



Pearson
Edexcel

Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE

In Arabic 9AA0

Paper 01 Translation into English, Reading
Comprehension and Writing (research question)
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 2024

Question Paper Log Number P75381

Publications Code 9AA0_01_2406_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1: Translation into English, Reading Comprehension and Writing (research task) in Arabic.

Section A – Marking principles (translation)

Misspelling is tolerated, as long as it does not lead to ambiguity, for example ‘drought’ misspelled as ‘drowght’ would be acceptable but misspelled as ‘draught’ would be unacceptable as this is a real word with a different meaning.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Section A – Mark scheme (translation)

| Section number | Arabic text | Correct answer | Acceptable answers | Reject | Mark |
|----------------|------------------------------------|---|--------------------|--------|------|
| 1 | نُهاد حداد المشهورة باسم فيروز، | Nouhad Haddad, known by the name Fayrouz, | | famous | (1) |
| 2 | مطربة وممثلة لبنانية | is a Lebanese singer and actress, | | | (1) |
| 3 | وُلدت في بيروت. | born in Beirut. | | | (1) |
| 4 | تُعد من أبرز فنانات | She is considered one of the most prominent artists | | | (1) |
| 5 | الجيل الذهبي | of the golden generation | | | (1) |

| | | | | | |
|----|--|--|---|--|-----|
| 6 | في المسرح والموسيقى في لبنان. | in theatre and music in Lebanon. | of | | (1) |
| 7 | كما أنها من أشهر الأصوات العربية، | She is also one of the most famous Arab voices, | | | (1) |
| 8 | ولاقَت أعمالها الفنية رواجًا واسعًا | and her artistic works were widely popular | work | | (1) |
| 9 | في العالمين العربي والغربي. | in the Arab and Western world. | | | (1) |
| 10 | قدّمت فيروز المئات من الأغاني | Fayrouz performed hundreds of songs that were | released | | (1) |
| 11 | التي تميزت بقصر زمانها وقوة مضمونها. | characterized by being short with powerful content. | characterized by their shortness and the strength of the content | | (1) |
| 12 | غنت فيروز للحب وللأطفال وللوطنية ولللحزن والفرح والوطن. | Fayrouz sang about love, children, patriotism, sadness, joy, and the homeland. | happiness country | | (1) |
| 13 | قدّمت هذه الأغاني ضمن عدد من المسرحيات | These songs were performed as part of a number of plays | several theatrical productions | | (1) |

| | | | | | |
|----|---|--|------------------|--------|-----|
| 14 | التي ألفها ولحنها الأخوان رحباني. | written and composed by the Rahbani brothers. | | | (1) |
| 15 | تنوعت مواضيع هذه الأغاني بين النقد السياسي والاجتماعي، | The topics of these songs varied between political and social critique, | | | (1) |
| 16 | وتمجيد الشعب والبطولة، | glorifying people and heroism, | nation | | (1) |
| 17 | والتاريخ الغني للعالم العربي. | and the rich history of the Arab world. | | | (1) |
| 18 | تأثير فيروز الكبير في الشعوب | The great influence of Fayrouz on people | impact effect | affect | (1) |
| 19 | وفي الموسيقى العربية المعاصرة | and on contemporary Arab music | | | (1) |
| 20 | أكسبها لقب سفيرة النجوم. | earned her the title of Ambassador of the Stars. | | | (1) |

Section B - Mark scheme (reading comprehension)

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2(i) | B | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2(ii) | D | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2(iii) | C | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2(iv) | A | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 3 | Award 1 mark for each of the below. Only four answers are required. One mark will be deducted for each additional answer. A E G H | (4) |

| Question Number | Answer | Acceptable answers | Reject | Mark |
|-----------------|--|--------------------|--------|------------|
| 4(a) | بإعادة التفكير في نظام فصل أبنائها وبناتها عن أقاربهم (من الدرجة الأولى في لقاء الأسر) | | | (1) |

| Question Number | Answer | Acceptable answers | Reject | Mark |
|-----------------|---|--------------------|--------|------------|
| 4(b) | نتعلم قيم الأسرة (1) ونتعلم آداب الحديث مع أقاربنا (من الجنسين) (1) | | | (2) |

| Question Number | Answer | Acceptable answers | Reject | Mark |
|-----------------|-------------------------------|--------------------|--------|------------|
| 4(c) | يلعب الصغار أمام أعين أهاليهم | | | (1) |

| Question Number | Answer | Acceptable answers | Reject | Mark |
|-----------------|---------------------------------------|--------------------|--------|------------|
| 4(d) | صار القريب فجأة غريباً \ نرتاب منه | | | (1) |

