



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE

In Persian (9PN0)

Paper 2: Translation into Persian and written
response to works

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Publications Code 9PN0_02_2506_ER

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General Comments

This report relates to Paper **9PN0/02**, which assesses candidates' ability to translate from English into Persian and respond analytically to literary texts or films. The overall standard and level of performance in this series were consistent with previous years. Candidates showed a solid understanding of both the translation task and the analytical writing components in Sections B and C.

The question paper structure and level of demand remained comparable to the Summer 2024 series. The distribution of high, mid-range, and low marks was in line with expectations, and the mark scheme again allowed for appropriate flexibility in rewarding a range of valid interpretations.

Comments on Each Question

Section A – Q01: Translation into Persian

This year's translation focused on the Iran–Iraq war and its social and economic consequences. While most candidates performed relatively well, some struggled with specific vocabulary items such as '*refinery*', '*infrastructure*', and '*residential buildings*'. These terms, being more technical and formal, proved slightly challenging. Nevertheless, the question worked as intended, and multiple valid translations were accepted during standardisation.

Teachers should ensure that students translate all elements of the source text accurately, maintain consistency in verb tense and tone, and avoid overly interpretive renderings. The inclusion of abstract or academic phrasing requires practice with formal registers of Persian.

Section B – Written Response to Works (Books)

In this section, candidates were expected to respond to two analytical questions. They could choose **either two questions from Section B or one question from Section B and one from Section C**, as per the exam instructions. Responses were assessed for critical engagement with the texts, not simple summary.

We Get Used To It by Zoya Pirzad

Q02a

تأثیر شخصیت شیرین بر روابطش با دیگران را بررسی و تحلیل کنید.

Approximately 4% of candidates selected Q02ax. Most responses were well-structured and analytical, particularly where candidates explored character impact.

A recurring issue was the misnaming or confusion of character names, which affected accuracy and marks. Teachers should ensure students can confidently identify all characters and their roles in the narrative. They need to learn examples about the characters as evidence for their analysis.

Q02b

بررسی و تحلیل کنید نویسنده چگونه زندگی زنان را در این کتاب نشان داده است.

Chosen by 25% of candidates. While several essays were well-developed, a number of responses were more narrative than analytical. There is a clear need to focus on developing deeper engagement with themes and analysis of authorial technique, not just plot.

***The Nik Akhtar Family* by Iraj Pezeshkzad**

Q03ax

بررسی و تحلیل کنید نویسنده چگونه شخصیت فاطی را به تصویر کشیده است.

This was the most popular literary question, chosen by 41% of candidates. Students demonstrated familiarity with the satirical style of the text and characters such as Fati. However, some essays summarised events rather than analysing the writer's techniques or social commentary.

Q03b – *The Nik Akhtar Family*

بررسی و تحلیل کنید چگونه نویسنده موضوع جا افتادن در جامعه‌ی جدید و هماهنگ شدن با آن را نشان می‌دهد.

Selected by over 6%. The question focused on the theme of immigration and adapting to a new society. While some responses effectively addressed this theme, others veered off into character discussion or unrelated events. A more focused approach to the question is needed.

Q04a – *Cart Postal* by Rouhangiz Sharifian

رابطه‌ی پروا را با اعضای خانواده‌اش پیش از آمدن به لندن بررسی و تحلیل کنید.

Chosen by over 10% of candidates. This novel's layered narrative structure and non-linear timeline required stronger analytical skills. Most students who attempted it did so effectively, though some weaker responses reverted to plot summary. This text remains popular but challenging.

Q04b – *Cart Postal*

بررسی کنید چگونه نویسنده، نظر پروا و ارسلان را درباره‌ی موضوع وطن نشان می‌دهد.

Selected by over 9%. The question examined feelings toward homeland and immigration through characters like Parva and Arslan. Most candidates engaged well with this theme, often incorporating personal insight or contextual analysis.

Section C – Written Response to Works (Films)

Q05a – *Offside* by Jafar Panahi

بررسی کنید کارگردان در این فیلم چگونه بی عدالتی را نشان می دهد.

Around 10% of candidates selected this question. The focus on injustice was generally handled well. Most responses were analytical and linked the film's techniques to its message, though a few drifted into descriptive rather than evaluative writing.

Q05b – *Offside*

بررسی و تحلیل کنید پیروزی در بازی فوتبال چه تأثیری در پایان فیلم داشت.

Only 4 candidates answered this question, which focused on the impact of the football match victory. The responses varied in quality. The abstract nature of the question may have contributed to its limited popularity.

