THE INTERNATIONAL ENGLISH LANGUAGE OLYMPIAD
CONSTANȚA SEPTEMBER 2024
INTEGRATED SKILLS B1

I. LISTENING Key: 1. C; 2. C; 3. A, 4. B; 5. B **(10 points)**

II. MARKING SCHEME - NARRATIVE-DESCRIPTIVE ESSAY **(50 points)**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p
CONTENT	The essay is completely relevant to topic, describing people/places/events/ atmosphere, having a clear development and including the final reactions of the protagonist.	The essay is fairly completed with the description of people/places/events /atmosphere, having a clear development.	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly Inadequate; the quality of the description failing to meet the requirements of the task.
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 fair 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 narrative-descriptive 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 narrative-descriptive 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 narrative-descriptive essay is partially relevant to the task with a slight inconsistency of style, leading to halts in the logical 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 narrative-descriptive 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 narrative-descriptive essay is inappropriate for this type of 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 is non-relevant.	The text has a negative effect on the reader.

Videoscript

Coraline: There were garden squash like balloon animals and snapdragons. Oh, and upstairs, I saw a real mouse circus. Not pretend like the crazy man's in our house.
Father: You sure you won't come?
Mother: Don't fret, Charlie. They'll love the new catalog. At least they'll love my chapters. I did not call him crazy, Coraline. He's drunk.
Father: Well, I guess I'll see you around, you dizzy dreamer.
Coraline: Dad! I'm not five anymore.
Boy: My kingdom for a horse!
Mother: Put them back.
Coraline: But, Mom, the whole school's gonna wear boring gray clothes. No one will have these.
Mother: Put them back.
Coraline: My other mother would get them.
Mother: Maybe she should buy all your clothes.
Coraline: So what do you think is in the other apartment?
Mother: I don't know. Not a family of Jones imposters.
Coraline: Then why'd you lock the door?
Mother: Oh! I found some rat crap, and I thought you'd feel safer.
Coraline: They're jumping mice, Mom, and the dreams aren't dangerous. They're the most fun I've had since we've moved here.
Mother: Your school might be fun.
Coraline: With those stupid uniforms? Right.
Mother: Had to give it a try.
Mother: How do you feel about a mustard, ketchup, salsa wrap for lunch?
Coraline: Are you kidding me?
Mother: Had to go food shopping, anyway. Dad's planning something special.
Coraline: Grossgusting.
Mother: You wanna come along? You can pick out something you like.
Coraline: Oh. Like the gloves.
Mother: Look, Coraline, if things go well today, I promise I'll make it up.
Coraline: That's what you always say.
Mother: Won't be long.
Coraline: But I might be. I knew it was real.
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