| Question Number | Answer | Acceptable answers | Reject | Mark |
|-----------------|------------------------------------|--------------------|--------|------------|
| 4(e) | شعر الشباب السعودي أنهم منبوذون | | | (1) |

| Q | Answer | Acceptable answers | Reject | Mark |
|-------------|--|--------------------|--|------------|
| 5(a) | لأن العرب كانوا حريصين على: - ألا تنوب شخصيتهم (1) - ألا تضعف عبقريتهم (1) | | وقد أخذوا يحدقونها، ويبرعون فيها | (2) |

| Q | Answer | Acceptable answers | Reject | Mark |
|-------------|--|--------------------|--------|------------|
| 5(b) | امتداد أثره في أرجاء البلاد الواسعة | | | (1) |

| Q | Answer | Acceptable answers | Reject | Mark |
|-------------|---|--------------------|----------------------------|------------|
| 5(c) | التزين بالرسوم والصور التي لا روح فيها | | وجددوا أدواتهم وأوانيهم | (1) |

| Q | Answer | Acceptable answers | Reject | Mark |
|-------------|--|--------------------|--------|------------|
| 5(d) | لَبَسُوا بِالْأَحْجَارِ الْكَرِيمَةِ وَالْعَاجِ نَفَائِسِهِمْ | | | (1) |

| Q | Answer | Acceptable answers | Reject | Mark |
|-------------|--|--------------------|--------|------------|
| 5(e) | عكس فلسفتهم في تفسير معنى الكون والحياة | | | (1) |

Section C – Marking principles (written research task)

There are three levels-based mark grids to be applied to this task. They are:

- knowledge and understanding of society and culture (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3).

The recommended word count for this task is 270 to 320 words, but the whole response must be marked regardless of length.

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 13–16 with a small amount of band 17–20 material, it would be placed in band 13–16 but be awarded a mark near the top of the band because of the band 17–20 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.

- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Mark grids

Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student’s answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject. Students must base their response on **one** Arabic-speaking country only. If students refer to more than one country, examiners will mark positively by awarding marks for content based on the country that will gain the highest mark. If students do refer to more than one country in their response, they are likely to disadvantage themselves, as they will waste time writing content that will gain them no marks.

Understand and respond to written language (AO2 – 10 marks)

- This grid assesses students’ understanding of the unseen text through their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two-mark grids for AO4 and AO2 are presented side by side. This is because of the inter-connection between the information that the student is producing based on knowledge and understanding of society and culture, and the information that they are using from the unseen text to contribute to this.

Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).
- Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references/examples related to aspects such as:
 - lifestyle/customs/events both current and historical
 - important figures both current and historical
 - public opinion, feelings, reactions and behaviour.

This list is not exhaustive. The aspects above are illustrated in the indicative content below. The recommended word count for the response is 270–320 words, but the whole response will be marked regardless of length.

| Knowledge and understanding of society and culture (AO4) | | Understand and respond to written language (AO2) | |
|---|---|---|---|
| Marks | Description | Marks | Description |
| 0 | No rewardable material. | 0 | No rewardable material |
| 1–4 | <ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/references from the one country researched to support ideas; limited focus on the research subject. Limited evidence of critical analysis of culture and society; points of view have little justification; limited/brief conclusions on the one country researched that are frequently contradictory; frequently relies on description rather than analysis. | 1–2 | <ul style="list-style-type: none"> Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; information used is frequently contradictory/irrelevant. |
| 5–8 | <ul style="list-style-type: none"> Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/references from the one country researched; some loss of focus on the research subject. Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions on the one country researched that may include contradictions; some reliance on description rather than analysis. | 3–4 | <ul style="list-style-type: none"> Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; sometimes information used is contradictory/irrelevant. |

| | | | |
|------|---|-----|---|
| 9-12 | <ul style="list-style-type: none"> • Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from the one country researched: occasional loss of focus on the research subject. • Some critical analysis of culture and society is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions on the one country researched; occasionally relies on description rather than analysis. | 5-6 | <ul style="list-style-type: none"> • Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; occasionally information used is contradictory/irrelevant. |
|------|---|-----|---|

| Knowledge and understanding of society and culture (AO4) | | Understand and respond to written language (AO2) | |
|---|---|---|---|
| Marks | Description | Marks | Description |
| 13-16 | <ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/examples/reference from the one country researched; focus predominantly maintained on the research subject. • Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions on the one country researched. | 7-8 | <ul style="list-style-type: none"> • Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched. |
| 17-20 | <ul style="list-style-type: none"> • Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/references from the one country researched; focused on the research subject throughout. • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions on the one country researched. | 9-10 | <ul style="list-style-type: none"> • Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched. |

