



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Persian (1PN0)

Paper 4H: 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

Question 1 has 2 parts; candidates can choose and write between 80-90 words about only **one of them. Candidates are reminded that they do not need to answer both parts.** The total mark for this question is 20 (12 marks for communication and content and 8 marks for linguistic knowledge and accuracy). If candidates' answer is not related to the question, they will still receive marks for their language. Candidates' marks varied this year; 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 and had average linguistic knowledge or both. Some candidates, who covered all the bullet points, sometimes did not develop the key points well. Candidates are advised to follow the order of the bullet points and write about each one, in this way candidates do not need to think about the structure of their writing. Candidates should not answer the bullet points briefly; each point needs to be developed. 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 for knowing 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). Teachers are reminded to work on the criteria stated in the specification and mark scheme. There was evidence that some candidates needed to pay more attention to details, for example, they should have used a formal register or style, different and correct tenses, and different types of sentences including compound and complex sentences. 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

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. There was evidence that some candidates needed to pay closer attention to the naturalness of the

Persian phrases that they used, to avoid ambiguity of message. 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. Most candidates were successful in translating sentences like:

My uncle is living in Tehran with his family

The part of the passage that challenged some candidates was

I will improve my language skills.

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.

