



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCE
In Persian (9PN0)

Paper 3: Listening, reading and writing

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General comments

This report relates to paper 9PN0/03, which tests candidates' listening comprehension and their ability in synoptic task respond analytically to oral and written text.

The evidence from marking in this session 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 regarding the overarching approach to marking, as well as the range of correct, acceptable and rejected responses as they relate to Section A, as well as indicative content for Sections B.

Teachers should note, however, that the mark scheme for Section A is not designed in such a way that every possible answer is included. Examiners look at each answer on merit to allocate marks. The approach to marking is positive, so examiners always seek to reward

what candidates produce. In marking Sections B, examiners use a levels based mark scheme and apply a 'best-fit' approach, first placing the candidate's response in the correct box in the mark scheme and then deciding which mark in that box is applicable to that candidate.

It is helpful for teachers to distinguish clearly between the assessment objectives stated in the specification. These are: A01- understand and respond to spoken in Persian; A02 – Understand and respond to written language in Persian; A03 – accuracy and range of language of Persian

In this paper A01 is assessed in Section A, and A01, A02 and A03 are assessed in Sections B.

There was varied evidence of how well candidates were prepared for this assessment, but there was little evidence of rubric infringement.

Comments on each question

Section A

1 **جاذبه‌های گردشگری فرهنگی و طبیعی / Cultural and natural tourist attractions:**

4 Mark MCQ questions in the target language. It is testing the candidate's listening comprehension in the target language and familiarity with the theme. Target grades are C-E

2 **نقش نسل‌های پیشین / role of older generations:**

5 Marks MCQ in the target language. It is testing the candidate's listening comprehension in the target language and familiarity with the theme. The target grade is A-E

3a **تأثیر هنر اسلامی / influence of Islamic Art:**

6 Marks Open response in the target language. It is testing the candidate's listening comprehension in the target language and familiarity with the theme and writing the correct answer in the target language. The target grade is A-E.

3b تأثیر هنر اسلامی / influence of Islamic Art:

6 marks Open answers in Persian. It is testing the candidate's listening comprehension in Persian, and their familiarity with the theme. They need to summarise the 3 points of each speaker in the conversation based on the given prompts. The target grade is A-E

4 تأثیر مهاجرت بر جامعه و اقتصاد / the aftermath of the war:

9 marks Open answers in Persian. It is testing the candidates' listening comprehension in Persian, familiarity with the theme, and writing in Persian. The target grade is A-E

Section B

5 آلودگی و تأثیر آن بر جامعه ایران / pollution and its impact on Iranian society:

5a is a listening task that has 4 marks and tests understanding and responding to spoken language. 5b is a reading task that has 4 marks and tests understanding and responding to written language.

5c is a writing task that tests their ability to write critically and draw conclusions also the accuracy and range of language. All three sections follow one theme. It has 22 marks. Target grade is A-E

Guidance for teachers for future sessions

- 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- In section A, make students be familiar with the relevant words and expression for each theme. As some of the candidates only copy what they heard some of the answers were unreadable although it shows candidates recognise the correct answer their knowledge was not enough to write the correct word or phrase.
- 3- In section A, work with students using the mark scheme, to exemplify different approaches to respond the questions
- 4- Candidates should practice how to summarise the spoken language and points of view, and they need to use their knowledge and write the answers. This requires students to deduce/interpret the meaning and understand the overall meaning.
- 5- Candidates should be familiar with different type of spoken language such as conversation, interview between 2 or 3 speakers and reporting.
- 6- For sections B candidates need to understand and respond to spoken language. This assesses the candidate's ability to understand of spoken language and to use information from to evaluate and draw conclusions. Also it assess the candidates' understanding and respond to written language their ability to use information. In the last section candidates need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

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