



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE

In Persian (9PN0)

Paper 3: Listening, reading and writing in Persian

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General Commentary

The 2025 Persian Paper 3 provided a robust and thematically relevant assessment of students' listening, reading, and writing skills. The paper adhered well to the Pearson Edexcel specification and aligned with current issues in Persian-speaking societies. The variety of question types, the balance of skills assessed, and the authenticity of sources contributed to a meaningful and engaging experience for students.

Section A – Listening Comprehension (AO1)

The listening extracts were contemporary and clear, covering themes relevant to cultural identity, societal roles, and education.

- تغییر نگرش جوانان به ازدواج Q1

This is an MCQ where candidates' scanning skills in listening is examined.

- جشن سده Q2

involved multiple-choice tasks that most students managed well, although distractors proved challenging for some.

- انتخاب مدرسه مناسب برای فرزندان Q3 (a & b)

assessed understanding of nuanced arguments. Candidates must read the rubric carefully as some questions in this section require more than one answer.

Q3b required students to summarise key points, which differentiated stronger candidates from those less familiar with interpretive listening.

- جزیره هرمز Q4

explored environmental and cultural tourism. Some students struggled to extract fine details or missed marks due to literal translation or copying from the audio without rephrasing. Some candidates just write the whole text which does not award them any marks.

Common issues:

- Spelling and syntax mistakes affected otherwise accurate answers.

- Transcription of irrelevant phrases was seen where interpretation was required.

- A few students left responses blank when unsure, instead of attempting a partial answer.

Section B – Integrated Skills (Listening, Reading, and Writing – AO1, AO2, AO3)

Question 5: Focus on Gender Representation in Iranian Cinema

Q5a (Listening): Students were asked to identify key views about war films and directors' roles in films. Many successfully extracted ideas such as how some directors tackle these

issues superficially or how some directors have used cinema to challenge societal norms. However, weaker students tended to quote without evaluation.

Q5b (Reading): The written text reflected the views of directors on the limitations and responsibilities of film producers. Students generally handled the comprehension well, though some relied heavily on lifting lines from the text.

Q5c (Evaluation and Essay – AO1, AO2, AO3):

- AO1 (Listening Source): Strong candidates engaged with the speaker's criticisms and recognised the nuanced portrayal of directors' issues in cinema. They referred to tone, examples, and implicit bias.

- AO2 (Reading Source): Better responses evaluated the director's points and how they reflect deeper institutional or cultural barriers.

- AO3 (Language Accuracy and Range):

- Top responses used appropriate linking phrases and complex structures (e.g., subjunctives, extended arguments).

- Mid-tier students conveyed clear meaning but lacked variation and range.

- Lower-tier responses were repetitive and at times grammatically insecure, hindering clarity.

Strengths and Areas for Development

Strengths:

- Relevant thematic content allowed strong engagement.

- Better spelling and grammar in Section A compared to previous years.

- Students showed greater confidence with political and societal topics.

Areas for Improvement:

- Improve synthesis between sources – some essays felt divided rather than comparative.

- Encourage risk-taking with advanced structures, not just safe/basic ones.

- Some responses lacked an evaluative tone; need for more critical language.

Recommendations for Teaching and Learning

1. Expose students to diverse audiovisual materials, especially around gender, cultural representation, and current affairs in Persian-speaking contexts.

2. Model comparative writing strategies to help structure responses to Q5c.

3. Practise summarising speaker viewpoints using a range of recordings and note-taking strategies.
4. Develop vocabulary banks related to gender, politics, and cinema to increase lexical richness in essays.
5. Encourage drafting and redrafting Q5c responses with a focus on variation, justification, and cohesion.

Conclusion

This year's paper offered a culturally and politically rich theme, testing a broad range of linguistic and interpretive skills. Candidates who approached the tasks with evaluative insight and a command of higher-level Persian structures performed very well. Focused preparation on structure, synthesis, and stylistic range will help all students maximise their outcomes in future sessions.

