



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

November 2021

Pearson Edexcel Advanced Level

In Arabic (9AA0/02)

Paper 2: Translation into Arabic and written
response to works

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Examiners' Report on Paper 9AA02 – Autumn 2021

General comments

This report relates to paper **9AA02**, 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 with regard to 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. A02 – reading and responding in Arabic A03 – grammar and vocabulary of Arabic; 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 English. 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 column: this is a reflection of the idiomatic nature of translation and the way word order and clause structure varies between English and Arabic. Reading the correct answer column vertically from the top will provide a complete translation in good English of the passage.

This year the translation related to the theme of changes in Arab society, the subtheme: Arabic Family and the content was focused on the aspect of Gender roles within the family.

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 would understand exactly the same message as would a native Arabic speaker with no knowledge of English.

As part of the design of the passage for the assessment of translation into English, each segment is targeted at a particular grade and so it normal and expected that candidates with different levels of

Arabic 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:

كثير من الأوربيين
بالطبع النساء العربيات
في التعليم والعمل

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

لديهم اعتقاد خاطئ عن أدوار الجنسين
كافحن ضد
كما في الأدوار الأسرية النمطية

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. 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.

In order 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

مسرحية البخيلة (أحمد شوقي)

This was mostly used by the students and covered Question A. Perhaps for most of them this playwright was their primary focus and they may have read it well due to the aspects of the playwright and considering the number of pages is much less than the other two novels. Question A was about the two main characters and simplified the task, so students were able to elaborate and justify appropriately and they displayed understanding about the given task. 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 analysing. Critical analysis is a skill that should be taught to all students as it will be beneficial.

عصفور من الشرق (توفيق الحكيم)

Similarly, this was used by the students and they tackled both Questions A and B equally. This may be because this is a very rich novel with many characters and a wealth of options for interpreting and exploring social and cultural matters and gives room for comparison of two different civilisations. Also, because it is similar to a biography they may have found this more attractive. At times they were able to elaborate in depth and displayed understanding about the book. Evidence selected from the work for justification was at times appropriate but often descriptive. Some conclusions are drawn but do not fully link to arguments. Teachers are advised to focus on the conclusions relating to the essay and it should always be linked to the argument and should be relevant to the particular aspect of the question.

Section C

The most popular films were

فيلم وجدة (هيفاء المنصور)

The movie Wajda was very popular with the students due to the Topics that were raised which was unique to the country and the actors alike. They answered **Question A** confidently as the question was about the main character in the movie (وجدة) they found it easy to elaborate and from the writing it was obvious that students managed to understand in-depth what the movie was addressing, in particular the cultural emphasis that was present. Students managed to provide logical arguments. However, some points are made without exploration and the candidates tend to summarise the movie as opposed to analysing, with much unnecessary details that does not add much to the quality of the writing. Teachers need encourage the students to analyse the characters and the events and help them to master critical analysis.

فيلم إشاعة حب (فطين عبد الوهاب)

This movie was also popular among the students as it addresses social issues. All students focused on Question A which was regarding the character of the mother Baheja. Most arguments and responses made by students were relevant to the topic and was justified with some evidence and details with linked conclusions. Once again, some students show an understanding of the analyses, however, some students include the Arabic dialect (slang) as opposed to classical Arabic and this has an impact on the quality of their content in terms of grammatical structure and vocabulary. Many students showed the ability to use different types of complex language and varied use of vocabulary. Overall students displayed a good level of cinematic analysis. Teachers are advised to direct students against the use of dialect and rather concentrate solely on classical Arabic.

With regards to the essay writing in general, some students wrote very short essays amounting to just a few lines, approximately less than 100 words, which is much less than the required 270 words minimum. This may be due to students spending too much time on one of the other sections of the paper. Students show the ability to produce a good complete essay, however, what is written is not enough to achieve a good mark. Perhaps teachers could teach the skill of **time management**.

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 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 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, show 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 when they write. Including the words for 'analyse', 'conclusion' and so on can help them to write in an appropriate academic register.

