, appear to be misalignment between the English column and the (Arabic language) column: this is a reflection of the idiomatic nature of translation and the way word order and clause structure varies between English and (Arabic language). Reading the correct answer column vertically from the top will provide a complete translation in good (Arabic language) of the passage.

This year the translation related to the theme of (Artistic culture in the Arab world), the subtheme: (Arabic art) and the content was focused on the aspect of (changes in architecture).

One mark is awarded for each correctly translated segment up to a maximum of 20 marks and, as previously mentioned, not every acceptable or rejected answer is included in the mark scheme. Examiners will award a mark to a segment where the message is conveyed clearly, correctly and unambiguously in such a way that a native speaker of English with no knowledge of (Arabic language) would understand exactly the same message as would a native (Arabic language) speaker with no knowledge of English.

As part of the design of the passage for the assessment of translation into (Arabic language), each segment is targeted at a particular grade and so it normal and expected that candidates with different levels of (Arabic language) should find some parts more challenging than others. In this way the passage is differentiated to assess across the full range of grades.

Most candidates were successful in translating:

- world's tallest building
- along with a luxury hotel
- both for the beauty of its form

The parts of the passage that challenged all but the highest scoring candidates were:

- The skyscraper contains office, residential and retail space
- and clad in glass
- and the many technical innovations

There was evidence that some candidates needed to pay closer attention to the naturalness of the (Arabic language) phrasing that they used, in order to avoid ambiguity of message. A close reading of the reject column in the mark scheme will provide teachers with some useful areas to work on in terms of linguistic structures.

Comments on sections B and C

These sections assess candidates' ability to respond critically and analytically to literature and film. Teachers are reminded that all candidates **must** answer on at least one work of literature and then may choose to answer on either a film or a second work of literature. These sections also assess the candidates' ability to produce extended writing in (Arabic language). The specification and mark scheme provide detailed guidance on the available choices of works to study and the approaches to marking.

The indicative content for A04 in the mark scheme is designed to be a guide to what a candidate could write about in response to the works they have studied. Examiners, however, assess each candidate response on its own merit, so it is perfectly acceptable for a candidate to approach their answer in a different way and still access the full range of marks available in the mark scheme.

To score highly, candidates need to write showing both knowledge of the work and understanding of the writer's or director's purpose and/or the effect on the reader or audience. Candidates should avoid retelling the story and should also avoid unnecessary, generalized preambles with biographical details of the writer or director, since these are not deemed relevant to answering the question that is asked.

High-scoring candidates tended to make valid points, offer valid evidence and add analytical academic comments about the author's or director's purpose and aims. It was evident in some cases that the guidance on the Pearson website had been followed carefully by teachers in preparing their candidates.

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Arabic/2018/teaching-and-learning-materials/GCE-Generic-2018-Approaches-to-teaching-literature.pdf>

Section B

The most popular works were

(عصفور من الشرق)

This was mostly used by the students and they tackled both Questions A and B. Perhaps for most of them this novel was their primary focus and they may have read it well due to the

aspects of the novel such as it been like a biography and they may have found this attractive. They were able to elaborate in depth and displayed understanding about the book. Evidence selected from the work for justification is at times appropriate but often descriptive. Teachers are advised to focus on teaching the critical analysis of the issues , themes and cultural and social context, as this aspect is at times lacking by some students. It is clear that the students have the potential as they display vast knowledge with regards to all other aspects apart from analyzing. critical analysis is a skill that should be taught to all students as it will be beneficial.

(صائد اليرقات)

Students mostly used this topic in Question A as it talks about the main character of the story. Students may have found it more suitable as they were able to emphasize and elaborate about Abullah's character. Students manage to critically analyse the issues and cultural aspects. students made detailed logical arguments where needed. Predominantly relevant responses were given although as mentioned above it would be good if teachers could teach more with regards to critical analysis so that students can gain this skill.

Section C

The most popular films were

(Movie Wajda)

This movie was very popular with the students due to the Topics that were been raised which was unique to the country and the actors alike. The candidate answered both question A and B confidently and they many ideas to elaborate on as the main character in the movie was very inspiring. From the writing it was obvious that students managed to analyze and understand in-depth what the movie was addressing, in particular the cultural emphasis that was present. students managed to provide logical argument however some points are made without exploration at times. It is clear that students find analyzing the movies easier. although it is the opposite regarding the novels. Students find analyzing the novels more challenging.

(يوم مر ويوم حلو)

This movie was also popular among the students as it addresses social economics issues. most students focused on Question A which focused on the main character Aisha who was a widow. Most arguments and responses made by students were relevant to the topic and was justified with evidence and details with linked conclusions. Although some students show an understanding of the analyses some students include the Arabic dialect (slang) as opposed to classical Arabic and this has a impact on the quality of their content in terms of grammatical structure and vocabulary.

Guidance for teachers for future sessions

1. Ensure that all candidates are familiar with the format of the paper and what they need to do in each section and question.
2. In section A, make students aware that a correct translation will not necessarily be a literal word-by-word translation. There will be difference in word order, clause structure or other linguistic features between the two languages. The resulting (Arabic language) passage should be natural, correct and unambiguous.
3. In section A, work with students using the mark scheme, to exemplify different approaches to translation. It can be useful in teaching students to translate into (Arabic language) to ask them to produce a 'mark scheme', rather than a translated passage; this can help to develop the ability to think laterally. It may also be helpful in steering

them away from online translators, if they are encouraged to think carefully about alternatives and how to avoid errors.

4. For sections B and C how students the information about literature and film on the Pearson website.
5. Look carefully at the indicative content, even for the works and films your students do not study; this can provide useful insights into the approach to writing a response.
6. Look carefully at the language of the A04 mark schemes and teach students to use this kind of vocabulary in (Arabic language) when they write. Including the words for 'analyze', 'conclusion' and so on can help them to write in an appropriate academic register.

