



MINISTERUL EDUCAȚIEI



**THE INTERNATIONAL ENGLISH LANGUAGE OLYMPIAD
BUCHAREST SEPTEMBER 2023
INTEGRATED SKILLS (LISTENING AND WRITING) LEVEL C1**

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

Videoscript

Liesel: Who is Johann?

Ilsa: He used to love to read. And he was brave. Just like you. This is all him. Everything he knew. All here. All in its place. They never found his body. If they could have shown me his body, I would have believed them. But how can a mother give up? A mother never gives up on her child.

Liesel: I have to go.

Liesel: Do you think my mother really loved me?

Max: Of course. Every mother loves her child. Even Hitler's.

Liesel: Do you think she writes to him?

Max: "Dear Fuhrer... "just wait until your father gets home. "Love, Mama."

Liesel: "Dear Fuhrer, clean up your mess."

Max: "Dear Fuhrer, who cut your hair?"

Liesel: "You're not going out in that, are you?"

Max: "What's that growing on your lip?"

Liesel: "Don't raise your voice at me."

Max: "Stop spitting when you yell."

Rosa: Hans... he's getting bedsores.

Hans: Then he needs to get up and move about.

Rosa: He can't just walk around.

Liesel: Why not?

Rosa: Because people will see in.

Hans: Shhh!

Rosa: He can't lay still forever. He needs to be moved.

Liesel: Why?

Rosa: The mouth on it! Because I say so.

Hans: Rosa.

Liesel: And what do you propose?

Rosa: "Propose"? Listen to this one. I propose that we put him downstairs.

Hans: It's not good, we know that. I'm sorry.

Max: Please don't apologize. I've put you all in such danger. It's more than I deserve.

Hans: Liesel's lessons. It is a dictionary. I tried to make it as comfortable as I could. I'm sorry, there's no bed. If anyone saw, you know?

Max: You feel free to do your lessons whenever you want.

Rosa: Make sure you knock first.

Max: I'm just downstairs. I'm not going anywhere. Promise.

Rosa: Don't give me that look.

Liesel: "Jellyfish." "Jellyfish." Jellyfish.

Max: Tell me, where do you get these words?

Liesel: It's a secret.

Max: And who would I tell?

Liesel: The Bürgermeister's wife. She lets me read her books. I memorize them.

Max: "Memory is the scribe of the soul." Do you know who said that? A man called Aristotle. Can you do me a favor? Can you describe the day for me? What's it like outside?

Liesel: It's cloudy.

Max: No, no, no. Make the words yours. If your eyes could speak... what would they say?

Liesel: It's a pale day.

Max: "Pale." Good. Go on.

Liesel: Everything's stuck behind a cloud. Und the sun... doesn't look like the sun.

Max: What does it look like?

Liesel: Like a silver oyster?

Max: Thank you. I saw that.

Liesel: We're hiding a Jew.

Ilsa: Johann?

Liesel: Nein. It's Liesel.

Bürgermeister: What's the meaning of this?

Rosa: Und he didn't say why? I don't understand it. I've always ironed his shirts in exactly the same way.

Hans: Maybe they can't afford it any longer.

Rosa: They can't afford it? We can't afford it. It's another customer gone. And four mouths to feed.

Hans: Shhh

Rosa: Well. It's two meals a day from now on, not three. That's all there is to it.

II. MARKING SCHEME FOR THE FOR AND AGAINST ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Inadequate 2p	Points
CONTENT	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and/or personal opinion.	The essay is fairly completed, the thesis in the introduction being further developed with balanced arguments and relevant ideas.	The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of ideas / arguments.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the for and against essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the for and against essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the for and against essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the development of ideas	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the essay is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the for and against essay is inappropriate for the type of functional writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; 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 within the essay; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	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 effect on the reader non-relevant.	The text has a negative effect on the reader.	