

GCE

Persian

Unit **F886**: Persian: Listening, Reading and Writing 2

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
	Present tense correctly used
	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
DNA	Do not accept

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.

Section A: Listening and Writing**Task/Exercise 1:****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 [8]	Guidance
a	(When he was) at primary school/When he was a child	1	DNA young age/boy
b	He often forgot them It was hard to keep his glasses clean/ keep it clean	1 1	
c	She was worried about whether he could <u>handle/cope/deal with/ manage</u> the change /eyesight problem/lazy or weak eyes or if she could handle the costs/ financial problem	1 1	
d	(Approximately) 30 years / 3 decades	1	
e	By having an eye (laser) surgery	1	DNA 'Laser' on its own
f	By trying to improve something we make it worse.	1	DNA Danger Accept only the general meaning of the proverb

Task/Exercise 2

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.

Question	Answer	Marks [20]	Guidance
a	الف : (نشان دهنده‌ی) <u>روش زندگی گذشتگان</u> ما	1	
b	ب : بیشتر مردم فقط کاخ‌ها / آرامگاه‌ها / کتیبه‌های (شهرهای بزرگ) را می شناسند.	1	
c	پ: به خاطر عدم رسیدگی آگاهی کم مردم (از وجود این مکان‌ها)	1 1	
d	ت: محل زندگی حفاظت مردم در مقابل دشمنان/دفاع از مردم	1 1	
e	ث: دست نیافتنی باشند	1	
f	ج: محل تربیت سپاهیان (برگزاری) مراسم فرهنگی	1 1	
g	چ: برای دیده بانی / نگهبانی	1	
h	ح: زلزله/زمین لرزه	1	
i	خ: سازمان میراث فرهنگی	1	
j	د: به خاطر این که این بنا از (آجرهای) گلی ساخته شده بود	1	
k	ذ: (به عنوان) یک پایگاه <u>نظامی</u>	1	

Question	Answer	Marks [20]	Guidance
l	ر: داشتن هزار پله/زینه تا به قلعه بررسی دو برج بلند برای نگهبانی	1 1	"خیلی بلند" قابل قبول نیست
m	ز: طبیعت زیبای ایران /جنگل های زیبای ایران	1	
n	ژ: یکی از ذخایر ژنیتیکی جهان هستند/ سن بالای جنگل ها	1	"گیاه شناسی" قابل قبول نیست
o	س: توسعه شهرسازی عدم نگهداری از جنگل ها	1 1	

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. 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 (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.

Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

Task/Exercise 3

Question	Answer	Marks [7]	Guidance
1	ب	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
2	ب	1	
3	ب	1	
4	ب	1	
5	ب	1	
6	الف	1	
7	ب	1	

Task/Exercise 4:

Question	Answer	Marks [8]	Guidance
a	(الف) الایندہ	1	1 mark for each correct answer The marks are awarded individually. No annotations are necessary.
b	(ب) ایجاد	1	
c	(پ) باور عمومی	1	
d	(ت) اطراف	1	
e	(ث) جبران ناپذیر	1	
f	(ج) حاصلخیز	1	
g	(چ) معضل	1	
h	(ح) شہروندان	1	

Task/Exercise 5

Question	Answer	Marks [5]	Guidance
1	ج	1	Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore misspellings. Note: Grammatically, all options are possible. Factually, only one option is correct for each stem. Options ر (e) and ص (g) act as 'distracters' for 1 and 2 respectively.
2	س	1	
3	ص	1	
4	د	1	
5	ب	1	

Task/Exercise 6

Question	Answer	Marks [5]	Guidance
a	الف- صنعتی	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب- سمی	1	
c	ج- مخربترین	1	
d	د- اثار/ بناهای تاریخی یا باستانی	1	
e	ش- الودگی خاک	1	

Task/Exercise 7**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- 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.