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas, arguments, conclusions* are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

| Marks | Description |
|-------|---|
| 0 | No rewardable language |
| 1-2 | <ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed. |
| 3-4 | <ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 5-6 | <ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication. |
| 7-8 | <ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication. |
| 9-10 | <ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication. |

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect and future perfect
- passive voice
- adverbial uses of the accusative such as *al-Maf'ul al-Mutlaq, Tamyiz and al-Hal*
- the 'La' of absolute negation
- expressions of exclamation and wonder, use of subordination

- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns.
- using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent as students' control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and easily as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example the misuse of *'inna'* and *'anna'*, some gender and adjectival agreements, as long as they do not include mismatch of cases.
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example mismatch of subject and the possessive adjective, spelling errors that change the meaning of a word, inappropriate tense formation, wrong case endings.
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message.
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using

- the incorrect person of the verb.
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Section C - Indicative content

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions, thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references/examples related to aspects such as:

- lifestyle/customs/events, both current and historical
- important figures, both current and historical
- public opinion, feelings, reactions and behaviour.

This list is not exhaustive. The aspects above are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

| Question number | Indicative content |
|-----------------|---|
| 6 | <p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on the origin of Arab social mores in Arab countries (AO4); students may compare this to information in the text on how the trait of moral code of chivalrous courtesy is changing in many parts of the Arab world (AO2). • Reference from knowledge of culture and society (research) to social mores for example in Algeria or other countries in the Arab world and the changing of attitudes about the moral code of chivalrous courtesy in the Arab world (AO4); students may refer to information given in the text on how the Arab world has changed in regard to moral codes of chivalrous courtesy (AO2). • Information from knowledge of culture and society (research) on the importance of social mores for social cohesion in one Arab country (AO4). • Reference from knowledge of culture and society (research) to why social mores are changing in one Arab country and how this varies between town and country (AO4). • Arguments and conclusions consistent with their ideas/information/ references/examples included in the response (AO4). |

| Question number | Indicative content |
|-----------------|--|
| 7 | <p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) about a festive event the student has studied, for example Mawlid celebrations in Oman (AO4); students may compare this with information in the text on the honourable Prophet's migration and the beginning of the Hijri new year celebrations (AO2). • Reference from knowledge of culture and society (research) to how festive events in the Arab world are changing, for example the introduction of technology (AO4); students may refer to information in the text about the changing nature of celebrations in the Arab societies (AO2). • Information from knowledge of culture and society (research) on the role that family and society play in making a successful and happy festive event (AO4). • Reference from knowledge of culture and society (research) to counter-arguments that suggest that despite the Arab world's current political and economic circumstances festivals have not lost their original purpose (AO4). • Arguments and conclusions consistent with their |

| | |
|--|--|
| | ideas/information/ references/examples included in the response (AO4). |
|--|--|

| Question number | Indicative content |
|-----------------|---|
| 8 | <p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on how tourism has helped the economy of an Arab country, for example Egypt (AO4); students may compare it to information in the text about the positive effects of tourism between Arab countries have in the economic development of an Arab country and how this contributes to tourism. (AO2). • Reference from knowledge of culture and society (research) to how some Arab countries take an interest in investing more money to improve their infrastructure so that they can provide essential services to tourists AO4); students may refer to information in the text about the positive role of tourism between Arab countries in developing the economy and the infrastructure of an Arab country (AO2). • Information from knowledge of culture and society (research) on Arab countries benefit from tourism in various ways, for example how tourism between Arab countries helps in the development of many sectors (AO4). • Reference from knowledge of culture and society (research) about the impacts of tourism on local infrastructure, for example improvements in transport, problems with traffic congestion (AO4). • Arguments and conclusions consistent with their ideas/information/ references/examples included in the response (AO4). |

| Question number | Indicative content |
|-----------------|--|
| 9 | <p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on the historical context of some ethnic minorities who are fighting for their rights in the Arab world (AO4); students may compare this to information in the text about the fact that some minorities in Arab countries have organised themselves so that they can achieve political and civil rights (AO2). • Reference from knowledge of culture and society (research) for example how the Circassians have achieved political and civil rights in Jordan (AO4); students may refer to information in the text how some ethnic minorities have organised themselves. (AO2). • Information from knowledge of culture and society (research) on the ways in which minorities have been treated differently from the rest of the population and how they have tried to achieve equality (AO4). • Reference from knowledge of culture and society (research) to the counterargument that, to have a strong state and achieve true equality, minorities need to be part of the wider national identity and aim for inclusion and integration (AO4). • Arguments and conclusions consistent with their ideas/information/ references/examples included in the response (AO4). |