

ENGLISH LANGUAGE OLYMPIAD 2024 (FORM 11)

This is a syllabus for the English Language Olympiad 2024 for form 11.

Here you will find the following information:

- A general overview of the structure of the Olympiad
- Task specifications and sample tasks
- Assessment criteria and notes for assessors

GENERAL OVERVIEW				
FORMALLY assessed tasks / individual and pair work				
TASK	TASK FORMAT	TASK FOCUS	SCORE	TIME
ONE	A summary (in writing) Between 200-250 words Input material: an informational video (up to 15 min) viewed twice before writing	Skills: - summarising (identifying the main points, important details, overall structure of the content)	10	Viewing time: ~ 30 min Writing time: ~ 25 min
TWO	A blog post Between 250 – 300 words Input material: the same informational video (up to 15 min)	Skills: - reflecting - sharing personal views - expressing opinion and emotions - evaluating	15	Writing time: ~ 45 min
		TOTAL		100 minutes
THREE	A pair discussion Input material: a news item (about 200 words)	Skills: - summarising the news - turn-taking (initiating, responding, interacting) - expressing opinion and emotions; evaluating - summarising and concluding the discussion	15	Preparation time: 5 min Speaking time: up to 5 min TOTAL TIME: 10 min (per two students)
		TOTAL	40	

NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSING
FOUR	<p>Collaborative task</p> <p><u>The topic:</u> Exploring the city by close looking and intent observation (<i>See-Think-Wonder</i>)</p> <p><u>The format:</u> A creative team presentation illustrated with 3-5 slides</p>	<p>Skill:</p> <ul style="list-style-type: none"> - collaboration - curiosity - observation - interpretation - creativity - decision-making - communication - digital skills 	<p>Working time:</p> <ul style="list-style-type: none"> - capturing a moment/object or encounter - writing comments - creating slides for the presentation and sharing them - collaborating to prepare a creative presentation of the discovered <p>60 min</p> <p>Presentation time:</p> <p>2-3 min per team</p>	<p>The most unexpected captured moment, object or encounter.</p> <p>The most creative team presentation.</p> <p>The most interesting interpretation of the seen (SEE/THINK/WONDER).</p>

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: WRITING A SUMMARY

<p>Skills focus: Writing situation: Target audience: Length of text: Input material: Viewing time: Writing time: Score: Assessment criteria: Video sample:</p>	<p>Summarising Students are writing a summary. General public Between 200 – 250 words An informational video (up to 15 minutes) Approximately 30 minutes. The video is viewed twice. 25 minutes 10 points Focus; organisation; language resources; accuracy; appropriacy of register. https://www.youtube.com/watch?v=snXhtOpSxtI</p>
<p>Sample instructions for students:</p> <p><i>You are going to write a summary of information presented in a video. Before writing, you are going to watch an informational video about NATO. The video will be shown twice. You can take notes if you wish. After viewing the video, you will have 25 minutes to write a one-paragraph summary of the video content. In your summary, you must:</i></p> <ul style="list-style-type: none"> <i>· state the main idea at the beginning of your summary and rephrase it in the last sentence</i> <i>· present the main points in the order that they are given in the video</i> <i>· give only important details</i> <p><i>Write at least 200 words, but no more than 250 words. Use neutral (academic) register. Use the sheets provided for your draft and your final version.</i></p>	
<p>YOUR NOTES (a separate sheet provided)</p>	
<p>YOUR DRAFT (a separate sheet provided)</p>	
<p>YOUR FINAL VERSION (a separate sheet provided)</p>	

TASK TWO: WRITING A BLOG POST

Skills focus:	Reflecting; sharing personal views; expressing opinion and emotions; evaluating.
Writing situation:	Students are writing a blog post.
Target audience:	General public
Length of text:	Between 250 – 300 words
Input material:	The same video which is shown for students to summarise.
Writing time:	45 minutes
Score:	15 points
Assessment criteria:	Content; organisation; range of vocabulary and structures; accuracy; appropriacy of register.

Sample instructions for students:

You are going to write a blog post on what you have learnt from the given informational video.

In your blog post, you must:

- share your thoughts / knowledge / emotions towards what you have seen and heard in the video;*
- reflect on NATO's involvement in various conflicts and peacekeeping mission;*
- express your opinion on challenges and threats NATO may face in the future.*

Write at least 250 words, but no more than 300 words.

Use neutral register.

Give a title to your blog post.

Use the sheets provided for your draft and your final version.

YOUR DRAFT (a separate sheet provided)

YOUR FINAL VERSION (a separate sheet provided)

TITLE:

TASK THREE: PAIR DISCUSSION

Skills focus:	Summarising the news; turn-taking – initiating, responding, interacting; expressing opinion and emotions; evaluating; summarising and concluding the discussion.
Input material:	A news item
Topics:	Current issues
Output expected:	Personal response to the issue and discussion with a partner

Sample instructions for students:

You are going to read a news item.

You have to respond to the news and discuss it with a partner.

Your partner has also read the same news item.

*You have **5 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- summarise the content / state the issue presented in the text (**Student A**);
- exchange opinions and / or emotions with the partner about the news; evaluate;
- make personal comment; relate the issue to your own experience or knowledge;
- summarise and conclude your discussion (**Student B**).



