



Examiners' Report
Principal Examiner Feedback
Summer 2024

Pearson Edexcel GCSE
In Persian (1PN0)
Paper H: Writing

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General comments

In this paper questions 3a and 3b are cross-over questions and repeated in paper 1PN0_4F. The paper tests candidates' ability to write in Persian and translate from English into Persian.

The evidence from marking in this series indicates that the paper was 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 trialed 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

Question 1

Question 1 has 2 parts and candidates can choose and write between 80-90 words about only **one of them**. The total mark for this question is 20 (12 marks for communication and content and 8 marks for linguistic knowledge and accuracy). This year, question 1a related to the sub-heading 'Cultural life: Film and television', and question 3b related to the sub-heading 'Holidays: experiences'.

Candidates' marks varied; many candidates scored full marks, however, lower 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. There was evidence that some candidates needed to pay more attention to details, use different and correct tenses, and use different types of sentences including compound and complex sentences. The criteria stated in the mark scheme are helpful to know about the expectations for this question. Candidates are reminded to write only in Persian.

Question 2

Question 2 has 2 parts and candidates can choose and write between 130-150 words about only **one of them**. The total mark for this question is 28 (16 marks for communication and content and 12 marks for linguistic knowledge and accuracy). This year, part a related to the sub-heading 'Work: Careers' and part b related to the sub-heading 'Bringing the world together: Sports events'. Teachers are reminded to work on the criteria stated in the specification and mark scheme. To receive high scores, candidates are expected to cover all the bullet points in the question. Candidates will not lose marks if they write more or fewer than 130-150 words, however, writing a very short text consisting of 60-70 words shows the key points have not been developed.

Question 3

Question 3 this year related to the sub-heading 'Environmental issues: Being green'. Every acceptable or rejected answer is not included in the mark scheme. Examiners will award a mark when the message is conveyed clearly, correctly, and unambiguously. As part of the design of the passage for the assessment of translation into Persian, the passage is targeted at different tenses. It is normal and expected that candidates with different levels of Persian should find some parts more challenging than others. Also, candidates should avoid literal word-by-word translation. Many candidates scored the highest band this year, however, there was evidence that candidates did not use accurate language or did not translate the whole passage.

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 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.