



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE

In Persian (9PN0)

Paper 1: Translation into English, reading comprehension and writing (research question) in Persian

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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.

Section A: Marking principles

Mis-spelling is tolerated **as long as it does not lead to ambiguity**, for example drought mis-spelled as drowght would be acceptable. but mis-spelled as draught it 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.

Extra guidance 2025

- If one word or phrase in a sentence is translated incorrectly **but it conveys the meaning of Persian text**, the mark should be awarded, for example using invest instead of investment or student's obsession instead of desire or interest.
- Candidates mustn't be penalised for the same errors twice.

Section A: Mark scheme (translation)

Section	Persian text	Correct answers	Acceptable answers		Mark
1	علاقه‌ی دانشجویان برای مهاجرت از ایران	The desire of students to emigrate from Iran	Students' interest		(1)
2	افزایش پیدا کرده است	has grown	has increased	Has changed / has seen a change	(1)
3	در چند سال گذشته	in the past few years.	In the last / in recent years		(1)
4	برخی مشکلات مانند گرانی و یافتن شغل مناسب	Some problems, such as inflation and finding a suitable job	Some problems, like... Expensiveness / Appropriate jobs/	costly	(1)
5	باعث رفتن دانشگاہیان شده است	have caused academics to go	have caused professors... / Students of universities		(1)
6	برای زندگی و کار به کشور های دیگر	to live and work in other countries.	for living and working elsewhere/		(1)

7	وقتی افراد برای همیشه می‌روند	When individuals go forever	When people leave for good / are gone for ever		(1)
8	یعنی سرمایه‌های بزرگی از ایران خارج شده‌اند.	this means that a lot of wealth has left Iran.	it means great wealth / capital / asset has gone out of the country. / huge investments have exited .../ Large amount of wealth/ values / resources big treasures/	big revenues/ capitals have gone out / big source	(1)
9	گروه دیگری هم هستند	There is also another group	There is another type of people	There is another type	(1)
10	که پس از دریافت مدرکشان	that after getting their degree	that after receiving their certificate / after graduating / after getting their qualification after getting their study documents / their diploma	Evidence /	(1)
11	مدتی در ایران مانده	stay in Iran for a while			(1)
12	پس از آن کشور را ترک می‌کنند.	then leave the country.	after that they leave the country./ then migrate.		(1)
13	با توجه به داشتن دانش و تجربه	Due to their knowledge and experience,	Considering their knowledge and experience / Wisdom / With having knowledge and experience	According / depending on the knowledge and experience	(1)

14	این دسته	this group	this category		(1)
15	به حساب می‌آیند	is considered	is counted/ are seen	Count / consider	(1)
16	ثروت زیادی برای وطن‌شان.	a great asset for their homeland.	(as) a great asset / gem / credit / means a lot to their country	great price??	(1)
17	در واقع،	In fact,	Actually / indeed / In reality	Basically	(1)
18	دولت ایران	the Iranian government	the government of Iran/ government		(1)
19	هزینه‌های تحصیل آن‌ها را پرداخته است	has paid their education costs,	their education expenses, / Their educational fees/ has spend money for their studies		(1)
20	اما کشورهای دیگر از مهارت‌های آن‌ها سود می‌برند.	but other countries benefit from their skills.	Benefit from their expertise / They get to use their skills/ They will profit from them. / will have the profit of their work	They benefit from their migration/ Will benefit from their knowledge	(1)

Section B: Marking principles

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.

Example of short phrases with two or more words:

- بالا بردن آگاهی (عبارت فعلی)
- رشد فرهنگی (اسم و صفت)

- When responding to open response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

مثال:

متن: ازدواج با ایجاد خانواده یک پدیده اجتماعی است که همواره پشتیبان سلامت جامعه می باشد.

سوال: یک دلیل مثبت تأثیر ازدواج بر جامعه را نام ببرید؟
جواب قابل قبول: (سلامت) جامعه را حمایت می کند.
جواب غیر قابل قبول: ازدواج همواره پشتیبان سلامت جامعه می باشد.

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the reading extract.

- There are no marks for quality of language in Section B so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example:

فن بد نویسندگی / بی توجهی به فن نویسندگی

- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

از لحاظ ادبی (1)

AND

فنی بهتر می شوند. (1)

Any **one** of:

از لحاظ ادبی (1)

AND

فنی بهتر می شوند. ((1)

- Any parts of an answer that are not essential are bracketed, for example:
(سلامت) جامعه را حمایت می کند
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.

