

## ENGLISH LANGUAGE OLYMPIAD 2025 (FORM 11)

This is a syllabus for the English Language Olympiad 2025 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	<p><b>A semi-formal letter</b></p> <p>Between 300-350 words</p> <p>Input material: a letter with reference to a video (up to 15 min)</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>- summarising (identifying the main points, important details)</li> <li>- reflecting</li> <li>- sharing personal views</li> <li>- expressing opinion and emotions</li> <li>- evaluating</li> </ul>	18	<p>Viewing time: ~ <b>30 min</b></p> <p>Writing time: <b>50 min</b></p>
TWO	<p><b>A pair discussion</b></p> <p>Input material: a news item (about 350 words)</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>- summarising the news</li> <li>- turn-taking (initiating, responding, interacting)</li> <li>- expressing opinion and emotions; evaluating</li> <li>- summarising and concluding the discussion</li> </ul>	15	<p>Preparation time: <b>5 min</b></p> <p>Speaking time: up to <b>4-5 min</b></p> <p>TOTAL TIME: <b>10 min</b> (per two students)</p>
<b>TOTAL</b>			<b>23</b>	

**NON-FORMALLY assessed tasks / team work**

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSING
THREE	<p>Collaborative task</p> <p><u>The topic:</u></p> <p>Considering an idea, policy or event from different angles (Modified <i>Compass Points</i> routine)</p> <p><u>The format:</u></p> <p>A theatrical performance</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>- critical thinking and analysis</li> <li>- collaboration and teamwork</li> <li>- communication</li> <li>- perspective-taking and empathy</li> <li>- decision-making and problem-solving</li> <li>- presentation and persuasion skills</li> <li>- creativity and adaptability</li> </ul>	<p>Working time:</p> <ul style="list-style-type: none"> <li>- analysing the assigned perspective</li> <li>- brainstorming ideas for dramatic expression</li> <li>- developing a script for the performance</li> <li>- rehearsing</li> </ul> <p><b>60 min</b></p> <p>Presentation time:</p> <p><b>2-3 min</b> per team</p>	<ul style="list-style-type: none"> <li>- Clarity of perspective</li> <li>- Creativity in expression</li> <li>- Team collaboration</li> <li>- Engagement and presence</li> <li>- Audience impact</li> </ul>

## TASK SPECIFICATIONS AND TASK SAMPLES

### TASK ONE: WRITING A SEMI-FORMAL LETTER

Skills focus:	Summarising, reflecting, sharing personal views, expressing opinion and emotions, evaluating
Writing situation:	Students are writing a semi-formal letter
Target audience:	Peers involved in one international project
Length of text:	Between 300 – 350 words
Input material:	A video (up to 15 minutes)
Viewing time:	Approximately 30 minutes. The video is viewed twice.
Writing time:	50 minutes
Score:	20 points
Assessment criteria:	Content; organisation; range of vocabulary and structures; accuracy; appropriacy of register.
Video sample:	<a href="https://www.lrt.lt/naujienos/kultura/12/2390586/vilniuje-unikali-galimybe-susipazinti-i-unesco-sarasa-itrauktas-siaudiniai-sodais">https://www.lrt.lt/naujienos/kultura/12/2390586/vilniuje-unikali-galimybe-susipazinti-i-unesco-sarasa-itrauktas-siaudiniai-sodais</a>

#### Sample instructions for students:

Your class is participating in the international project “Embracing Our Cultural Diversity”, and you are responsible for corresponding with project partners. You have received an email from one of the project partners and need to write a response.

The email from the project partner is as follows:

*Dear Lithuanian friends,  
I hope this message finds you well.  
We recently came across this video ([www.lrt.lt/naujienos/kultura](http://www.lrt.lt/naujienos/kultura)) which seems to feature the straw gardens you mentioned in our last online meeting. This tradition is fascinating, and we'd love to learn more about it. Could you let us know why they're in the news and what story is being highlighted?  
Thank you in advance for your answer and for sharing any insights on this.  
Warm regards,  
David Shon  
Brugge International School*

In your response, you must:

- give a detailed summary of the information in the news report,
- explain why the straw gardens are in the news,
- express your opinion about this aspect of Lithuanian cultural heritage.

Before writing your response, you will watch the news report. The video will be shown twice.

You can take notes if you wish.

After viewing the video, you will have 50 minutes to write an email.

Write at least 300 words, but no more than 350 words.

Use neutral register.

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

YOUR NOTES (a separate sheet provided)

YOUR DRAFT (a separate sheet provided)

YOUR FINAL VERSION (a separate sheet provided)

## TASK TWO: 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**).



### How online photos and videos alter the way you think

The images we are exposed to on social media and internet websites have a surprising influence on the way we view the world.

Every day we are bombarded with digital images. They appear on our social media feeds, in our search results and the websites we browse. People share images via messaging apps or over email. With the average user spending 6 hours and 40 minutes per day on the internet, according to one report, these images make up a significant portion of our everyday visual input, and recent research indicates that they may even be influencing our perceptions.

One study published earlier this year analysed images on Google, Wikipedia and the Internet Movie Database, specifically looking at what genders predominated when they searched for different occupations. The findings were stark. Gender stereotypes appeared to be really strong. Categories like "developer", "investment banker" and "heart surgeon" were far more likely to be male. "Housekeeper", "nurse practitioner" and "ballet dancer" tended to be female.

The latest study, however, took this a step further. Rather than just showing the extent of gender bias in online imagery, the researchers tested whether exposure to these images had any impact on people's own biases. In the experiment, participants used Google to search for different occupations. One group searched by text, using either Google or Google News; the other used Google Images, instead.

Compared to Googling text-based descriptions of occupations, the participants who used Google Images and received visual representations in response showed much higher rates of implicit gender bias after the experiment.

There's another growing problem: how the images already circulating online are informing and shaping AI models. Obviously, models like ChatGPT are learning based on the imagery that already exists, and the more biased images AI models themselves spit out, the more we see; the more we see, the more implicitly biased we become ourselves. The more biased we become, the more we create and upload our own biased imagery.

So what can be done?

<https://www.bbc.com/future/article/20241101-how-online-photos-and-videos-alter-the-way-you-think>

## ASSESSMENT CRITERIA AND NOTES FOR ASSESSORS

SEMI-FORMAL LETTER ASSESSMENT SCALE		
CRITERIA	SCORE	DESCRIPTORS
Task fulfillment and content	6	Excellent treatment of the task. Major content points covered; thorough and extensive coverage.
	5	
	4	Good treatment of the task. Some content points covered. Adequate and sufficient coverage.
	3	
	2	Treatment of the task is hardly adequate. Too few content points covered. Some irrelevant ideas.
	1	
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.
<b>Total score</b>	<b>18</b>	

### NOTES

- **Length** – between 300 – 350 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.

<b>PAIR DISCUSSION ASSESSMENT SCALE</b>		
<b>CRITERIA</b>	<b>SCORE</b>	<b>DESCRIPTORS</b>
<b>CONTENT</b>		
<b>Opinion, comment (Relevance, coherence, fluency)</b>		
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.
<b>Language resources (Range , clarity, precision)</b>		
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.
<b>DELIVERY</b>		
<b>Interaction, response</b>		
2		Effective use of strategies to initiate discussion and respond to questions.
1		Adequate use of strategies to initiate discussion and respond to questions.
<b>Accuracy</b>		
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.
<b>Pronunciation</b>		
2		Accurate and clear articulation. Effective intonation.
1		Most text is articulated accurately and clearly. Adequate intonation.
<b>Total score 15</b>		

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