



Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE
In Arabic (9AA0)

Paper 2: Translation into Arabic and Written
response to works

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Summer 2024

Publications Code 9AA0_02_2406_ER

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Introduction

Most candidates produced a good piece of writing within the word count. The level of writing ability has improved immensely in comparison with the previous series. The efforts made by the teachers are noticeable as student performed much better than before, especially in the aspect of analysing, students seem to have more of an understanding of what is required of them, they seem to complete the task confidently. There are still some students who focus on descriptive writing as opposed to analysing. However, overall, the paper performed well and the tasks where understood, the questions varied and tested a range of levels and abilities and skills for translating and writing in Arabic as most of the questions where not about the main characters. It is also important to mention that students use some colloquial words and dialects.

Question 1: Translation

The English text was clear and straightforward with challenging vocabulary/phrases to test the candidate's different abilities in order to produce a well- structured Arabic translation from an English text.

Some of the challenging words/phrases were: (growing trend, search of livelihood, excluded, profound socio- economic changes, experts, evolving social norms, legal reforms, developed, civil rights).

Many candidates produced excellent translation, using very good sentence structure, and grammar. Even the poorer translations were able to transfer at least some parts of the text into Arabic, while few used dialectal vocabulary.

Some mistakes were: حياة الأسرة الطبيعية، الموضة، الكوبلات،

حقوقها الإنسانية و إفريقيا الشمالية.

Question 2a: The question was understood by many students, who wrote about Mohsen relationship with Andre's family, while other students concentrated on his relationship with Andre only. Some went to summarise the main events in the book. Few students went on to drift off topic and describe his relationship with Susie. Using the question from the previous series.

Question 2b: Few students could focus on Mohsin's homesick feelings, living away from his country and having to miss all the memories and places in Egypt.

Many students wrote a comparison between the East and the West. Using the question of the previous series. It seems that for some students there was a confusion between two words: الغرب و الغربية

Question 3a: Students wrote very good essays about A.T.'s character and his personality, showing their good knowledge of the role and his interactions with the other characters.

The question was chosen by students who prepared this book; therefore, it shows their ability at evaluating and analysing the character.

They used mostly accurate language, well-structured complex sentences, and specialised vocabulary.

The question was not about the main character of the novel, and this allowed most students to be tested on their knowledge of the novel. This question was targeted at students aiming to gain a high grade and seems to have to meet the expectations with some candidates.

Question 3b: almost all the responses were excellent. They produced a deep study of the idea of "the dream" that involved the major characters in the novel. Students were well prepared, and showed excellent understanding and convincing interpretations of ideas, and a logical sequence of events that linked well together. It seems that the reason candidates enjoyed this question is due to the fact that they can also add details about their own dreams into the task.

Question 4a: Also here, most students who chose this option produced good to excellent study of Husna's character through her relationship with Lady Nadifa and Jamal.

They wrote good analytical description giving examples from the play.

This was a character question regarding the housekeeper in the play, she represented brightness, positivity, honesty, loyalty and above all trust. This question allowed the students to perform well. Although occasionally they steered away from the task and move to descriptive writing instead. this means they lost focus on the task.

Question 5a: Not many students answered this question, as it was not about the main character of the film. It seems that candidates enjoy questions about the main character of the film. However, this question was about the son in law and his relationship with the entire family. It shows that candidates focus on the main character and seldom focus on other issues in the novels or films.

Question 6a: Many students were able to analyse the relationship between Hussain and Sameeha and show how both characters have gradually changed to have finally a good ending.

Some students focused on writing about the events in the movie causing them to lose marks.

Question 6b: This question was not popular among the students. The question was related to marriage within the family which is a common practice in Arab society and was aimed at those seeking to explore their skills and talents. They managed to answer well. As the phenomenon was predominantly on all aspects of the film.

Question 7a: This question was about the father of the main character who is not showed often in the film, yet, he has a significant impact on the events in the film. The students who chose this question expressed two different opinions about the father. One was a positive opinion, while other was negative. This expressed the student's ability to see the character from different angles.

Question 7b: This question served as a platform to showcase a candidate's talent, involving various writing techniques, imaginary, abstraction and their reflection on a particular reality. It was a high calibre question that distinguished students' abilities and highlighted their cognitive flexibility. While, responses varied widely, in terms of marks, the overall performance was commendable.

This was the most popular question among the students as it refers to the symbol of the bicycle in the film. The director portrays the symbol of the bicycle in many ways, which allowed the students to have a variety of motifs to analyse and elaborate on. However, some students are still driven to describing and summarising the film instead of analysing and elaborating on the what the question demands. Most candidates focused on the theme of freedom, however top performers identified and elaborated on additional symbols, providing well-developed responses.