Suggested incorrect answers are indicated in the '**Reject**' column

Section B- Mark scheme (reading comprehension)

Question number	Answer	Mark
2 (i)	C	
Question number	Answer	Mark
2 (ii)	A	1
Question number	Answer	Mark
2 (iii)	D	1
Question number	Answer	Mark
2 (iv)	A	1

Question number	Answer	Mark
3	Award one mark each for the answers below, Only four answers are required. One mark will be deducted for each additional answer.	(4)

	Correct answers are: • A • C • E • G	
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Question number	Answer		Mark
4 (a)	باورها / ارزش‌های / فرهنگ قوم‌ها با یکدیگر متفاوت هستند، موسیقی آن‌ها نیز با هم تفاوت دارد.	تفاوت قوم‌ها	1

Question number	Answer	Reject	Mark
4 (b)	گویش آن منطقه	ریشه ای کهن در میان مردم دارند If candidates mention roots or instruments first then dialects.	1

Question number	Answer	Reject	Mark
4 (c)	به صورت هم سینه به سینه و نسل به نسل / بصورت شفاهی	با افت و خیزهای تاریخی	2 Any two.

Question number	Answer	Reject	Mark
4 (d)	این گروه هنری اعتقاد دارند که آن‌ها باید موسیقی بنوازند / و آواز بخوانند، / شعرسرایی کنند و ساز خود را هم بسازند.		2

Question number	Answer	Reject	Mark
4 (e)	حرکات ریتمیک / و نمایشی / و همچنین رقص Any of these		1

Question number	Answer	Reject	Mark
5 (a)	زیرا دولت‌ها همواره انتظار دارند گردشگران خارجی خود را با شرایط داخلی کشور سازگار کنند. / چون سیاست‌های دولت موفق نبوده است. گردشگران خارجی نمی‌توانند خارجی خود را با شرایط داخلی کشور سازگار کنند.	توسعه‌ی گردشگران موفق نبوده است.	1

Question number	Answer	Reject	Mark
5 (b)	1. آن‌ها می‌توانند به شکل‌های مختلف از پرداخت مالیات شانه خالی کنند، 2. مشکلات زیادی را هم برای شرکت‌های خصوصی به وجود می‌آورند.		2

Question number	Answer	Reject	Mark
5 (c)	صنعت گردشگری، برای دولت‌ها مهم نبوده است.	چون برای توسعه‌ی آن علاقه‌ی کمی نشان دادند.	1

Question number	Answer	Reject	Mark
5 (d)	دولت‌ها باید با برنامه‌ریزی / سیاست‌گذاری‌های هدفمند به رشد و توسعه‌ی گردشگری ایران کمک کنند.		1

Question number	Answer	Reject	Mark
5 (e)	زیرا ساختار این سازمان به گونه‌ای است که در آن به (نیاز / نیازمندی‌های) گردشگران خارجی توجه زیادی نمی‌کند.		1

Section C: Mark scheme (written research task)

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

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

General guidance on using levels-based mark schemes

Step 1: Decide on a marking level

- 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 level. The descriptors for each level indicate the different features that will be seen in the candidate answer for that level.
- 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 candidate has not performed quite as well as the rest. If the answer covers different aspects of different levels 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 level 13-16 with a small amount of level 17-20 material, it would be placed in level 13-16 but be awarded a mark near the top of the level because of the level 17-20 content.

Step 2: Decide on a mark

- Once you have decided on a level you will need to decide on a mark within the level.
- 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 level, depending on how the candidate has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that level.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the level 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 candidate 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.

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

- This grid assesses candidate understanding of the unseen text by 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 connection between the information that the candidate 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 candidates 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 candidates provide alternative responses that fulfil the requirements of the question.
- The indicative content shows that candidates 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).
- Candidates 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. Such aspects are illustrated in the indicative content below.

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	- Limited, straightforward, predictable ideas expressed on culture and society; limited information/ examples/references from research 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 that are frequently contradictory; frequently relies on description rather than analysis.	1–2	Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; information used is frequently contradictory/irrelevant.
5–8	- Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/ examples/references from research; 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 that may include contradictions; some reliance on description rather than analysis.	3–4	Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/irrelevant.
9–12	- Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/ examples/references from research; occasional loss of focus on the research subject. - Some critical analysis of culture and society is evident, with	5–6	Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; occasionally information used is contradictory/irrelevant.

	straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; occasionally relies on description rather than analysis.		
13–16	• Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/examples/reference from research; 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.	7–8	• Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.
17–20	• Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/references from research; focused on the research subject throughout. • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.	9–10	• Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.

