

Mark Scheme for June 2010

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Section A: Listening and Writing

Task 1			
Q	Expected Answers	Marks	Additional Comments
(1)	ج*	[1]	Multiple-choice This task is scanned in by the page. The marks are awarded individually. No annotations are necessary.
(2)	ج*	[1]	
(3)	ج*	[1]	
(4)	ج*	[1]	
(5)	ج*	[1]	
(6)	ج*	[1]	
(7)	ج*	[1]	
(8)	ج*	[1]	
(9)	ج*	[1]	
(10)	ج*	[1]	
(11)	ج*	[1]	
(12)	ج*	[1]	
	Total	[12]	

Task 2			
Q	Expected Answers	Marks	Additional Comments
(الف)	۵/کشورهای	[1]	Gap-fill The elements are scanned by the page. No annotation is necessary. If candidates write the word in the gaps instead of the number it will be acceptable.
(ب)	۱۳ / صحبت می کنند	[1]	
(پ)	۱۰ / خوبی های	[1]	
(ت)	۱۸ / آشنا می شود	[1]	
(ث)	۱۴ / مختلفی	[1]	
(ج)	۸ / زنده نگاه داشتن	[1]	
(چ)	۱ / فرهنگ	[1]	
(ح)	۱۵ / اهمیت دارد	[1]	
(خ)	۲ / بسزایی	[1]	
(د)	۲۰ / دانستن	[1]	
(ذ)	۱۷ / فکرکردن	[1]	
(ر)	۷ / دشواری ها	[1]	
(ز)	۴ / جهانی	[1]	
	Total	[13]	

Task 3 - Guidance

- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- If you reject an unexpected response, place a cross (x) over the word / phrase that made you reject it.
- You may use the highlighter tool to show harmless additions

Task 3: Listening			
Q	Expected Answers	Marks	Additional Comments
(1)	Acting / Script writing	1	She is an actress/ writing films, movies, documentaries stories or any equivalent
(2)	25 years	1	
(3)	Documentary (films) for television	1	Film for television/ TV film/
(4)	She had the leading role	1	Main/ First character/ actress/ female actor/
(5)	As a film director	1	Director/ Directing
(6)	At the start of her work	1	Her first few films/ at the beginning of her career in Cinema
(7)	(Film) scripts	1	Some stories of her own movies/ films
(8)	Ordinary people	1	Average man on the street/ people with difficulties in society, stating 'people' on its own is not acceptable
(9)	When he was young and the end of his life	2	Until he was alive
(10)	The passion/ interest/ love .../ for film/movie/ Theatre	1	Stating 'Encouragement' is not acceptable
(11)	Drama school	1	University of dramatic for acting/ university of dramatic/ acting
(12)	In her films she aims to send her messages across	1	Anything that states sending her message to others
(13)	Improve their lives and become successful	2	Concepts of 'to have better lives' and 'success' are necessary
	Total	[15]	

Task 4 - Guidance

Read through the response and assess for communication first. This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly. There are 10 components for 10 marks but it must not be 1 mark per correct component. The grid must be applied.

- **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. If an element of the point has been omitted, use the caret sign (^). If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation. The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- **Grid H.1:** The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

Read response again and assess for language.

- **Annotations:** Use the Language marking tools (AL, IL, PE and L) to highlight language points to assist you in the application of Grid C.2.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

Task 4: Writing		[10 marks for Communication, Grid H.1 +10 marks for Quality of Language, Grid C.2]	
	Expected Answers	Marks	Additional Comments
	<p>Model response:</p> <p>خاتم اعتمادی عزیز</p> <p>(۱) من مصاحبه‌ی جالب شما را شنیدم و واقعا لذت بردم. (۲) من همیشه نوعی/ شیوه‌ای/ روشی را که شما از طریق آن زندگی مردم عادی در ایران را نشان می‌دهید/ به نمایش می‌گذارید، (۳) تحسین/ ستایش کرده‌ام.</p> <p>(۴) من عاشق بازیگری هستم و آرزوی من این است که (۵) در آینده هنرپیشه/ بازیگر بشوم.</p> <p>من در دبیرستان A-Level با نمره‌ی خیلی خوب در رشته‌ی تئاتر گرفتم. (۶) یک</p> <p>(۷) سال پیش نقش کوچکی در یک سریال/ نمایش تلویزیونی داشتم.</p> <p>(۸) من هر دو زبان انگلیسی و (صحبت کردن زبان فارسی) فارسی را خیلی خوب می‌دانم / بلدم.</p> <p>(۹) می‌خواستم بدانم که آیا هیچ امکانی وجود دارد که من در یکی از فیلم‌های شما نقشی داشته باشم، (۱۰) چون برای من تجربه‌ی بزرگی/ باارزشی خواهد بود.</p> <p>با احترام</p>		The numbers are for guidelines for points.
	Communication, Grid H.1	10	
	Quality of Language, Grid C.2	10	
	Total	20	
	Total for Section A	60	

