



Examiner's Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE
In Arabic (9AA0)
Paper 1: Translation into English, Reading
Comprehension and Writing (Research
Task) in Arabic

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Examiners' Report on Paper 9AA01 – Summer 2025

General comments

This report relates to paper **9AA01**, which tests students' ability to translate from Arabic into English, to read and respond to written Arabic and to demonstrate their ability undertake independent research in Arabic.

The evidence from marking in this session indicates that the paper was effective in differentiating between students 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 and Section B, as well as indicative content for Section C. Teachers should note, however, that the mark scheme 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 students produce.

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 is spoken. In this paper A02 is assessed in Sections A, B and C; A03 and A04 are assessed only in Section C.

There was varied evidence of how well students were prepared for this assessment, but there was little evidence of rubric infringement; this is where students either failed to follow the instructions, for example answering in the wrong language, or ticked more than the required number of boxes in the objective tasks.

Comments on each question

Section A

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

Question 1

This year, Question 1 was related to the theme of Work and citizenship in the Arab world the subtheme: Life and work and the content was focused on the aspect of Attitudes to equal opportunities at work.

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

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 students 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 students were successful in translating:

- **On Sunday**
- **The main topics were**
- **Now more than ever.**

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

- **The issue of equality between men and women was part of**
- **Participants focused on ways to promote**
- **and adopt appropriate mechanisms to achieve equality**

There was evidence that some students needed to pay closer attention to the naturalness of the English phrasing that they used, 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.

Section B

Question 2

This question was related to the theme of Artistic Culture in the Arab world, the subtheme: Music and the content was focused on the aspect of Types of music and traditional songs.

This is a multiple-choice task with four parts and four options for each part. Teachers can usefully note that incorrect options may include an element of distraction in the form of a word or idea from the text. Students, therefore, need to be careful to read fully and carefully, rather than rely on spotting isolated words. This question targets grades C to E and is intended as a gentle lead in for this paper.

Most successfully answered was: **Q2i**

Least successfully answered was: **Q2iv**

Question 3

This question was related to the theme of Political culture in the Arab world, the subtheme: Arab Identity and the content was focused on the aspect of Nationalism and 20th century independence movements.

This is a multiple-completion task where students choose four correct answers from nine statements. Teachers can usefully note that incorrect options may include an element of distraction in the form of a word or idea from the text. Students, therefore, need to be careful to read fully and carefully, rather than rely on spotting isolated words. This question targets grades A to E, and so differentiates at a higher level than Question 2.

Most successfully answered was: **Q3 (E)**

Least successfully answered was: **Q3 (A and I)**

Question 4

This question was related to the theme of Changes in Arab Society, the subtheme: Media and the content was focused on the aspect of The Influence of Media on Arab Society.

This is a free response task, where students are required to answer in Arabic. There was some evidence that some students did not always read the questions carefully or produced answers which, although correctly locating the information in the text, were not precise answers to the question that was asked or relied on indiscriminate or untargeted lifting from the text.

Teachers are reminded that, in free-response questions, examiners apply a strict order of elements and mark only the first viable answer that a student produces. For example, where the required answer is 'dog' a student who writes 'dog and cat' will receive a mark, but a student who writes 'cat and dog' will not, because only the student's first viable answer to the question is considered for a mark. This question targets grades A to E.

Most successfully answered was: **Q4 (a and d)**

Least successfully answered was: **Q4 (c and e)**

Question 5

This was the literary text question; it was 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.

This is a free response task, where students are required to answer in Arabic. Teachers are reminded to train students to give one detail per mark, as they answer free response questions. Some questions do carry two marks, and, in some cases, there may be more than two possible things a student could write. This is a normal part of the way the questions work, and so there is no need for students to offer more information than required by the rubric. It is useful to note that questions are also designed so that the answers can reasonably be expected to fit on the writing line provided. Students should aim for concision in their responses.

This question targets grades A to E.

Most successfully answered was: **Q5 (a and b)**

Least successfully answered was: **Q5 (c and d)**

Section C

This section tests students' ability to conduct independent research in Arabic, and to respond critically to a text that relates to the research topic they have chosen. Students need to be mindful that they need to relate the text that they have read to the research that they have done about the topic they have chosen. The A02 information from the text needs to be contextualized and added to the research, A04. **It is not enough simply to give a critical view about the content of the text or to use the research statement simply as a kind of essay title and overlook the text.**

The highest scoring students had effectively combined the information from the text provided with what they had researched to respond critically to the research statement. The inclusion of perceptive ideas was an indicator of high levels of performance in this task. A perceptive idea is defined in the specification and mark scheme, but broadly can be considered any knowledge or understanding that goes beyond what the average speaker of Arabic would know about the topic in question. This could include facts, data, trends, social or historical context or the connection of ideas in such a way as to demonstrate real understanding of the issue. These students had also used appropriate and wide-ranging vocabulary specific to the task and had shown their ability to write the language in a natural, authentic, and sophisticated way including a range of structures and features. These students often also showed evidence that they had proofread their own work, as was indicated by corrections made to what they had written.

The lower scoring students often missed a crucial element of the task; they either focused exclusively on the passage, without adding from their own research or they used the research statement as a stimulus for a generalized set of comments that were straightforward in nature and did not go beyond what any speaker of Arabic might be expected to know. Often the language used was less academic in register, less wide-ranging and contained errors that impeded clarity or generated ambiguity. Here there was evidence of a lack of proof-reading.