Task/Exercise 7

Question	Answer	Marks [10]	Guidance
a	الف : باعث افزایش میزان گرمای زمین می‌شود/ تغییر اب و هوا	1	
b	ب : نابودی لایه ی ازن / ورود اشعه ماورای بنفش باران اسیدی	1 1	*paragraph number in rubric didn't include Paragraph 3 but in question itself correct paragraph number was mentioned. This has been considered in marking.
c	پ: علت جمعیت بالا / عدم رعایت اصول شهرسازی/ آلودگی صوتی	2	
d	ت: بی توجهی مردم / عدم پیگیری مسئولین	2	
e	ث: مردم می‌توانند برای سالم سازی محیط زندگی خود تلاش کنند.	1	
f	ج: جایگزین کردن سوخت های فسیلی / بهبود کیفیت سوخت مصرفی / ایجاد فضاهاى سبز بیشتر / بهینه سازی سیستم حمل و نقل عمومی/کم کردن گازهای آلاینده	1 1	

Task/Exercise 8: Transfer of Meaning

Question	Answer	Marks [10]	Guidance	
			Content	Levels of response
1	البته فراموش نکنیم که چون مردم مجبور به پرداخت هزینه‌ی بیشتری Of course we shouldn't forget as people must pay more	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors. Exceptional responses and marks to award: 1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning. * 2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.	GRID H.2 TRANSFER OF MEANING 2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. 1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English. 0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
2	برای بعضی از خدمات مانند گاز، آب و برق هستند، for some utility bills like gas, water and electricity,	2		
3	الگوی مصرفی آنها تغییر کرده است و این منابع انرژی را کمتر هدر می‌دهند. their consumption pattern has changed and they don't waste these energy sources too much.	2		
4	برای بالا بردن سطح آگاهی مردم از راه‌های مختلف کم کردن هزینه زندگی To raise people's awareness through different ways of lowering their living costs	2		
5	با مصرف درست، برنامه‌های زیادی در رادیو و تلویزیون پخش شده است. By consuming in better ways, they broadcast different shows on radio and TV.	2		

Task/Exercise 9

Question	Answer	Marks [5]	Guidance
a	الف: وضعیت بهتر اقتصادی / مالی	1	
b	ب: قیمت(ها) / ارزش (کالاهای)	1	
c	پ: رفاه (عمومی) را	1	
d	ت: سود اقتصادی / مالی کشور	1	
e	ث: قدرت خرید / مصرف و خرید	1	

Task/Exercise 10

Question	Answer	Marks [7]	Guidance
a	الف: بهتر شدن اوضاع / موقعیت / شرایط /	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	ب: دادن / واگذار کردن / هدیه دادن	1	
c	پ: سبب / علت قوی شدن / نیرومندی	1	
d	ت: فایده ها / خوبی ها / نکات مثبت / مزیت ها	1	
e	ث: افزایش زیاد / قابل توجه / تغییر زیاد و بزرگ / در توجه مردم	1	
f	ج: محسوس / مشخص / برجسته / بتوان دید	1	
g	چ: تقسیم کردن / بخش کردن / دادن به مردم	1	

Task11

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- 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**.
 - d. Marks are awarded on a point by point basis, according to the mark scheme.
 - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - f. 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.

Task/Exercise 11

Question	Answer	Marks [10]	Guidance
a	الف: گاهی دولت ها تصمیم به پرداخت مستقیم یارانه به صورت نقدی به مردم می گیرند یعنی هر خانوار می تواند مبلغی را به عنوان کمک مالی به صورت ماهیانه دریافت کند	1 1	
b	ب: قیمت مواد سوختی جهش چشمگیری یافت قیمت کالا های مصرفی افزایش یافت	1 1	
c	پ: افزایش تورم	1	
d	ت: هزینه ی مواد خوراکی را بالا برد سرمایه داران سود بیشتری دریافت کردند / سودجویی سرمایه داران	1 1	
e	ث: اصلا ثبت نام نمی کنند شرایط لازم را ندارند	1 1	
f	ج: با اعلام قیمت کالاهای اصلی سعی در کنترل گران فروشی دارند.	1	

Assessing **Quality of Language** across Section B

- a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (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. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

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.

Task/Exercise 12-19

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 12-19	No Indicative Content – personal response	[25]	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task/Exercise 12-19 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-19	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	[20]	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. 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>Grid C.2 guidance</p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

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.

GRID F.2 **QUALITY OF LANGUAGE (RANGE)**
10 marks AO3

9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
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).
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.
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.
0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

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.

Exercise 1

[SETTING: Monologue]
(One Male voice)

Exercise 1:

Listen to Sohrab's story and then answer the questions below **IN ENGLISH**.

تمرین ۱:

عینک من

زدن عینک و تحمل یک وزن اضافه روی بینی رو از دوران ابتدایی شروع کردم. وقتی بچه بودم از طرفی دوست داشتم عینک بزنم چون درسخون‌تر به نظر میرسیدم اما از طرفی بیشتر وقت‌ها اونو تو خونه یا ماشین جا می‌داشتم و تمیز نگهداشتن عینکم هم کار آسونی نبود.