GRID H.1	COMMUNICATION 10 marks AO2	GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Very little or no information conveyed.	0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Only a quarter of the points conveyed.	3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Half of the information successfully conveyed.	5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Three quarters of the points conveyed.	7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Most or all of the information successfully conveyed.	9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing
Task 5

Q	Marks				Additional Comments	
	ایمان	غزال	فرناز	آریا		
(الف)	√	√	√		[3]	<p>1 mark for each correct answer</p> <p>This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 20 ticks add up the total number of correct marks and deduct 1 mark for each tick over 20.</p> <p>Note: The candidates who have ticked more than 20 boxes will lose one mark for each extra tick.</p>
(ب)	√	√	√	√	[4]	
(پ)	√		√	√	[3]	
(ت)		√		√	[2]	
(ث)	√	√	√		[3]	
(ج)	√		√	√	[3]	
(ح)	√		√		[2]	
		Total			[20]	

Task 6 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. Assessing comprehension / content: First go through all the responses and assess every question for comprehension.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2.
 - d. If appropriate, candidates may answer with single words / short phrases.
 - e. Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. Enter the mark in the box.
 - f. For unexpected incorrect answers, put a cross (x) over the word which invalidates the response. No need to use a cross for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when something in the response invalidates an otherwise acceptable answer
 - g. Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.
3. Assessing Quality of language
 - a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. Use the Language marking tools (AL, IL, PE and L) to highlight language points to assist you in the application of Grid C.2.
 - b. Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
 - c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

Task 6		20 marks for Content 10 marks for Quality of Language (Accuracy), Grid C.2 - Total = 30 marks	
Mar ks	Expected Answers	سؤال	Additional Comments
1	سردبیر (مجله‌ی «نوجوانان»)	۱	نوشتن "مجله نوجوانان" به تنهایی کافی نیست
1	در ایران	۲	
2	تا دیگران هم درباره‌ی شرایط آن‌ها بدانند. در مجله‌شان در این باره بنویسند. از آن‌ها راهنمایی بگیرند. (۲ دلیل از این ۳)	۳	
1	نمی‌تواند با همکلاسی هایش دوست و نزدیک شود.	۴	نمی‌تواند ارتباط برقرار کند/ دوست شود
2	... آن‌ها انگلیسی هستند. / ... از آن‌ها از ملیت‌های دیگر هستند.	۵	
2	انگلیسی را بهتر از فارسی می‌فهمد و حرف می‌زند.	۶	بیان فهمیدن و صحبت کردن بهتر زبان انگلیسی ضروری است
1	احساس می‌کند که با آن‌ها فرق دارد.	۷	فکر می‌کند/ خیال می‌کند/ تصور می‌کند با آن‌ها فرق دارد
1	امید دارد که در دانشگاه شرایط بهتر باشد.	۸	
1	یک سال.	۹	از سال گذشته / از سال پیش / از سال قبل
1	شرایطشان (کمابیش) شبیه هم است.	۱۰	او دیده که همه همین مشکل را دارند
1	می‌داند (احساس می‌کند) که او تنها نیست (که این وضعیت را دارد).	۱۱	
1	به روش ایرانی / در خانواده و جو ایرانی / در فضای ایرانی	۱۲	
1	با زندگی نوجوانان انگلیسی	۱۳	
1	به اندازه‌ی نوجوانان انگلیسی آزادی ندارد.	۱۴	
1	دوست شدن با آن‌ها برایش سخت است.	۱۵	
2	از یک طرف دوست دارد مثل آن‌ها آزاد باشد ولی از طرف دیگر به پدر و مادرش اطمینان دارد (به حرف پدر و مادرش گوش می‌دهد).	۱۶	