Teachers are reminded that the mark scheme contains indicative content, but this is not intended to be a definitive answer to the statement. Examiners use a levels-based mark scheme and reward all relevant responses produced by the student, accepting that each student may approach the task in a different way.

Research from Theme 1

The passage dealt with Arab social mores regarding shaking hands and customs of greetings among Arabs. Teachers should look carefully at the indicative content in the mark scheme for information about the level of response expected.

In response to this research topic, students produced a range of thoughtful and well-structured responses and there was evidence that many had prepared well. For example, one student wrote a well-structured essay with clear paragraphing and a strong introduction. Throughout the piece, the student remained focused on the central topic of cultural customs, often supporting arguments with relevant examples from Libyan society. A particularly strong aspect was the use of information from the provided text, especially the discussion on how greeting customs are passed down through generations across the Arab world. This demonstrated a deep understanding and contributed to the candidate achieving high marks in the URW (AO2) criterion. The essay also offered a critical analysis of culture and society, with well-developed and justified arguments that led to convincing conclusions about the one country researched (Libya). As a result, the student earned high marks in KU (AO4) for a thoughtful and well-written essay.

Research from Theme 2

The passage addressed how the welcoming of a newborn has become an exaggerated celebration in some Arab countries. Students were asked to respond to the statement: **“Celebrations and events in the Arab world have changed and evolved.”** Teachers should refer carefully to the indicative content in the mark scheme for guidance on the expected level of response. This was a popular topic on which many students had done thorough research. They were able to provide detailed descriptions of a variety of festivals and celebrations in the Arab world and explain how these have changed over time.

In response to this topic, some students produced thoughtful and well-structured essays, showing clear evidence of preparation. For example, one student wrote about how Independence Day is celebrated in Jordan. They used information from the passage to describe how, in their opinion, people tend to spend excessively, such as purchasing expensive concert tickets. The student also discussed other celebrations and festivals, including high school graduations and the two religious Eid, providing detailed accounts of each in separate paragraphs within an extensive essay.

Research from Theme 3

The passage discussed how tourism can bring significant benefits to Arab economies and emphasized the importance of investment in the development of tourism in the Arab world. Teachers should refer carefully to the indicative content in the mark scheme for guidance on the expected level of response.

In response to this research topic, students produced a range of thoughtful and well-structured essays, with clear evidence that many had prepared thoroughly. For example, one student wrote about how investment has helped the Jordanian economy, leading to major developments in the country's infrastructure. The student explained that based on their own research into tourism cities like Amman, Aqaba, and Ajloun have experienced growth and now offer more

job opportunities to locals due to both foreign and domestic investments. The student frequently referred to information from the passage and demonstrated a high level of critical analysis, often supporting arguments with well-justified viewpoints and drawing convincing conclusions about the country studied (Jordan). The essay also showed a high level of language accuracy, resulting in strong marks across all criteria.

Research from Theme 4

The passage addressed the historical context of how some minorities in Arab countries are striving to achieve equal rights. Teachers should refer to the indicative content in the mark scheme for guidance on the expected level of response.

Although this was the least popular essay question and few students chose it, the quality of essays submitted this year was noticeably better than in previous series. This reflects that students had conducted research and prepared well. In response, students produced a range of thoughtful and often well-structured essays. For example, one student wrote about several minority groups in Yemen, explaining how some have been treated differently from the rest of the population, resulting in inequality and a lack of rights. However, the student also noted that some minorities in Yemen have successfully attained their rights.

The student often used information from the text, expressed personal opinions, and concluded the essay with a clear disagreement that not all Arab countries are committed to giving minorities their rights, adding that the gap between minorities and the majority remains significant in some Arab nations.

Guidance for teachers for future sessions

- i. Ensure that all students are familiar with the format of the paper and what they need to do in each section and question.
- ii. In section A, make students aware that a correct translation will not necessarily be a literal word-by-word translation. There will be differences in word order, clause structure or other linguistic features between the two languages. The resulting English passage should be natural, correct, and unambiguous English.
- iii. 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 English 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.
- iv. In section B it can be a useful exercise to focus students not only on finding the correct answers but also looking at why the incorrect options are wrong. This encourages careful reading of the questions and develops metacognition in terms of how the questions work.
- v. In section B teach students about the 'order of elements' rule and apply it during teaching, so that students learn to produce clear and concise answers.
- vi. In section B teach students to be guided by the number of marks and the space allowed for writing. This can help them give enough detail and avoid indiscriminate lifts.

- vii. In section C, ensure that students understand the task and **give them practice in linking a passage with research**. This can make a useful speaking task and provide teachers with insightful assessment for learning information about the student's understanding.
- viii. In section C, **ensure students are equipped with a good range of topic specific, academic vocabulary to be able to ensure that the written response is correct in terms of register and not overly colloquial in tone**.
- ix. In section C, give students practice in proof-reading their own work and that of others, looking to correct common errors and develop the habit of writing accurately.
- x. In section C, ensure that students understand the task and that **they focus on the following points: they must answer and write about the statement given to them, use some of the information in the text to support their response focusing on one Arab country**.

