



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Persian (1PN0)

Paper 1H: Listening and Understanding in
Persian

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Publications Code 1PN0_1H_2506_ER

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Overview

This report provides a detailed, question-by-question analysis of Paper 1H, with observations on candidate performance, common errors, and targeted advice to centres.

Section A

Q1 – Energy

Test focus: Vocabulary insertion into factual sentences.

Performance: Performance was generally strong, with most candidates familiar with the target vocabulary. Errors occurred when candidates relied on guessing from context without understanding specific terms such as 'آسان' vs 'سخت'.

Advice: Ensure systematic teaching of the Pearson Vocabulary List with both Persian and English meanings, alongside practice in contextual use.

Q2 – Shopping

Test focus: Adjective insertion in sentences about clothing and shopping.

Performance: Most candidates scored highly, though some confused similar adjectives (*جالب* vs *زیبا*). Errors tended to occur in sentences where context could allow more than one plausible option.

Advice: Practise distinguishing between adjectives through context-based exercises, including repetition across different sentence structures.

SECTION B

Q3 – Interests

Test focus: Multiple-choice listening with detail-based options.

Performance: Overall well-answered, though confusion arose in distinguishing similar time expressions (*before lunch* vs *after lunch*). A small number lost marks by guessing after first listening instead of confirming in the second.

Advice: Encourage candidates to mark possible answers during first listening and confirm after the second playback.

Q4 – Family and relatives

Test focus: Selecting three correct statements from a short dialogue.

Performance: Most candidates identified correct answers, though some were distracted by plausible but unmentioned details.

Advice: Reinforce the difference between explicit statements and inferred ideas.

Q5 – Travel

Test focus: Multiple-choice factual recall.

Performance: Weaker performance where candidates confused relationships (e.g., 'works for' vs 'works with').

Advice: Train candidates to focus on relational verbs and possessive structures.

Q6 – Celebration

Test focus: Short-answer responses in English, some requiring two details.

Performance: Many provided only one detail where two were required. Some lost marks for answering in Persian.

Advice: Highlight the importance of 'give two details' prompts and answering in the required language.

Q7 – Holiday

Test focus: Short-answer questions in English with multi-part prompts.

Performance: Candidates often scored full marks, but weaker answers showed omission of one detail in 'give two details' questions.

Advice: Train students to scan for multi-part prompts and ensure complete answers.

Q8 – Weather

Test focus: Multiple-choice and detail comprehension.

Performance: Performance varied; errors often arose in distinguishing weather-related vocabulary or linking correct hobbies to seasons.

Advice: Practice weather descriptions and seasonal vocabulary with listening-based drills.

Q9 – School trip

Test focus: Extended short-answer task with multiple sub-questions.

Performance: One of the most challenging items. Many omitted required details or wrote vague answers. Some failed to recall multi-part events.

Advice: Provide practice with extended listening texts requiring sequential note-taking and structured answers.

Q10 – Professions

Test focus: Selecting two correct statements per part from dialogues.

Performance: Candidates generally performed well but some lost marks for selecting more than two options or misreading instructions.

Advice: Reinforce rubric compliance and selection discipline in multiple-choice tasks.

Overall Observations

The Higher-tier paper effectively discriminated between abilities, with top-performing candidates demonstrating strong comprehension and vocabulary mastery. Most errors stemmed from incomplete answers, ignoring language requirements, or confusing similar-sounding vocabulary. Extended tasks (Q9) proved most challenging, highlighting the need for advanced notetaking and recall skills.

Recommendations to Centres

- Ensure familiarity with all words in the Pearson Vocabulary List, with bilingual understanding.
- Reinforce answering in the required language; Persian in English-answer questions will score zero.
- Develop listening skills for both gist and detail, especially with multi-part prompts.
- Practice interpreting relationships and events in extended dialogues.
- Train candidates to follow rubrics exactly, especially in multiple-choice tasks specifying the number of responses.
- Use past papers for timed practice to simulate exam pressure and strategic listening.
- Incorporate listening tasks with varied Persian accents.

