Examiners' Report
Principal Examiner Feedback

Summer 2022

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

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General comments

This year number of the 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 trialed before and after 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 mark to the overall quality of the answer. They do not compare papers with each other, so each single paper is marked and judged based on the performance.

It is helpful for teachers to distinguish clearly between the assessment objectives stated in the specification. There was varied evidence of how well candidates were prepared for this assessment, but there was little evidence of where candidates needed to follow the instructions, for example answering both part a and b or writing their answers in other languages like Pashto or Kurdish are not acceptable

Comments on each question 1PN0-4F
Question 1

This question is a picture-based question, candidates need to write 20-30 words. This year question 1 related to the Theme 3: School, sub-topic School activities and sub-heading school trips. Most of the candidates wrote well, however there was evidence that candidates did not describe the picture and wrote their own stories. Candidates are advised to focus on the picture and the instructions given to them in this section.

Question 2

This year question 1 related to the Theme 1: Identity and culture, sub-topic Who am I and sub heading socialising with friends and family. Candidates needed to write 40-50 words about the topic and include all the details mentioned in their piece of writing. Candidates needed to express their opinions and use different tenses in their sentences.

Question 4

This year question 4 related to the Theme 4: Future aspirations, study and work, sub-topic Ambitions and sub-heading further study. In this section 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.

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 question 1 and 2 make candidates aware that they need to write about all items 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 mark scheme.
3. In question 1 and 2 make candidates aware that they need to use different types of sentences not only simple sentences.
4. In question 1 and 2 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. In question 1 and 2 give candidates practice in proof-reading their own work and that of others, looking to correct common errors and develop the habit of writing accurately.
6. In question 3, 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. In question 3, 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.