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 candidates' 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	- 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	- 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	- 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	- 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	- 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:

- all grammar and structures included in the grammar list that are specific to A Level
- conceptually challenging tenses such as the pluperfect, future
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions, pronouns and relative clauses
- 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 candidates. You should judge in which mark level to place candidates 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 candidates 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 candidates 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 with ease as the reader has to stop and re-read to understand the message.

Errors: candidates are not expected to produce perfect, error-free writing **in order to access the top level** 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 using the indefinite article in the wrong place, for example کتاب خوبی که خواندم instead of کتاب خوبی که خواندم
- 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 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
- mother-tongue interference.

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

Section C: Indicative content

In their response, candidates 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. Candidates 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 candidates are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about 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). Candidates 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. Such aspects 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 candidates provide alternative responses that fulfil the requirements of the question.

Section C- Indicative content

Question number	Indicative content
6	Candidate may include: • Reference from knowledge of culture and society (research) to the difficulties villagers had after the Iran-Iraq war (AO4) candidates may compare specific issues to the information given in the text such as imports (AO2). • Information from knowledge of culture and society (research) in relation to how the government's policies for which migration to big cities increased (AO4). • Information from knowledge of culture and society (research) on the issues migration to cities can cause to migrants' lives (AO4). • Reference from knowledge of culture and society (research) to the Impacts of migration on the nature of villages and the housing market in the cities (AO4). Candidates may make reference to facts such as spreading deserts into villages and chaos in the housing market in cities (AO2). • Arguments and conclusions consistent with their ideas/information/references/examples included within the response(AO4)

Question number	Indicative content
7	Candidate may include: • Reference from knowledge of culture and society (research) to the increase of social media in Iran and Afghanistan and concerns it has caused among families (AO4). • Information from knowledge of culture and society (research) on positive social impacts of the internet on people's social and political awareness (AO4). • Information from knowledge of culture and society (research) in relation to the impact of internet and social media in education (AO4). Candidates may refer to the information given in the text (AO2). • Reference from knowledge of culture and society (research) to the positive aspects of the internet on people's future. For example, young people can play and build up friendships online (AO4). Candidates may make reference to the advantages of social media and the internet in relation to young people's life in the text to link to this point (AO2). • Arguments and conclusions consistent with their ideas/information/references/examples included within the response(AO4)

Question number	Indicative content
8	Candidate may include: • Information from knowledge of culture and society (research) about the efforts made by Iranian women in contemporary Iran to achieve equality (AO4). • Reference from knowledge of culture and society (research) about the issues Iranian women have faced in the arts (AO4). Candidates may compare them to the information given in the text (AO2). • Reference from knowledge of culture and society (research) to how Iranian women artists succeeded in various fields of art, especially cinema, and promoted Iranian cinema. For example, Leila Hatami was selected as a judge at the Venice Film Festival. (AO4). • Information from knowledge of culture and society (research) in relation to women's abilities and skills and benefit to the arts such as cinema, literature, music, etc. (AO4). Candidates may make reference to women's positive contributions in fields like cinema in the text to link to this point (AO2). • Arguments and conclusions consistent with their ideas/information/references/examples included within the response(AO4).

Question number	Indicative content
9	• Candidate may include: • Information from knowledge of culture and society (research) about Iranian art when artists became acquainted with Western art (AO4). • Information from knowledge of culture and society (research) in relation to Kamal-ol-molk and other artists' studies in Europe and the impact on their

	art (AO4). candidates may compare them to the information given in the text (AO2) • Reference from knowledge of culture and society (research) the impact of Europe on the worldview of Iranian artists (AO4). • Reference from knowledge of culture and society (research) focussing for example on Kamal-ol-molk's social and political activities after he returned from Europe. (AO4). Candidates may make reference to Kamal-ol-molk's works in the text to link to this point. For example, his different works in Iraq in which he portrayed ordinary people's life (AO2). • Arguments and conclusions consistent with their ideas/information/references/examples included within the response(AO4)
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