

GCE

Persian

Unit **F885**: Persian: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.














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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
na	Highlight
	Accurate language
	Inaccurate language

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing

Task 1:

Question	Answer	Marks [12]	Guidance
1	J	1	Multi-choice either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. or This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
2	J	1	
3	J	1	
4	J	1	
5	J	1	
6	J J	1	
7	J	1	
8	J	1	
9	J J	1	
10	J J	1	
11	J J	1	
12	J	1	

Task 2

Question	Answer	Marks [13]	Guidance
الف	10 - لذتبخش	1	Gap-fill either The elements are scanned in individually. No annotation is necessary. Enter 1,0 or NR as appropriate. Ignore mis-spellings. Or The elements are scanned by the page. No annotation is necessary.
ب.	13 قديمى	1	
ب.	6 - صميمى	1	
ث	2 - مراقب	1	
ث	5 - قوانين	1	
ج	11 - مسنول	1	
چ	7 - استفاده كرد	1	
ح	1 - امكان پذير	1	
خ	4 - شريكى	1	
د	8 - اشكالى	1	
ذ	9 - كاملى	1	
ر	18 - بااستها	1	
ز	14 - رژيم	1	

Task 3**Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in **Target language** get no marks.

Question	Answer	Marks [15]	Guidance
1	Children / youngsters / teenagers	1	DNA only youth and adults
2	On the <u>website</u> of International Film Festival for Children & Youngsters	1	DNA only internet / internet sites
3	<u>Fajr</u> Festival - as an independent/separate part of the festival	2	
4	It improves the quality of cinema/films (for Children and Youngsters)	1	DNA film event
5	He hopes the <u>writers</u> show similar interest and enthusiasm (as they did last year)	1	Any indication to participation/attention / joining competition is acceptable DNA like and support
6	End of <u>Shahrivar</u>	1	September is acceptable, DNA the month or end of the month
7	Contacting the Festival Office - going to their	2	
8	Age between twenty and thirty - having done a course on script writing	2	Any indication to spending time on script writing DNA word 'period' instead of 'course'
9	Having experience/working/work experience (in cinema /film industry)	1	
10	(the problems /issues) about children / young people	1	
11	short and long film scripts - separately in different sections	2	

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **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.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
 - 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.

Task 4: Communication points

Question	Answer	Marks	Guidance	
		[10]	Accept	Do not accept
	<p>من علاقه‌مندم که در مسابقه‌ی فیلمنامه نویسی شرکت کنم/ که در وبسایت شما منتشر شده است / من بیست و دو سال دارم / و در حال حاضر در یک کالج دوره‌ای درباره‌ی سینما می‌گذرانم. / من دو داستان درباره‌ی جوانان شهری در جنوب ایران نوشته‌ام. / شهری که قبل از آمدن به بریتانیا در آن زندگی می‌کردم. / من یکی از داستانها را دوباره نویسی کرده‌ام/ برای اینکه یک فیلم کوتاه بسازم. / این داستان زندگی دو پسر شانزده ساله است/ که مجبور به ترک مدرسه شدند تا کار کنند.</p>			

GRID H.1	COMMUNICATION 10 marks AO2
9-10	Most or all of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
5-6	Half of the information successfully conveyed.
3-4	Only a quarter of the points conveyed.
0-2	Very little or no information conveyed.

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **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.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (<i>and/or A2</i>) 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.
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.
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.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

Task 5 – Part a

Question	Answer	Marks [10]	Guidance
1 2 3 4 5 6 7 8 9 10	<p>1. 1</p> <p>2. 1</p> <p>3. 1</p> <p>4. 1</p> <p>5. 1</p> <p>6. 1</p> <p>7. 1</p> <p>8. 1</p> <p>9. 1</p> <p>10. 1</p>		<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.</p>

Task 5 – Part b

Questions						Marks	Guidance
	امير Amir	سميرا Samira	مسعود Masoud	سيما Sima	فرشته Fereshteh	[10]	1 mark for each correct answer
1			X	X	X		This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks, add up the total number of correct marks and deduct 1 mark for each tick over 10.
2	X	X	X				
3	X		X				
4	X	X					

Task 6**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- 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. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
 - 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.

Assessing Quality of Language

- a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- b. Apply Grid C.2 and enter the mark.
- c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.

