



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Persian (1PN0)

Paper 3H: Reading and Understanding in
Persian

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2025

Publications Code 1PN0_3H_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

Introduction

This report pertains to Paper 1PN0_3H, which assesses candidates' comprehension skills in identifying both explicit and implicit meanings in Farsi, as well as their ability to accurately convey the correct information in English.

The evidence gathered from the marking process demonstrates that the paper effectively differentiates between candidates of varying abilities. All questions succeeded in evaluating the intended skills, as expected.

Analysis of Specific Questions:

- **Questions 5 and 8 (Name Identification):** These questions, which required candidates to select the correct name from the provided options, were generally well-answered. However, a few candidates failed to fully utilize the clues given in the text, leading to incorrect choices.
- **Comprehension Questions (Questions 1, 2, 3 and 9):** For these questions, candidates were required to provide more than one-word answers. In some instances, candidates offered insufficient detail in their responses, which prevented examiners from awarding full marks. It is crucial that candidates elaborate sufficiently to ensure their answers are comprehensive and adequately address the question.
- **Multiple choice questions (questions 4 and 7):** For these questions candidates are required to choose only one correct answer. In some instances, the candidates overlooked the hints given in the text and made inferences based on the overall message of the text.
- **Choose the correct statements (questions 6):** For these questions, a good knowledge of the vocabulary is quite essential. Candidates need to refer to the vocabulary list added to the specification which is available on the Pearson website in preparation for exam.
- **Translation (Question 10):** Candidates must manage their time effectively to allow for thorough reading of the text. Inadequate time allocation often resulted in rushed translations. Furthermore, attention must be given to the accurate selection of equivalent words in Farsi, with particular care taken to verbs, tenses, and pronouns to ensure a faithful translation.

Marking and Assessment:

The published mark scheme provides comprehensive guidelines for marking. It has undergone multiple trials at various stages of the exam cycle, ensuring fairness and consistency in the awarding of marks. The marking approach is positive, with examiners focused on rewarding candidates for what they produce, rather than penalizing for minor errors.

It is recommended that teachers emphasize the alignment between the assessment objectives, as outlined in the specification, and the nature of the questions. Regular review of past papers and a clear understanding of question requirements will enable candidates to improve their performance and fully grasp the expectations of the assessment.

Candidate Preparation:

While the level of candidate preparation varied, there was minimal evidence of significant misunderstanding or failure to follow instructions. However, it was noted that a few candidates left portions of questions unanswered or mistakenly answered in Farsi, despite clear instructions to respond in English.

Advice for Centres:

- Ensure candidates are familiar with the different question types and the specific requirements for each.
- Advise candidates to carefully read the rubrics, particularly in cases such as Question **7**, where candidates are instructed to choose from a given list of words.
- Emphasize the importance of reading each question fully. For instance, some candidates provided an essay-type answer for Question **10**, which was inappropriate.
- Encourage candidates to familiarize themselves with the Pearson Vocabulary list, particularly with terms related to geographical directions, as this posed a challenge for some.
- Ensure candidates understand the nuances of vocabulary in both Persian and English, as well as the differences in meaning where applicable.
- For multiple-choice questions, stress the importance of selecting only the number of answers specified in the rubric. Selecting more than the instructed number of choices will result in no marks being awarded.
- Candidates must ensure their handwriting is legible, as unclear answers cannot be awarded marks.
- Remind candidates to attempt all questions; unanswered items cannot be marked.
- Reinforce the requirement to provide the specified number of details when requested (e.g., "give two details").
- Emphasize that answers should be written in English when required, as failure to do so will result in the loss of marks.
- Encourage familiarity with different accents and pronunciations to enhance listening comprehension.
- Advise students to practice past papers under timed, exam conditions to improve time-management skills.
- For translation tasks, ensure that candidates are comfortable with verb tenses, as this was an area where less successful candidates struggled.

