Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Persian (1PN0)
Paper 4F: Writing in Persian

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General comments

This year, the number of candidates who chose to answer paper **1PN0-4F** was very low. In paper **1PN0-4F** candidates answer 4 questions from which questions 3a and b are cross-over questions and repeated in paper **1PN0-4H**. Both papers test candidates' ability to write in Persian and translate from English into Persian.

The evidence from marking in this session indicates that both papers **1PN0-4F/H** were effective in differentiating between candidates of different abilities and that all the questions worked as anticipated.

The published mark scheme provides extensive guidance about the approach to marking. The mark scheme has been trialled before and after the exam in different stages and at the end with sample student answers to ensure candidates are rewarded properly. As the approach to marking is positive, examiners always seek to reward what candidates produce. Examiners always give marks to the overall quality of the answer. They do not compare papers with each other, so every single paper is marked and judged based on performance.

There was varied evidence of how well candidates were prepared for this assessment, but there was also evidence of where candidates needed to follow the instructions, for example answering both parts a and b or writing their answers in other languages.

Comments on each question 1PN0-4F

Question 1

This year, question 1 related to the sub-heading: Socialising with friends and family. This question is a picture-based question, for which candidates need to write 20-30 words. For this question, candidates receive 6 marks for communication and content and 6 marks for linguistic knowledge and accuracy. They should write about 30 words in Persian.

Candidates' scores varied from 0-6. Many candidates scored the highest marks, however, a few candidates scored 0 marks. The reason for not scoring any marks was that candidates did not follow the instructions on the specification, did not focus on the picture and their text was not related to the question. One candidate wrote in another language, not Persian.

Question 2

This year, question 2 had two parts; a and b from which candidates could choose one and write. Question 2a related to the sub-heading: Forming relationships, and question 2b to: Celebrations and festivals. For question 2, candidates receive 8 marks for communication and content and 8 marks for linguistic knowledge and accuracy. They should write 40-50 words in Persian.

Many candidates followed the instructions and developed the key points in the question with accurate language. Candidates are not expected to write error-free text, so if they lost any marks, it was not due to minor errors. Candidates should write about all the bullet points in the question. Teachers are reminded to work on the criteria mentioned in the Mark Scheme to achieve a better result.

Question 3
Question 3 has 2 parts and candidates can choose and write about one of them. This year question 3a related to the sub-heading: Food and Drink, and question 3b related to the sub-heading: Shopping.
Many candidates scored full marks however, zero marks were also evident. The reason for not being successful in this question was that candidates did not write about all the bullet points or had average linguistic knowledge. Some candidates, who covered all the bullet points, sometimes did not develop the key points well. The criteria stated in the mark scheme are helpful for candidates to familiarise themselves with the expectations for this question. Candidates are reminded to write only in Persian.

Question 4
This year, question 4 related to the sub-heading: Music events. The question has 5 parts, and its full mark is 12. To receive the highest grade and full marks, candidates are not expected to translate the passage perfectly without any errors however the meaning of the sentences should be fully communicated. Every acceptable or rejected answer is not included in the mark scheme. The candidates did not lose marks on a specific sentence, meaning all the sentences had the same difficulty level. Many candidates scored full marks, however, a few students scored zero marks.

Guidance for teachers for future sessions
Teachers are requested to:

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. make candidates aware that they need to write about all the bullet points mentioned in each section. It can help candidates if teachers ask them to write about each item separately and check the answers according to the instructions in the mark scheme.
3. make candidates aware that they need to use different types of sentences not only simple sentences.
4. ensure candidates are equipped with a good range of vocabulary to be able to ensure that the written response is correct in terms of register and not overly colloquial in tone.
5. give candidates practice in proofreading their own work and that of others, looking to correct common errors and develop the habit of writing accurately.
6. make candidates aware that a correct translation will not necessarily be a literal word-by-word translation. There will be differences in word order, clause structure or other linguistic features between the two languages. The resulting Persian passage should be natural, correct, and unambiguous Persian.
7. work with candidates using the mark scheme, to exemplify different approaches to translation. It can be useful in teaching candidates to translate into Persian to ask them to produce a 'mark scheme', rather than a translated passage; this can help to develop the ability to think laterally. It may also be helpful in steering them away from online translators if they are encouraged to think carefully about alternatives and how to avoid errors.