Question	Answer	Marks	Guidance		
			Accept	Do not accept	
		[20]			
1	احتمال دارد که کشتی از المپیک حذف شود	1	مقام اول قابل قبول است		
2	قهرمانان کشتی در زمان بسیار قدیم همیشه در (المپیک) می‌درخشیدند	1			
3	برای اینکه ایران در کشتی بیشترین <u>مدالها</u> را می‌آورد نام ایران با کشتی در دنیای ورزش شناخته شد	2			
4	روسیه را در مارچ ۲۰۱۴ شکست داد - مقام قهرمانی کشتی جهان را در این مسابقات از آن خود کرد	2			
5	چهارهزار نفر/عده‌ی زیادی ایرانی در آنجا جمع شدند - تا پیروزی (خود را بر روسیه) جشن بگیرند	2			
6	احتمالاً المپیک ۲۰۱۶ آخرین امکان برای افتخار آفرینی برای ایران خواهد بود	1			
7	آمریکا، روسیه و ایران با هم فعالیت کردند (تا جلوی این تصمیم را بگیرند) - و خواستند بعضی قوانین کشتی را تغییر داده شود	2			
8	این امید به وجود آمد که شاید کشتی از المپیک حذف نشود	1			هواداران کشتی امیدوار شدند/ امیدوار شدند که کشتی احتمالاً حذف نشود
9	در دهه‌های گذشته تماشاگران کشتی کاهش یافته - شبکه‌های تلویزیونی کمتر این بازی‌ها را نشان می‌دادند	2			
10	(ورزش‌های مورد توجه تماشاگر) چون کُلف و راگبی	2			
11	برگشتن به فنون سنتی می‌باشد	1			
12	چین می‌خواهد ووشو که یک ورزش ملی چین است را وارد المپیک کند	1			
13	آن‌ها از این‌که این بازی در المپیک نیست شکایت دارند- زیرا جمعیت چین زیاد است / (با یک ششم جمعیت دنیاست،) هواداران این بازی زیاد هستند	2			

Task 6

- 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

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task7**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below 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.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- 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.

Question	Answer	Marks	Guidance
		[10]	Levels of Response
	<p>میدان پروفیسور حسابی نزدیک میدان تجریش در شمال تهران قرار دارد./ در آن ناحیه از تهران هم خانه‌های قدیمی دیده می‌شود/ و هم برج‌های سر به آسمان کشیده با معماری مدرن./</p> <p>در یک طرف میدان، باغ موزه‌ی هنر ایرانی / و در طرف دیگر آن خانه‌ای با دیوارهای بلند و آجرهای قدیمی؛ /در آن چوبی و سبز است و در بالای آن شعری از سعدی نوشته شده است./</p> <p>این خانه‌ی دکتر محمود حسابی است که حالا تبدیل به موزه شده است تا مردم با زندگی وی بیشتر آشنا شوند./ اتاق‌های مختلف خانه با وسایل آن به شکلی زیبا و ابتکاری/ به صورت نمایشگاه در معرض دید مردم قرار داده شده است، /به طوری که دیدن آن حتی برای کودکان و نوجوانان جالب و آموزنده است./</p> <p>در باغ این موزه، محلی آرام و دلنشین با یک رستوران خوب وجود دارد/ که در آن غذاهای ابتکاری و سالمی را در فضایی باز و زیبا به بازدیدکنندگان ارائه می‌دهند./</p> <p>تحصیلات دانشگاهی وی در رشته‌های مختلف / بیولوژی، مهندسی راه و ساختمان و سپس ریاضی و فیزیک و نیز نجوم بوده است./ او خدمات مهمی در زمینه‌های مختلف علمی انجام داده است.</p>		<p>Grid I COMPREHENSION OF TEXT 9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text</p> <p>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.</p> <p>5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.</p> <p>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.</p> <p>0-2. No relevant information or supplies one or two relevant points from the original passage.</p>

Points conveyed

Marks

12-15

9-10

8-11

7-8

5-7

5-6

3-4

3-4

1-2

1-2

Task 7(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p>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.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p>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.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 7(a) + 7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	[20]	<p>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. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 8a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

Transcripts of Listening Texts

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Tapescript for Exercise 1

تمرین ۱ – درک شفاهی

قطارهای زیرزمینی

شبکه‌ی قطار زیر زمینی لندن که اولین متروی جهان است، بیش از صد و پنجاه سال تاریخ دارد. استفاده از مترو که یکی از انواع قطارهای شهری است در اواخر قرن نوزدهم آغاز شد. این شبکه‌ی حمل و نقل عمومی بدون شک موجب سرعت رفت‌وآمد در این شهر بزرگ بوده است و در کاهش آلودگی هوا نقش مثبتی داشته است. اما بعضی از افرادی که مجبورند هرروزه از این وسیله‌ی رفت‌وآمد استفاده کنند، مُدام از شلوغی بیش از حد قطارها، به‌ویژه در ساعت‌های خاصی در صبح و عصر شکایت دارند. علاوه براین، هزینه‌ی رفت و آمد با مترو در این شهر بزرگ در مقایسه با بسیاری از شهرهای بزرگ اروپا بسیار بالاست. متروی لندن ابتدا به کمک نیروی لوکوموتیو بخاری راه اندازی شد اما به تدریج از نیروی الکتریسیته برای حرکت قطارهای زیرزمینی استفاده شد. متروها و قطارهای زیرزمینی هر کشوری تاریخ و ویژگی‌های خود را دارد. در بعضی از ایستگاه‌های متروی لندن، خواننده‌ها و نوازنده‌های تازه کار با عرضه‌ی هنر خود موجب لحظاتی شادآور برای افرادی که از کار برگشته‌اند و در روزهای آخر هفته باعث دلپذیر شدن فضای مترو، به‌ویژه برای بازدیدکنندگان این شهر توریستی می‌شوند.