یادمه وقتی مامانم فهمید که من تنبلی چشم دارم تا مدتی ناراحت بود، هم به خاطر این که دلواپس بود که آیا من می‌تونم از پشش بر بیام و هم این که خودش از پس هزینه‌اش بر میاد یا نه!

حالا تقریباً سه دهه از اون جریان می‌گذره و علم چشم پزشکی کلی پیشرفت کرده. بحث چند ماه گذشته‌ی ما هم اینه که منو راضی کنن برم چشمم رو لیزر کنم و از عینک زدن خلاص شم. همه میگن این عمل الان کاملاً پیش پا افتاداس و چند روزی چشمت می‌سوزه و بعد یک عمر راحت میشی.

اما من راضی نمیشم همیشه تو این کار کلی امکان خطر هست به قول معروف میان ابروشو بردارن چشمش رو کور میکنن.

Exercise 2

[SETTING: CONVERSATION]
(One female and one male voices)

تمرین ۲:

دیدنی‌های ایران

امیر: در هر شهر ایران دیدنی‌های تاریخی زیادی می‌شه پیدا کرد که بیانگر روش زندگی گذشتگان ماست البته برنامه‌ریزی برای رفتن و دیدن اون‌ها مسئله‌ی دیگه‌ایه.

شیوا: اغلب، مردم فقط کاخ‌ها، آرامگاه‌ها و کتیبه‌های شیراز یا اصفهان رو می‌شناسن اما ما آثار تاریخی با ارزش شناخته نشده‌ی زیادی در جاهای دور افتاده داریم که متأسفانه به خاطر عدم رسیدگی به اون‌ها و آگاهی کم مردم از وجودشون در حال از بین رفتن هستن و کمتر کسی اون‌ها رو می‌شناسه.

امیر: می‌دونم چی میگی، مثلاً ایران کلی قلعه‌ی زیبا داره که با معماری خاصشون بیشتر به عنوان محل زندگی مردم و حفاظت از اون‌ها در مقابل دشمن‌ها ساخته شده بودن.

شیوا: بله از بعضی‌هاشون دیگه فقط خرابه‌ای بیشتر نمونده، البته زمانی قلعه‌های مهمی بودن.

امیر: اونارو معمولاً بالای کوه و محل‌های دور افتاده درست می‌کردن تا دست نیافتنی باشن.

شیوا: قلعه‌ها محل تربیت سپاهیان و برگزاری مراسم فرهنگی هم بودن.

امیر: گاهی هم در این قلعه‌ها، برج و باروهایی برای دیدبانی و نگهبانی در چهار گوشه‌ی شهر می‌ساختن.

شیوا: یکی از زیباترین این قلعه‌ها ارگ بم بود که در زمین لرزه‌ی چند سال قبل کاملاً از بین رفت. می‌دونم که سازمان میراث فرهنگی داره ترمیمش می‌کنه.

امیر: این قلعه به عنوان بزرگ‌ترین بنای خشتی و گلی دنیا در سازمان یونسکو ثبت شده چون در ساختن اون فقط از آجرهای گلی استفاده شده بود. کارشناسا هم علت خرابی رو بیشتر همین میدونن.

امیر: من سال پیش به پیشنهاد یکی از دوستانم به دیدن قلعه‌ی رودخان در شمال ایران رفتم. این قلعه یکی از پایگاه‌های نظامی بسیار زیبا در دل جنگل بود که رسیدن به اون کار هرکسی نیست، چون حدوداً باید از هزار تا پله بالا بری تا به قلعه برسی. نمیدونم تازه تو اون ارتفاع چطوری دو تا برج بلند برای نگهبانی ساخته بودن.

شیوا : طبیعت گردان معتقدن که ایران زیبایی خودش رو مدیون طبیعت بی نظیرشده. واقعاً وقتی با ماشین به شمال سفر می‌کنی جنگل‌های شمال ایران در گیلان و مازندران هوش از سر آدم می‌برن .

امیر : می‌گن این جنگل‌ها به خاطر سن بالاشون برای گیاهشناس‌ها یکی از ذخایر ژنتیکی جهان محسوب می‌شن.

شیوا : این روزا گاهی به خاطر توسعه‌ی شهرسازی و عدم نگهداری از جنگل‌ها، طبیعت زیبای ما رو خطر نابودی تهدید می‌کنه.

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