



Pearson
Edexcel

Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE
In Persian (9PN0)

Paper 3: Listening, reading and writing in
Persian

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General comments

This report relates to paper 9PN0/03, which assesses candidates' listening comprehension and their ability to respond analytically to both oral and written texts in Persian. The marking evidence from this session indicates that the paper effectively differentiated between candidates of varying abilities, and all questions performed as expected.

The published mark scheme offers comprehensive guidance on the marking approach, detailing acceptable and unacceptable responses for Section A and providing indicative content for Section B. However, teachers should note that the mark scheme for Section A does not list every possible correct answer. Examiners assess each response on its own merits to assign marks. The marking approach is positive, focusing on rewarding candidates for what they have demonstrated.

For Section B, examiners use a levels-based mark scheme and employ a 'best-fit' method, first placing the candidate's response in the appropriate band and then selecting the specific mark within that band.

It is important for teachers to clearly distinguish between the assessment objectives outlined in the specification. These are:

- AO1: Understanding and responding to spoken language in Persian
- AO2: Understanding and responding to written language in Persian
- AO3: Accuracy and range of language in Persian

In this paper, AO1 is assessed in Section A, while AO1, AO2, and AO3 are assessed in Section B. There was a range of evidence showing how well candidates were prepared for this assessment, and instances of rubric infringement were minimal.

Comments on each question

Section A

This section assesses candidates' listening comprehension skills. The first part focuses on understanding a variety of texts and topics. It includes different types of questions, such as multiple choice, open response, and summary. The listening texts vary and may include reports, conversations, or interviews.

1 The question is written based on theme one the graduate brain drain: فرار مغزها

4 Mark MCQ questions in the target language. It is testing the candidate's listening comprehension in the target language and familiarity with the theme.

Target grades are C-E

2 The question is written based on theme three Changing attitudes towards environmental issues: تغییر نگرش نسبت به مسائل زیست محیطی

5 Marks MCQ in the target language. It is testing the candidate's listening comprehension in the target language and familiarity with the theme.

The target grade is A-E

3a The question is written based on theme two popular culture and music: موسیقی های

مشهور

6 Marks Open response in the target language. It is testing the candidate's listening comprehension in the target language and familiarity with the theme and writing the correct answer in the target language.

The target grade is A-E

3b The question is written based on theme two popular culture and music: موسیقی های مشهور

6 marks Open answers in Persian. It is testing the candidate's listening comprehension in Persian, and their familiarity with the theme. They need to summarise the 3 points of each speaker in the conversation based on the given prompts. The target grade is A-E

4 The question is written based on theme four Modern and traditional handicrafts صنایع دستی مدرن و باستانی

9 marks Open answers in Persian. It is testing the candidates' listening comprehension in Persian, familiarity with the theme, and writing in Persian. The target grade is A-E

Section B

5The question is written based on theme three impact of tourism on society: تأثیر گردشگری بر جامعه؛ نقش دولت

5a is a listening task that has 4 marks and tests understanding and responding to spoken language.

5b is a reading task that has 4 marks and tests understanding and responding to written language.

5c is a writing task that tests their ability to write critically and draw conclusions also the accuracy and range of language.

All three sections follow one theme. It has 22 marks. Target grade is A-E

Guidance for teachers for future sessions

- 1- Ensure that all candidates are familiar with the format of the paper and what they need to do in each section and question.
- 2- In section A, make students be familiar with the relevant words and expression for each theme. As some of the candidates only copy what they heard, some of the answers were unreadable. Although this shows candidates recognise the correct answer, their knowledge is not enough to write the correct word or phrase.
- 3- In section A, work with students using the mark scheme, to exemplify different approaches to respond the questions.
- 4- Candidates should practice how to summarise the spoken language and points of view, and they need to understand the text fully and summarise the conversations. They were not able to use their subject knowledge as they

have to write about the given prompt. This requires students to deduce/interpret the meaning and understand the overall meaning.

- 5- Candidates should be familiar with different types of spoken language such as conversation, interview between 2 or 3 speakers and reporting.
- 6- For sections B candidates need to understand and respond to spoken language and understanding and respond to written language. This assesses the candidate's ability to understand of spoken and written language and to use information to evaluate and draw conclusions. They need to summarise the point of view of spoken language and the written language. Candidates lose mark if they repeat the already mentioned points of views as an example or a description. In the last section candidates need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their own evaluation and come to cohesive conclusions.