

**THE INTERNATIONAL ENGLISH LANGUAGE OLYMPIAD  
CONSTANȚA SEPTEMBER 2024  
INTEGRATED SKILLS C1**

**I. LISTENING Key: Key: 1. D; 2. B; 3. B, 4. A, 5. C**

**(10 points)**

**II. MARKING SCHEME - FOR-AND-AGAINST ESSAY**

**(50 points)**

| Analytical criteria              | Exemplary<br>10p   | Proficient<br>8p  | Partially Proficient<br>6p   | Weak<br>4p  | Incomplete<br>2p  |
|----------------------------------|--|---|--|---|---|
| <b>CONTENT</b>                   | 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.  |
| <b>ORGANIZATION AND COHESION</b> | 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.   |
| <b>VOCABULARY</b>                | 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 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 for-and-against 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 this type of writing. |
| <b>STRUCTURES</b>                | 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.   |
| <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 effect on the reader is non-relevant.   | The text has a negative effect on the reader.   |

## Videoscript

**The Giver:** He is punctual. He is inquisitive.

**The Elder:** How inquisitive?

**The Giver:** He's interested in his position.

**The Elder:** Then why is he breaking the rules? He has been observed trying to share his training with his former classmates.

**The Giver:** That always happens. But it's an impossible experiment. Even I tried to share of the memories back when I was in training. If you remember... So... forget about it.

**The Elder:** I don't tell you what to do in your position, so don't tell me.

**The Giver:** I apologise, but...isn't that is happening now?

**The Elder:** Your apology is accepted, but... You're being careless. You are moving too fast, we both know what happened ten years ago with the girl.

**The Giver:** That girl had a name.

**The Elder:** You think I do not remember her name?

**The Giver:** I know you feel the loss.

**The Elder:** The boy must hold in the pain. Don't fail us again.

**Jonas:** Want me to read all these?

**The Giver:** Uh, what's this...? "One day you should meet a boy who answers to the name of Jonas. He should be the most powerful of all receivers".

**Jonas:** Wait: that says...?

**The Giver:** Do not be gullible.

**Jonas:** "Plan for sameness." Another trick?

**The Giver:** Actually, no.

**Jonas:** It's some kind of... map. The Triangle of Rocks! Hey, that's real, my friend Asher saw it! Look at all these towers... What are they for?

**The Giver:** How could your friend see the Triangle of Rocks?

**Jonas:** He is a pilot, he told me, he saw it. What's past there? What's past the "outer edge, boundary of Memory"?

**The Giver:** A mystery.

**Jonas:** "Boundary of Memory", is that what they built so the memories will only stay within you and me?

**The Giver:** Let's move on.

**Jonas:** Wait! That boundary is meant to keep the memories in. So, if a receiver crosses it, does that mean the memories get set free?

**The Giver:** Perhaps... perhaps if you and I crossed it, everyone could feel those memories again.

**Jonas:** So, what am I seeing today?

**The Giver:** Nothing. You are seeing nothing today. We already covered "seeing beyond". There is also such a thing as "hearing beyond".

**Jonas:** A table...? All the food would slide to the floor.

**The Giver:** Now don't judge me... I'm not very good. Even though I had a very good teacher. Music... Well... music when I hit the right keys. Just like music, there's something else you can't see with your eyes. Something lives deep inside you. Something... These morning injections take away.

**Jonas:** I thought injections are for our health.

**The Giver:** Not, they remove something.

**Jonas:** What?

**The Giver:** Emotions!

**Jonas:** You mean like feelings...?

**The Giver:** Feelings are just fleeting on the surface. But emotions they are very deep... Primal... they linger and Jonas... You might not understand where you are or what's happening. But don't think about what you are seeing. Listen! Listen to what's calling from inside.

**Man 1:** Antonio!

**Man 2:** What beautiful wedding!

**Jonas:** Why would anyone want to get rid of this?

**The Giver:** Good question...