



MINISTERUL EDUCAȚIEI



**THE INTERNATIONAL ENGLISH LANGUAGE OLYMPIAD  
BUCHAREST SEPTEMBER 2023  
INTEGRATED SKILLS (LISTENING AND WRITING) LEVEL B2**

**Keys: 1.C; 2.D; 3.A; 4.B; 5.A**

**Videoscript**

**Rudy:** Jesse Owens is the fastest man on earth.  
**Hans:** Hey, watch out, you two.  
**Liesel:** What are you doing, Papa?  
**Hans:** Working, for once.  
**Rudy:** I thought you painted signs, not scraped them off.  
**Hans:** Well, the scraping-off business is picking up, Rudy. What can you do?  
**Liesel:** "Accountant."  
**Hans:** You make me proud, girl. She's clever, Rudy.  
**Rudy:** Ja, sir.  
**Liesel:** What's an accountant?  
**Hans:** Something we will never need.  
**Liesel:** "We wish you...every success...with your...career...mmm... in the funeral...  
**Hans:** "Business."  
**Liesel:** ...funeral business."  
**Hans:** We made it. Your first book. Congratulations. So, promise me one thing, Liesel. If I die anytime soon, make sure they bury me right. Ja?  
**Liesel:** Ja.  
**Hans:** No skipping chapter six.  
**Liesel:** Can we start again?  
**Hans:** Tomorrow.  
**Liesel:** But it is tomorrow.  
**Hans:** You sleep now.  
**Liesel:** His name was Werner.  
**Hans:** Come. I have a surprise for you.  
**Liesel:** It's very dark here.  
**Hans:** We'd better turn on the light. It's a dictionary. Some of the words we have learned. Add as many as you like. It's yours.  
**Liesel:** Thank you, Papa.  
*[Speaker playing German on PA]*  
**Rudy:** He's done it! He's made history! Jesse Owens... the fastest man alive!  
**Neighbour:** Hey! Was ist los?  
**Rudy:** Ow!  
**Neighbour:** You want to remain a member? Teach your son!  
**Alex:** Why? Why Jesse Owens?  
**Rudy:** Why? He's the fastest man on earth.  
**Alex:** Ha! The fastest man on earth!  
**Barbara:** The boy is crazy.  
**Rudy:** Ow! That hurts.

**Alex:** Sit still, Rudy.  
**Barbara:** It's even in his earholes.  
**Alex:** Barbara...  
**Barbara:** Fine, you deal with him.  
**Alex:** Son... you can't go around painting yourself black, you hear?  
**Rudy:** Why not?  
**Alex:** Because you shouldn't want to be black people.  
**Rudy:** Why?  
**Alex:** Because I say so. Ja?  
**Liesel:** "Dear Mama, today is the Fuhrer's birthday. I wish it was mine. Maybe then you could come and see me. I miss you all day long. Sometimes, I think I see you in the street. But it's never you. My new mama is like a thunderstorm. Always rumbling."  
**Rosa:** Hans, where did you put the flag? If we don't find it, it's going to look like we're saying something.  
**Hans:** All right, all right, all right. I'm going to look in the basement. God in Heaven. Liesel, I know you like it down here... but don't you think you should be outside a bit?  
**Liesel:** I'm writing Mama a letter.  
**Hans:** Well, that's very good. Please tell her, from me, I could do without all the nagging.  
**Liesel:** Not that mama.  
**Hans:** I see. What are you telling her?  
**Liesel:** Everything. About you und Mama und Rudy. Can you send it for me?  
**Hans:** Well...  
**Liesel:** You could give it to the woman who brought me here.  
**Hans:** Frau Heinrich? Ja. I'm sure she would do her best to pass it on. Ah, found it.  
**Rosa:** What is she doing writing to her mother, anyway?  
**Hans:** She's her mother.  
**Rosa:** I'm not going to waste good money... on a stamp for a letter that's never going to be answered.  
**Hans:** What was I to say?  
**Alex:** Hans?  
**Hans:** Alex.  
**Alex:** Good man. Are you ready to go?  
**Rosa:** Of course he is. Liesel!  
**Hans:** Come on, Liesel, we'll miss the parade. Right.  
**Alex:** Come on, let's go.  
**Rudy:** Saumensch.  
**Liesel:** Hello, Rudy.

Written paper – Integrated Skills

Level B2-Key



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## II. MARKING SCHEME - ARTICLE

Analytical criteria	Exemplary 10p	Proficient 8p	Partially proficient 6p	Weak 4p	Inadequate 2p	Points
<b>CONTENT</b>	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; an introduction/ a conclusion is present; the register is appropriate throughout.	The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; an introduction/ a conclusion is present but not fully linked to the topic; the register is appropriate, although minor inconsistencies are possible	The article addresses the requirements of the task but not all key ideas are relevant; the format may be faulty at times (e.g. the introduction or the conclusion may be missing/ unclear); there are inconsistencies in register	The article does not cover the requirements of the task; the format is faulty (e.g. the introduction and the conclusion are missing or totally irrelevant; many irrelevant details are included; there are major inconsistencies in register	The article does not relate to the task	
<b>ORGANIZATION AND COHESION</b>	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced;; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips.	The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.	A very narrow range of vocabulary is present; errors in word choice predominate; spelling errors make the text obscure at times.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The text has not a relevant effect on the reader.	The text has a negative effect on the reader.	

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