European Parliament calls for making 2024 the 'Year of Cycling'

The European Parliament has proposed making 2024 the “European Year of Cycling”, calling for a strategy to double the distance covered by cyclists by 2030.

This was relayed on Thursday to the Commission in a resolution on developing a strategy for such an ambitious feat. In a non-binding resolution, the MEPs have called on the Commission and Member States to support the production of bicycles and components “made in Europe.” They are also encouraging Member States to reduce VAT rates on the supply, leasing and repair of bicycles and electric bikes.

The text urges Member States and local authorities to “significantly” increase the construction of separate cycling infrastructures. It also encourages the integration of affordable bicycle and electric bike sharing systems into their mobility plans and to promote cycling for the last mile in urban hubs. The inclusion of bikes on trains has also been highlighted.

Dedicating 2024 to cycling sends a clear political signal to all levels of government in Europe, and to all citizens, that the bicycle has a central place in our mobility habits and policies, and that it deserves as much political, financial and public attention as other modes of transport. After all, cycling is integral to European history and culture – we need to celebrate it, and by doing that make it accessible to everyone.

<https://www.brusselstimes.com/535423/european-parliament-calls-for-making-2024-the-year-of-cycling>

ASSESSMENT CRITERIA AND NOTES FOR ASSESSORS

SUMMARY ASSESSMENT SCALE		
CRITERIA	SCORE	DESCRIPTORS
Focus	2	The main idea is clearly presented; all main points are included; no unnecessary details.
	1	The main idea is not fully clear; 1-2 important points are missing; some unnecessary details.
	0	The main idea is not presented; important points are missing; irrelevant details.
Organisation	2	Effective organisation; all ideas are presented in the order in which they appear in the video.
	1	Adequate organisation; ideas are mainly presented in the order in which they appear in the video.
	0	Lack of organisation; ideas are presented in random order.
Language resources	3	Wide range of vocabulary and structures.
	2	Good range of vocabulary and structures.
	1	Adequate range of vocabulary and structures.
	0	Limited range of vocabulary and structures.
Accuracy (grammar, spelling, punctuation)	2	No errors / minimal errors.
	1	A few errors in complex structures.
	0	Frequent errors, both in complex and simple structures.
Appropriacy of register (neutral)	1	Consistent use of neutral register.
	0	Inconsistent use of neutral register.
Total	10	

NOTES

- **Length** – between 200 – 250 words. If the text is shorter or longer, the final score is adjusted as agreed by the evaluation committee.
- **Spelling** – British and American varieties are acceptable.
- **Contractions** are not acceptable.

BLOG POST ASSESSMENT SCALE		
CRITERIA	SCORE	DESCRIPTORS
Content	3	Major content points covered; thorough and extensive coverage.
	2	Some content points covered. Adequate and sufficient coverage.
	1	Too few content points covered. Some irrelevant material.
Organisation (coherence and cohesion)	3	Effective organisation; excellent coherence and cohesion; proper layout.
	2	Adequate organisation; good coherence and cohesion; problems with layout.
	1	Lack of organisation; some coherence and cohesion; problems with layout.
Language resources / Range of vocabulary and structures	4	Wide range of vocabulary and structures.
	3	Good range of vocabulary and structures.
	2	Adequate range of vocabulary and structures.
	1	Limited range of vocabulary and structures.
Accuracy (vocabulary, grammar, spelling, punctuation)	3	No errors / minimal errors.
	2	A few errors in complex structures.
	1	Frequent errors, both in complex and simple structures.
Appropriacy of register (neutral)	2	Consistent use of neutral register.
	1	Inconsistent use of neutral register.
Total score	15	

NOTES

- **Length** – between 250 – 300 words. If the text is shorter or longer, the final score is adjusted as agreed by the evaluation committee.
- **Spelling** – British and American varieties are acceptable.
- **Contractions** are acceptable.

PAIR DISCUSSION ASSESSMENT SCALE		
CRITERIA	SCORE	DESCRIPTORS
CONTENT		
Opinion, comment (Relevance, coherence, fluency)		
3		All ideas relevant; coherent; easy to follow.
2		Most ideas relevant; quite coherent; rather easy to follow.
1		Too few ideas; lack of coherence; may be difficult to follow.
Language resources (Range , clarity, precision)		
4		Wide range of lexico-grammatical structures; the meaning is always clear and precise.
3		Good range of lexico-grammatical structures; the meaning is always clear and precise.
2		Adequate range of lexico-grammatical structures; the meaning is generally clear and precise.
1		Limited range of lexico-grammatical structures; the meaning is often not clear or precise.
DELIVERY		
Interaction, response		
2		Effective use of strategies to initiate discussion and respond to questions.
1		Adequate use of strategies to initiate discussion and respond to questions.
Accuracy		
4		Excellent control of simple and complex language structures; no accuracy errors.
3		Good control of simple and complex language structures; occasional errors.
2		Adequate handling of simple language structures; problems may occur with complex structures.
1		Poor handling of language structures; problems occur with both complex and simple structures.
Pronunciation		
2		Accurate and clear articulation. Effective intonation.
1		Most text is articulated accurately and clearly. Adequate intonation.
Total 15		

NOTE: Summary by Student A and conclusion by Student B are NOT assessed.