تابستان گذشته که بعد از چندین سال به ایران سفر کردم و برای دیدن کاخ گلستان در جنوب تهران سوار مترو شدم، ناخودآگاه فضای داخل مترو را با قطارهای زیرزمینی لندن مقایسه کردم. در آنجا به ندرت صدای موسیقی به گوش می‌رسید ولی در عوض تعداد زیادی دستفروش زن و مرد، پیر و جوان بودند که در داخل قطارها مسافران را با صدای بلند به خرید کالاها یا گوناگون با قیمت پایین فرا می‌خواندند و با سرعت در ایستگاه‌های مختلف پیاده و سوار می‌شدند. البته باید بگویم که این مترو زیبا ساخته شده و مهمتر از همه هزینه‌ی آن نسبت به سایر وسایل نقلیه بسیار اقتصادی است.

Tapescript for Exercise 2

تمرین ۲ - درک شفاهی

غذا خوردن در رستوران

غذا خوردن در رستوران یکی از عاداتهای تفریحی مردم کشورها و فرهنگ‌های مختلف است و بیشتر مردم از آن لذت می‌برند. خانواده‌ی من به همراه یک خانواده‌ی دیگر که از سال‌ها پیش با پدر و مادرم دوست هستند، حداقل ماهی یک بار در رستوران غذا می‌خورند. آن‌ها یک دختر دارند که یک سال از من کوچک‌تر است ولی بیشتر دوران کودکی‌مان با هم گذشته و خیلی باهم دوست هستیم. مادرم عقیده دارد که این امکان وجود دارد که در بعضی از رستوران‌ها غذای مناسب و سالم خورد، اما باید مواظب چربی و کالری پنهان بود. او می‌گوید که از سال ۲۰۱۱ در برخی کشورها بر طبق مقررات جدید مربوط به مراقبت‌های بهداشتی، رستوران‌های بزرگ زنجیره‌ای وظیفه دارند که اطلاعات مربوط به کالری موجود در غذاها را در منوی غذا بنویسند. بنابراین در سفارش دادن غذا باید از این راهنمایی‌ها پیروی نمود تا مطمئن شد غذای سفارش داده شده مطابق رژیم غذایی می‌باشد که شخص برای خود انتخاب کرده است. البته همواره نمی‌توان از میزان دقیق کالری، چربی یا نمک موجود در غذا مطلع شد. مادرم همیشه به همراه غذایش سالاد هم سفارش می‌دهد و گاهی اوقات با خانمی که دوست خانوادگی قدیمی ما هستند، فقط یک غذا سفارش می‌دهند و آن را باهم تقسیم می‌کنند. اما پدرم می‌گوید یک شب هزار شب نمی‌شود. او معمولاً غذای کامل و مفصلی سفارش می‌دهد و با لذت تمام آن را می‌خورد. من و دوستم هم هرچه که دوست داشته باشیم، بدون توجه به رژیم و کالری سفارش می‌دهیم.

Tapescript for Exercise 3

Listen to the report about a competition and answer the following questions **IN ENGLISH**.

Script writing competition

اطلاعات مربوط به چهارمین دوره‌ی مسابقه‌ی فیلمنامه نویسی سینمای کودک و نوجوان از سوی ستاد برگزاری جشنواره‌ی بین‌المللی فیلم‌های کودکان و نوجوانان در سایت اینترنتی این جشنواره منتشر شد.

همزمان با برپایی جشنواره‌ی فجر، امسال این مسابقه به عنوان بخشی مستقل در جشنواره برگزار می‌شود. مدیر بخش مسابقه‌ی فیلمنامه نویسی به اهمیت فیلمنامه در بالابردن کیفیت سینمای کودک و نوجوان اشاره کرد و افزود: امیدواریم مانند سال پیش استقبالی چشمگیر و قابل توجه از سوی نویسندگان فیلمنامه شاهد باشیم.

متقاضیان شرکت در این مسابقه باید نوشته‌های خود را تا پایان شهریورماه به دبیرخانه‌ی جشنواره ارسال کنند. علاقمندان برای دریافت اطلاعات لازم می‌توانند با دفتر دبیرخانه‌ی جشنواره تماس بگیرند یا به دفتر مراجعه نمایند. شرکت کنندگان باید حداقل بیست و حداکثر سی سال داشته باشند و دوره‌ای درباره‌ی فیلمنامه نویسی گذرانده باشند. داشتن سابقه‌ی کار در سینما امتیاز محسوب می‌شود ولی ضروری نیست. فیلمنامه‌ها باید در ارتباط با مسائل کودکان و نوجوانان باشند. همچنین باید یادآور شد که هم فیلمنامه‌ی کوتاه پذیرفته می‌شود و هم بلند، زیرا هر یک از آن‌ها در بخشهای مختلف مسابقه به‌طور جداگانه بررسی خواهد شد.

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