



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel International Advanced Level
In Arabic (WAA02)
Unit 2: Writing and Research

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Introduction

Candidates are required to draw on and apply their knowledge of the Arabic language, grammar and lexis by selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate the Arabic language in continuous writing.

Candidates will be expected to recognise and use Arabic in a variety of contexts and to the following general topic areas: youth culture and concerns, lifestyle, health and fitness, environment and travel, education and employment, technology in the Arabic-speaking world, society in the Arabic-speaking world, and ethics in the Arabic-speaking world.

Section A

Question 1

Question 1 WAA02 contains a passage of 200 words in English to translate into Arabic; most candidates were successful and achieved a good grade. Candidates generally performed well in response to the stimulus about the first official visit of Arab delegates to Tudor England. Most learners provided an accurate translation of the meaning. However typically, the more challenging words targeting higher ability learners were often mistranslated or transliterated into Arabic from the English stimulus: 'eventually', and some found translating the meanings of prepositions in Arabic/English difficult e.g. بالغة العربية – تمت ترجمتها في اللغة العربية.

While many candidates translated the title, many forgot to do so. While most candidates were able to use the glossed word provided, some missed using it.

Section B

In the discursive essay, candidates must write a story in Arabic, expressing the ambition of a girl with additional needs. They must end the story with the statement: "After she obtained state assistance, she was able to establish a successful company."

This series revealed an improved balance between those who chose (a) or (b) and this was a successful question for most learners; lower ability candidates lost marks due to the quality of the discursive essays produced, which often largely copied the stimulus (even events and names). A key skill is to be able to produce discursive essays inspired by the given text but from the candidate's imagination.

Lower-ability responses typically are overly reliant on the stimulus to produce their answers.

Higher-ability responses use the guidance to develop a creative or discursive answer targeted at the required audience or as a relevant and thoughtful story.

Question 2(a)

Many candidates demonstrated excellent writing ability with imaginative content relevant to the question. Candidates should follow the basic story elements such as the time, the place, the special issue/problem, the events, the complex and the solution. Some students used the text and added a few elements to the question, and thus did not score the highest marks

Question 2(b)

Candidates were required to write an article in the school magazine in which they encourage their colleagues to cooperate with and integrate people with additional needs in society through activities commensurate with their potential. Some candidates scored low due to a lack of attention to the audience and the style required.

Section C

This section has a vast range of topics that served all interests, abilities and skills, such as Arab Sciences, Arab Art and Architecture, Comedy in Arabic Cinema, Tragedy in Arabic Cinema, Arabic Poetry, and Arabic Literature.

It encouraged candidates to express their points of view on different topics and genres and stimulated their suggestions/points of view to be expressed, and to identify issues and lessons learnt.

Question 3(a)

In the first of two questions on Arab science, the candidates were instructed to discuss the Achievements of Al-Battani, together with some biographical details of the scientist's life and background.

Responses to this question were poor due to a lack of knowledge required for this topic, therefore, it would be beneficial to the development and progress of candidates to be allowed to study specific Arab scientists, instead of limiting the scope of options for candidates to just Q5 and Q6 films.

Question 3(b)

The second question on Arab science gives candidates the flexibility to write an account about the life of a famous scientist who had an impact on Zoology.

No relevant responses

Question 4(a)

In the first of two essays Arab Architecture and Art, learners were asked to discuss Arab architecture of an important library and reflect on its cultural significance. A good number of candidates chose this question, and these were candidates with excellent knowledge of their heritage and how the design features contribute to this, however, others did not answer the question correctly.

Question 4(b)

The second essay question on Arab art and architecture requires candidates to discuss national dress of a chosen Arab country. Candidates were asked describe some of those clothes and to discuss the colours, symbolism and representation of each nation. A growing number of candidates chose this question, many of them had very good quality essays showing strong knowledge. Some responses lost significant marks because they did not choose one Arab country, but instead spoke in more general terms.

Question 5(a and b)

In this section, Comedy in Arab Cinema: Candidates enjoyed answering this question in a and b. A summary of the film will not score a high mark. The question will never ask for a summary of the film, instead, candidates are required to analyse themes, character development, symbolism, directing style, soundtracks, or cinematography.

In 5(a) length and depth, only a few could analyse and provide their own opinion directly on the question of the Arabic Comedy film, My wife the general director.

Higher-ability learners produce balanced essays that directly address the question, and lower-ability learners almost always start producing essays that generally summarise the film but do not answer the question. This is the most common difference between learners. Writing a summary of the film does not answer the question, and candidates must be trained to understand this to gain higher marks.

