



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE Arabic (9AA0)
Paper 03: Listening, Reading and Writing in
Arabic

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2025

Publications Code 9AA0_03_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

Introduction

There were some examples of better work seen with learners more likely to achieve the top level on level based questions. Equally there were some learners who struggled to perform consistently across the paper.

In Section A, the multiple-choice questions, Q1 targeted information on Marriage rituals in Yemen. Most learners could identify the various details required in the questions.

Q2 required learners to identify details about the art of Calligraphy in Syria. Most performed well on sub questions i,ii,iii with only the most able identified the correct answers for 2iv, that calligraphy artists slow down when writing in order for the writing ink to dry up, and 2v that the ultimate goal of the artist is format Arabic words in lines.

Q3 is an open-response question (3a), including questions testing summary skills (3b). The topic this series was on music heritage in the Sultanate of Oman.

3a saw almost all learners perform well on Q3aiii as they identified that songs are important to fishermen as they entertain and encourage them to work. There were varied responses to other questions; many learners identified that the information needed in 3ai is particular to the Omani people so they gave the required response: to express their ideas and experiences without mentioning the more general information about the role of music in general. Equally the most able differentiated between the National anthem and national songs for Q3av.

3bi and 3bii asked learners to summarise the information on specific points. In 3bi, most correctly responded to the first and second point. In the 3rd point, some learners only paraphrased the information in the question saying that it has a role in political opposition, instead of mentioning that music can be a means to shape and change the political status.

3bii, many learners understood that songs change with change of time and audience and that songs with fast rhythm are enjoyed more by the younger generations. The last point appeared to be particularly challenging for many learners as they did not identify the characteristic of a good traditional music composer, which is his ability to combine the length of the musical piece and its complexity.

Q4 the final question in Section A is an open-response question on waste recycling projects in Algeria.

4a, most learners identified that the source of information in the text comes from the recent statistics however a good number misspelt the word statistics. Centres are encouraged to train learners on accurate spelling and good handwriting.

4b, most learners identified that household waste is what is targeted by the new project in Algeria.

4c, almost all learners identified the two economic benefits of waste recycling. Weaker responses did not differentiate between the economic benefits and other benefits.

4d appeared to be particularly challenging for many learners; while most asserted that the project stimulates economic growth, this explanation did not sufficiently address the specific benefits for Algerian citizens.

In 4d, responses were mixed when learners were tasked with identifying and justifying the two main challenges faced by the Algerian recycling project. While several accurately highlighted issues such as insufficient public awareness and inconsistent waste separation at the source, weaker answers tended to generalise or omit justification, merely listing problems without connecting them to their effects on project success. This underlines the importance of encouraging learners to support their answers with clear reasoning, drawing directly from textual evidence to substantiate their points.

In reality, the principal advantage for Algerians lies in the creation of new employment opportunities generated by the project.

4e required learners to identify the two groups that derive the greatest benefit from the new initiative. Accurate responses cited waste collectors and recycling agencies; in contrast, less precise answers incorrectly referenced entities such as the state or digital portals.

In 4f, learners were expected to determine the primary factor influencing the scheduling of waste collection. Although many learners recognised that the timing is contingent upon the volume of waste produced, others merely referenced the frequency of collection—such as once or twice per week—which does not fully satisfy the requirements of the question. It is imperative that centres encourage learners to read each question attentively, particularly noting the command words and the specific information being sought.

In 4g, the majority of responses successfully conveyed their intended meaning despite containing spelling errors; these inaccuracies did not impede overall understanding.

Section B comprised a listening component (5a) and a reading passage (5b), both of which required learners to summarise various perspectives presented in each source. Subsequently, learners were asked to address question 5c, which demanded critical evaluation of the viewpoints and the formulation of well-founded conclusions. The thematic focus for this series was political transformations in Libya.

Within both 5a and 5b, six viewpoints were presented in the listening source, from which learners were expected to identify four. Many learners extracted factual elements—such as the reflection of political changes in Libya’s foreign policy following the February 17 revolution, or the impact of international sanctions and air embargoes in the 1990s—these do not reflect the opinion of the speaker, which is the demand of the question.

Similarly, the most precise responses to 5b focused on the writer's opinions, for instance, emphasising that safeguarding Libya’s vital interests and cultural identity is of greater significance than maintaining its regional role, while omitting purely factual statements.

Performance on this type of question would improve if learners concentrated exclusively on the viewpoints expressed by the speaker and writer, ensuring responses comprised complete sentences that accurately convey meaning. For example, a summary in 5b that simply states “this impact is the least dangerous” fails to specify which impact is being referenced, therefore lacks sufficient clarity.

Assessment for question 5c was based on three levels: comprehension and response to spoken language, comprehension and response to both spoken and written language, and accuracy and breadth of language use. A number of learners did not provide substantive or relevant judgments regarding the viewpoints expressed in the spoken material, thereby missing the

opportunity for thorough evaluation. Instead, many responses consisted primarily of summarisation, with varying degrees of effectiveness.

Stronger responses utilised the presented viewpoints as a foundation for drawing well-reasoned conclusions. For instance, when discussing the spoken opinion that during the monarchy, Libya's foreign policy was based on good neighbourliness, good responses drew valid conclusions from this viewpoint by adding that good relations with neighbouring countries gave Libya a chance to build its economy and minimized the potential of war and regional conflict.

Similarly, in the written opinion that prioritising the protection of Libya's vital interests and cultural identity holds greater importance than preserving its regional role, exemplary responses elaborated by noting that maintaining cultural identity fosters unity among Libyans—a consideration that supersedes the significance of regional status.

Summary of Findings

- Higher-performing learners showed improved responses on level-based questions, though some struggled with consistency across the paper.

Section A assessed listening and reading through multiple-choice and open-response questions on topics such as marriage rituals in Yemen, calligraphy in Syria, music heritage in Oman, and waste recycling in Algeria.

- Learners generally identified key information, but some found it challenging to provide precise or detailed answers, especially when required to differentiate between similar concepts or provide specific examples.
- Frequent errors included spelling mistakes and failure to address the specific command words in questions, particularly in questions requiring explanation or identification of detailed benefits or groups.

Section B involved summarising and evaluating viewpoints from listening and reading sources on political transformations in Libya.

- Learners often summarised factual content rather than identifying and evaluating opinions, which limited their scores on higher-level assessment criteria.
- Stronger responses were characterised by clear identification of viewpoints and logical, well-supported conclusions.
- Overall, there is a need for learners to focus on reading questions carefully, differentiating between facts and opinions, and providing more precise, detailed responses.