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Task 7 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. 7(a) Screen 1
 - a. **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. If an element of the point has been omitted, use the caret sign (^). If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation. The annotations will give a global impression to help you apply Grid I accurately and consistently. (See mark scheme below)
 - b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark out of 10.
 - c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of 5 words or more should be counted as lifted language.
3. 7(b) Screen 2
 - a. **Annotations:** Use the green tick (✓) in the margin to show each opinion / personal response and a green tick (✓+) in body of text to show a development / an extension of the opinion. NB: one opinion may have several extensions.
 - b. **Grid J:** Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark out of 20.
4. 7(a) + 7(b) – Language – **Grids C.2 and F.2:** Screen 3
 - a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. Use the Language marking tools (AL, IL, PE and L) to highlight language points to assist you in the application of Grid C.2. Enter your mark out of 20
 - b. Ignore language lifted from the text when assessing language (See 2c above). Lifted language is not credited for QoL – only content points and/or personal response.

Task 7		Comprehension of text, Grid I = 10 marks Response to Text, Grid J = 20 marks Quality of Language (Accuracy), Grid C.2 = 10 marks Quality of Language (Range), Grid F.2 = 10 marks Total = 50 marks	
Comprehension Points	Marks	Additional Comments	
<p>۱ – همه می‌دانند که استفاده‌ی جوانان و نوجوانان از اینترنت رو به افزایش است.</p> <p>۲ – دلیل عمده ممکن است این باشد که نوجوانان با داشتن کامپیوتر و اینترنت می‌توانند از اتاق خود به امکانات مختلف و سرگرم کننده‌ای دست یابند.</p> <p>۳ – با اینترنت می‌توانند فیلم‌های جدید و موسیقی مورد علاقه‌شان را «دانلود» کنند و در اینترنت بازی‌های کامپیوتری را با دیگران تجربه کنند.</p> <p>۴ – نوجوانان می‌توانند از طریق «فیس بوک» حال و وضع دوستان و فامیل‌هایشان را بدانند و درباره‌ی خود به آن‌ها بگویند.</p> <p>۵ – آنها می‌توانند با دوستانشان در سایر شهرها و کشورها «چت» کنند و به آن‌ها ایمیل بفرستند.</p> <p>۶ – نوجوانان درباره‌ی چیزهایی که علاقه‌مند هستند از اینترنت اطلاعات می‌گیرند.</p> <p>۷ – کامپیوتر و اینترنت برای انسان‌ها احساس کنترلی ایجاد می‌کند که تجربه‌ی آن به‌خصوص برای نوجوانان بسیار جالب است.</p> <p>۸ – گروهی از نوجوانان به علت استفاده‌ی بیش از حد از اینترنت از فعالیت‌های بدنی و اجتماعی دور می‌شوند.</p> <p>۹ – آن‌ها به علت اینکه وقت زیادی در مقابل کامپیوتر می‌گذرانند و سرگرم می‌شوند، احساس نیاز زیادی به بودن با هم‌سن و سال‌هایشان نمی‌کنند.</p> <p>۱۰ – این گروه نوجوانان به‌تدریج کم‌حرکت و گوشه‌گیر می‌شوند ولی از سوی دیگر آن‌ها روابط گسترده‌تری را با دیگران در اینترنت دارند.</p>	10	Comprehension of text, Grid I	
Quality of Language (Accuracy), Grid C.2	10		
Quality of Language (Range), Grid F.2	10		
Total	50		
Total for Section B	100		
Total for Paper	160		

Grid I must be used in conjunction with the indicative content provided page 17.

GRID I	COMPREHENSION OF TEXT 10 marks AO2	GRID J	RESPONSE TO TEXT 20 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.	0-3	Very short. May not go beyond points of view already expressed in the original text.
3-4	Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.	4-7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.	8-11	Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.
7-8	Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.	12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.	16-20	Responds with well developed points of view which show insight, originality and imagination.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Tapescript for Exercise 1 [SETTING: RADIO REPORT]

تمرین ۱ – درک شفاهی

چیزهایی که برای سلامت مهم است

به‌تازگی تحقیقی درباره‌ی وضع سلامتی در دنیا انجام شده‌است. این تحقیق سه سال طول کشید و نتایج آن در گزارشی آمده است. بر اساس این گزارش «نابرابری اجتماعی» در سلامت مردم یک جامعه تأثیر منفی دارد و باعث بالا رفتن مرگ و میر در میان مردم فقیر می‌شود.

برای مثال پسری که در محله‌ی فقیرنشین شهر گلاسکو در اسکاتلند متولد شده به‌طور متوسط حدود ۳۰ سال کمتر از پسری که در یک محله‌ی ثروتمندنشین همین شهر به‌دنیا آمده، زندگی می‌کند.