Candidates need to use their knowledge of the film and focus their attention on the theme of challenging misogyny. A successful essay will start with an opening paragraph that explains to the examiner how key events and characters are used to challenge misogyny. The candidate will then use this paragraph to structure a logical and systematic analysis of the events and characters as supporting evidence for the candidate's analysis of how the film achieved this aim. Top band responses show awareness of culture and society at the time of the film, and the impression on the audience and their attitudes. Quote or paraphrase dialogue, photography and the director's use of music, lighting and costume can all be useful sources of evidence for evaluations and critique.

Question 5(b)

A summary of the film will not score a high mark. The question will never ask for a summary of the film, instead, candidates are required to analyse themes, character development, symbolism, directing style, soundtracks, or cinematography.

In (5b), less popular than 5a, with fewer candidates producing a good evaluation of the film and addresses the attempts of an aristocratic figure to find a job, and how comedic situations are used in the film to demonstrate this. In the film Soft Hands, the candidate should understand that the protagonist represents a figure who has not only lost their status, but also their world when Egypt changed from a monarchy to a republic. Comedic events in the film serve to demonstrate his challenging adjustment, attitudes, and how the different main characters interact and represent various levels of society. Top band essays will show an understanding of the political context at the time of the film.

Question 6(a)

A summary of the film will not score a high mark. The question will never ask for a summary of the film, instead, candidates are required to analyse themes, character development, symbolism, directing style, soundtracks, or cinematography.

In this section, Tragedy in Arabic Cinema, candidates were required to explain the similarities and differences between generations in Saudi Arabia. Key points to compare include generational similarities and differences in terms of cultural values. Evidence of scenes, dialogue, character representations or symbolism is useful to gain higher marks.

Lower-ability candidates typically only managed to narrate the film by summarising and did not apply any critical analysis.. Higher- ability candidates responded to the focus of the question to form their essays.

Question 6(b)

A summary of the film will not score a high mark. The question will never ask for a summary of the film, instead, candidates are required to analyse themes, character development, symbolism, directing style, soundtracks, or cinematography.

Most candidates wrote only about the main events of the film, commenting briefly about challenges to social values and resulting conflicts. Very few were able to analyse Hisham and Mona effectively within the theme of the question.

Lower ability typically only managed as usual to narrate the film by summarising and did not apply any critical analysis which still the lacking point in every marking series.

Question 7(a)

No learners answered this question. Each series, including this series, Q7a and Q7b are the least popular questions to be chosen. This series no learner chose the question. As the question is rarely chosen each year.

Question 7(b)

No relevant responses. It is a teacher's responsibility to expose candidates to literature and poetry as part of their Arabic International A level; they should understand the influence of 1500 years of poetry on Arabic as a language and the shared culture of 22 nations.

Question 8(a)

Higher-ability learners answered the literature question with the best approaches, making references to the text of Sarah and substantiating their opinions of jealousy and love with authentic evidence.

Question 8(b)

Arabic literature: Bamboo Stalk. Some good quality analysis about the two families, supported with references to the events, characters and writing style used by Saud Al-Sanousi, structured with paragraphs discussing social, family, economic and religious injustices.

Paper Summary

General candidate performance was good, with similar translation skills and creativity as the last series. Noticeably poor handwriting for a lot of candidates, it is the responsibility of the teacher to support handwriting clarity, and if there are medical conditions, then exam arrangements should be organised with the examination officer to give fair opportunities to candidates.

Long-standing errors still occur, which are due to a lack of exam techniques. Some learners still answer questions on films and novels with generalised summaries of the storylines and completely bypass the actual questions, which results in scoring low to no marks. Learners need to be given plenty of opportunities to gain experience with essay questions and practise techniques to understand the question's requirements and plan responses.

Questions on films, especially comedy and tragedy, continue to prove popular year on year. Few candidates choose to answer questions on poetry, which suggests some candidates may not be covering the full specification.

Examiner's Advice

- Candidates should practice more on writing different types of essays. They should be able to differentiate between a story writing and an article.
- Encourage candidates to write a plan on the blank page.
- Candidates are encouraged to underline the keywords in the question to focus on what they were asked to write about, instead of producing a random piece of writing.
- When answering question two, candidates must not copy from the stimulus; this will reduce the level awarded and will be irrelevant to the question's task.
- Candidates should be encouraged to do more practice in translation from authentic, up-to-date articles, from the news, magazines, to enrich their vocabulary. Also, to avoid summarising/skipping words in the text. Students should translate the text title as well.
- Candidates are encouraged to practice grammar to use the correct tense.
- Candidates should be encouraged to read the novels rather than watch the film adaptation of them, as they could have different details or endings, which may limit their awareness and opportunities.

