

ENGLISH LANGUAGE OLYMPIAD 2023 (FORM 11)

This is a syllabus for the English Language Olympiad 2023 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 Between 200-250 words Input material: a short video report in the Lithuanian language (about 15 min) viewed twice before writing	Skills: - summarising - mediating between two languages (from LT to EN)	10	Viewing time: ~ 30 min Writing time: ~ 25 min
TWO	A blog post Between 250-300 words Input material: the same short video report in the Lithuanian language (about 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 in the Lithuanian language (about 200 words)	Skills: - mediating between two languages (from LT to EN) - summarizing the news - turn-taking (initiating, responding, interacting, cooperating) - 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> Virtual bulleting board (e.g. Padlet) post</p>	<p>Skill:</p> <ul style="list-style-type: none"> - collaboration - curiosity - observation - interpretation - creativity - decision-making - communication - digital skills 	<p>Working time: selecting an object, taking photos, writing comments, posting a selected photo of the image with comments on Padlet or another virtual bulleting board, preparing a presentation</p> <p>60 min</p> <p>Presentation time:</p> <p>2-3 min per team</p>	<p>The most unexpected object.</p> <p>The best “SEE” comment.</p> <p>The best “THINK” interpretation.</p> <p>The best “WONDER” question.</p>

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: WRITING A SUMMARY

<p>Skills focus:</p> <p>Writing situation:</p> <p>Target audience:</p> <p>Length of text:</p> <p>Input material:</p> <p>Viewing time:</p> <p>Writing time:</p> <p>Score:</p> <p>Assessment criteria:</p> <p>Video report sample:</p>	<p>Summarising; mediating between two languages (from LT to EN). Students are writing a summary.</p> <p>General public</p> <p>Between 200-250 words</p> <p>A short video report (about 15 minutes)</p> <p>Approximately 30 minutes. The video report is viewed twice.</p> <p>25 minutes</p> <p>10 points</p> <p>Focus; organisation; language resources/vocabulary equivalence; accuracy; appropriacy of register.</p> <p>https://www.youtube.com/watch?v=YH5vy1Tn430</p>
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Sample instructions for students:

*You are going to write a summary.
Before writing, you are going to watch a short video report. The video will be shown twice.
You can take notes if you wish.
After viewing the video report, you will have 25 minutes to write your summary.
In your summary, you must:*

- state the main idea*
- present the main points*
- give only important details*

*Write at least 200 words, but no more than 250 words.
Use neutral register.
Use the sheets provided for your draft and your final version.*

YOUR NOTES (a separate sheet provided)

YOUR DRAFT (a separate sheet provided)

YOUR FINAL VERSION (a separate sheet provided)

TITLE:

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 report which is shown for students to summarize.
Writing time:	45 minutes
Score:	15 points
Assessment criteria:	Content; organization; range of vocabulary and structures; accuracy; appropriacy of register.

Sample instructions for students:

You are going to write a blog post on the ideas of the given video report.

In your blog post, you must:

- *reflect on what you have seen and heard in the video report;*
- *share your thoughts / emotions / knowledge / experience in relation to the video;*
- *comment on how the project of the given innovation could develop.*

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; mediating (from LT to EN, from written to spoken mode); turn-taking – initiating, responding, interacting, cooperating; expressing opinion and emotions; evaluating; summarising and concluding the discussion.
Input material:	A news item in the Lithuanian language
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 in Lithuanian.

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

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**).



2022-ieji – Lietuvos ir Europos jaunimo metai

Dar 2021 m. viduryje LR Seimas 2022-uosius metus paskelbė Lietuvos jaunimo metais, o Europos Parlamentas 2022-uosius paskelbė Europos jaunimo metais. Tai sudarė unikalią galimybę atkreipti dėmesį į jaunimo politiką nacionaliniu ir tarptautiniu lygmeniu. Jaunimo metai suteikia galimybę atkreipti visuomenės dėmesį į jaunimo situaciją ir jaunimo problemas Lietuvoje ir Europoje, inicijuoti diskusijas ir tinkamų sprendimų priėmimą bei palengvinti jaunimo pilietinio aktyvumo įsitvirtinimo procesą Lietuvoje.

„Europos Komisijos atliktas jaunimo nuomonės tyrimas, kuriame dalyvavo ir jaunuoliai iš Lietuvos, atskleidė, kokių jaunimo metų jie norėtų. Tendencijos rodo, kad jauni žmonės trokšta būti išgirsti ir suprasti, siekia bendrauti ir bendradarbiauti ne tik su sprendimų priėmėjais, bet ir tarpusavyje. Taip pat be pandemijos poveikio išryškėjo ir tvarumo bei klimato kaitos, jaunimo darbo, mobilumo, lyčių ir skaitmenizacijos temų svarba“, – sako Jaunimo metų koordinatorius Justinas Juškevičius.

Taigi, pagrindinė jaunimo metų tema – jaunimo įgalinimas. Siekdamas atskleisti šią temą Jaunimo reikalų departamentas prie Socialinės apsaugos ir darbo ministerijos (JRD) kartu su partneriais siekia 4 tikslų: pasiekti jaunus žmones, kurie anksčiau nebuvo pasiekti, ir informuoti juos apie galimybes nacionaliniu ir ES lygmeniu; pastebėti ir dalytis gerąja praktika ES jaunimo politikos ir ES programų įgyvendinimo srityje; skatinti jaunimo organizacijų ir jaunimo aktyvumą; plėtoti jaunimo ir sprendimų priėmėjų dialogą temomis, kurios liečia jaunimą.

<https://jauni2022.lt/lietuvos-jaunimo-metai/>

ASSESSMENT CRITERIA AND NOTES FOR ASSESSORS

VIDEO REPORT (IN LITHUANIAN) SUMMARY (IN ENGLISH)		
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 organization; all ideas are presented in the order in which they appear in the video report.
	1	Adequate organization; ideas are mainly presented in the order in which they appear in the video report.
	0	Lack of organization; ideas are presented in random order.
Language resources / Vocabulary equivalence	3	Wide range of vocabulary and structures. Vocabulary equivalence is always appropriate.
	2	Good range of vocabulary and structures. Vocabulary equivalence is mostly appropriate.
	1	Adequate range of vocabulary and structures. Vocabulary equivalence is satisfactory – a few instances of word-for-word translation.
	0	Limited range of vocabulary and structures. Vocabulary equivalence is not quite satisfactory – word-for-word translation dominates.
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

- **Vocabulary equivalence** – using vocabulary in the target language that is equivalent in meaning to the vocabulary of the source language.
- **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 organization; excellent coherence and cohesion; proper layout.
	2	Adequate organization; good coherence and cohesion; problems with layout.
	1	Lack of organization; 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, cooperation		
2		Effective use of strategies to initiate discussion and respond to questions; good cooperation with the interlocutor.
1		Adequate use of strategies to initiate discussion and respond to questions; adequate cooperation with the interlocutor.
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.