بر اساس این گزارش اثر شرایط نامناسب اجتماعی در سلامت مردم جامعه بسیار مهم است. در مقایسه با آن، عوامل ژنتیکی و بیولوژیکی چندان بااهمیت نیست. در این گزارش دسترسی به تحصیل، محل زندگی مناسب و غذای سالم نقش کلیدی در سلامت مردم دارد.

تحقیقات دیگری بین سال‌های ۱۹۹۳ تا ۲۰۰۷ توسط «دانشگاه کمبریج» درباره‌ی سلامتی در جامعه انجام شده است. نتایج آن نشان داده است که ورزش روزانه، پرهیز از مصرف زیاد الکل، خوردن میوه و سبزیجات کافی و سیگار نکشیدن می‌تواند بیش از ده سال به طول عمر بیفزاید.

در این پژوهش که هزاران نفر در آن شرکت کردند، آمده است افرادی که این نکات را رعایت نکنند، احتمال مرگ زودرسشان چهار برابر بالاتر از دیگران است.

Tapescript for Exercise 2 [SETTING: RADIO REPORT]

تمرین ۲ – درک شفاهی

زبان

در کشورهای مختلف دنیا کودکان زیادی با یادگیری و به‌کاربردن دو زبان بزرگ می‌شوند. واژه‌ی «دوزبانه» به افرادی گفته می‌شود که در زندگی روزمره‌ی خود بیش از یک زبان به‌کار می‌برند. دوزبانه بودن امتیازهایی دارد.

دانستن دو زبان به آن معنی است که انسان با طرز فکرها و عقاید گوناگون از فرهنگ‌های متفاوت آشنا می‌شود. این موضوع همچنین توانایی اندیشیدن و حل مشکلات را در کودکان بالا می‌برد.

از سوی دیگر، زبان مادری برای انتقال ارزش‌ها و سنت‌ها و نیز حفظ فرهنگ بسیار مهم می‌باشد.

زبان مادری طبیعی‌ترین وسیله‌ی بیان احساسات است و از نظر حفظ ارتباط با نزدیکان اهمیت زیادی

دارد. روز ۲۱ فوریه به‌عنوان «روز بین‌المللی زبان مادری» اعلام شده است.

Tapescript for Exercise 3

م: خاتم اعتمادی، چند ساله که در کار سینما هستین؟

ا: ۲۵ سال.

م: کار هنری تونو چطور شروع کردین؟

ا: با ساختن فیلم‌های مستند برای تلویزیون.

م: تو چند تا فیلم بازی کردین؟

ا: ۵ فیلم، توی سه تا از اون‌ها نقش اول زانو داشتم.

م: مردم شما رو بیشتر به عنوان کارگردان می‌شناسن، نظر خودتون در این باره چیه؟

ا: من بازیگری رو خیلی دوست دارم و از بازی در اون چند فیلم هم که در شروع فعالیت‌های سینمایی بود، خیلی لذت بردم، ولی زمینه‌ی اصلی کار هنری من کارگردانی است. داستان بعضی از این فیلم‌ها رو هم خودم نوشتم.

م: فیلم‌های شما بیشتر در چه زمینه‌ایه؟

ا: بیشتر درباره‌ی مسائل مختلف اجتماعی، مشکلات و داستان مردم کوچه و خیابان.

م: از چه سنی وارد سینما شدین و اصلاً چطور شد به هنرپیشگی و کارگردانی علاقه‌مند شدین؟

ا: پدرم از جوونی هنرپیشه‌ی تئاتر بود و تا آخر عمر همچنان بازیگر و عاشق تئاتر بود. وقتی که علاقه‌ی شدید منو از سن نوجوانی به سینما و بازیگری دید، منو تشویق کرد به دانشکده‌ی هنرهای دراماتیک برم.

م: لطفا کمی درباره‌ی هدفتون از ساختن این فیلم‌ها توضیح بدین.

ا: هدف من در واقع اینه که از طریق فیلم‌هام پیاممو به مردم برسونم.

م: چه موضوعی بیش از همه شما رو به ساختن فیلم جذب کرده؟

ا: مردم جامعه‌ی ما، چون با مشکلات زیادی روبه‌رو هستن که باید با اونها مقابله کنن تا بتونن زندگی‌شونو بهتر کنن و موفق بشن.

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