



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Persian (1PN0)

Paper 4F: Writing

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Introduction

In paper 1PN0-4F candidates answer 4 questions from which questions 3a and 3b 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.

There was various evidence of how well candidates were prepared for this assessment, but there was also evidence of where candidates need reminding to follow the instructions. For example, answering both parts 'a' and 'b, writing their answers in a Romanised (transliterated) script or in other languages such as Pashto. Some candidates did not write their answers in the designated spaces. For instance, they wrote the response for question 2b in the space provided for 2a or 1b. This can lead to lose marks because each question and its corresponding space are scanned separately, and responses written in the wrong area may be overlooked.

Question 1

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, or used a Romanised form not Persian script. The question has two parts, candidates should describe the picture and also give their opinion about the topic, candidates should cover both. The mark scheme will provide teachers with some useful areas to work on.

Question 2

Question 2 has two parts; a and b from which candidates could choose one and write about. 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. Candidates are reminded that **the required register for this question is informal** and using a formal language would result in a lower score.

Many candidates followed the instructions and developed the key points in the question with accurate language. Candidates are not expected to write error-free texts, 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. It was evident that a number of candidates answered both parts of the question. While the system certainly considers higher marks for all correct answers, the candidates are reminded to manage their time carefully. Spending extra time on one question may sometimes prevent candidates from completing the rest of the paper, which could affect their overall performance.

Question 3

Question 3 has 2 parts and candidates can choose and write about one of them. Candidates are reminded that the **required register for this question is formal** and using an informal language would result in a lower score. 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 about either question a or b question** in Persian. Candidates are reminded that answers written in a Romanised form do not receive any marks.

Question 4

This 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; this means all the sentences had the same difficulty level. Many candidates scored full marks on the translation, while a few scored zero. Candidates used a variety of formal, informal, and colloquial language; however, the register did not affect their marks. Candidates should translate different verb tenses correctly. Candidates are reminded 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.

Guidance for teachers for future series

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 write only in Persian and use Persian script not a Romanised form.
4. make candidates aware that they need to use different types of sentences not only simple sentences.
5. 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.
6. give candidates practice in proofreading their own work and that of others, looking to correct common errors and develop the habit of writing accurately.
7. 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.
8. 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.