Q06a – *A Separation* by Asghar Farhadi

شخصیت سیمین را تحلیل و بررسی کنید.

This was the most popular film question, selected by 43% of candidates. It asked for character analysis, particularly of Simin, Nader's wife. Most essays were coherent and thoughtful, indicating strong understanding of the film and character complexity.

Q06b – *A Separation*

موضوع فقر را در این فیلم تحلیل و بررسی کنید.

Chosen by 34%, this question dealt with the theme of poverty. Though conceptually challenging, many candidates approached it from different perspectives and provided strong, multi-faceted analyses.

Q07a – *Superstar* by Tahmineh Milani

رفتار کوروش با مهناز، دوست دختر دوران نوجوانی اش، را توضیح دهید.

Only 3 candidates selected this. The question explored Kurosh's relationship with his deceased girlfriend, who is not seen in the film but is mentioned by his daughter. The indirect presence of the character may have confused some students. Responses varied in clarity and focus.

Q07b – *Superstar*

بررسی کنید کارگردان چگونه تأثیر اعتیاد کوروش را بر خود و دیگران نشان می دهد.

Chosen by over 6%. The theme of addiction and its impact on Kurosh and others allowed

for meaningful discussion. While many responses remained narrative, a few showed insightful understanding of the film’s emotional and thematic depth.

Conclusion

The Summer 2025 paper was comparable in demand to the previous year. Candidates performed within expected ranges, and the structure of the paper remains appropriate and effective. Teachers and students continue to demonstrate engagement with the material, and the range of responses reflects solid preparation and understanding of the assessment objectives.

Guidance for Teachers for Future Sessions

Based on candidates’ performance and trends observed in the 2025 series, the following recommendations are made to support teaching and preparation:

- 1. Encourage confident use of Persian equivalents for technical and abstract vocabulary**

In the translation section, terms like ‘refinery’ and ‘infrastructure’ posed challenges. Teachers should provide practice with topic-specific vocabulary in a variety of contexts, ensuring students are comfortable with nuanced and formal Persian.

- 2. Reinforce the importance of writing analytically rather than narratively**

A notable number of responses—especially in questions such as 02bx, 03ax, and 03bx—tended toward storytelling. Teachers should continue emphasising analytical writing, using frameworks such as PEEL (Point, Evidence, Explanation, Link) to support structured critical responses.

- 3. Promote familiarity with all studied texts and films**

A few candidates misunderstood character relationships or failed to recall key plot details. Teachers should ensure students can recall not just major events but also minor characters, symbolic moments, and cultural references, particularly for more complex texts such as Card Postal.

- 4. Train students to approach theme-based questions confidently**

Theme-based questions (e.g., immigration, poverty, addiction) were generally less popular than character-based ones. Teachers should provide opportunities to practise analysing themes across multiple scenes and characters, helping students link theme to author/director intention and broader social context.

- 5. Clarify the requirement to write all responses in Persian**

A few students continued to write their Section B or C responses in English, resulting in lost marks. Teachers must stress that analytical essays in these sections must be written entirely in Persian.

- 6. Help students understand the phrasing of less direct or abstract prompts**

Questions like Q07a (a relationship with a non-visible character) may appear more

abstract. Students need strategies to break down complex questions and identify which elements to focus on, even if the character or concept is not explicitly present in the text or film.

7. Support essay planning and paragraphing

Students should be encouraged to develop responses with clear introduction, body, and conclusion. Each body paragraph should tackle one aspect of the question, supported by textual evidence and analytical commentary. This will help avoid generalisation and ensure depth.

8. Utilise past papers and mark schemes for guided practice

Teachers are advised to use the mark schemes—especially the indicative content and assessment grids—to provide peer assessment tasks and model essays. Comparisons between character- and theme-based responses can improve students' understanding of what earns top marks.

9. Emphasize the importance of translation skills in teaching and preparation

I think it would be beneficial to explicitly mention translation to ensure teachers are confident that students have learned vocabulary related to various topics and have practiced using different tenses. Additionally, it should be stressed that accurate translation of all parts of the text is essential, and students cannot translate freely or simply convey the general meaning. Highlighting this will help deepen students' understanding and improve the overall quality of their responses.

10. Address confusion or misnaming of characters to improve precision

A recurring issue was the misnaming or confusion of character names, which affected precision and marks. Students sometimes confused or forgot main characters both in the novel and the film. Therefore, teachers should work more closely with students to help them confidently identify and remember all characters and their roles in the narrative.

