

**КРИТЕРИИ И МЕТОДИКА ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ОЛИМПИАДНЫХ
ЗАДАНИЙ ПИСЬМЕННОГО ТУРА**

возрастной группы

9-11 класс

муниципального этапа всероссийской олимпиады школьников по английскому языку

2021/ 2022 учебный год

Критерии оценивания и схема подсчета баллов

Listening – максимальное количество баллов 20. **Задание проверяется по ключам.** Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

Reading – максимальное количество баллов 15. **Задание проверяется по ключам.** Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

Use of English – максимальное количество баллов 25. **Задание проверяется по ключам.** Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов. В вопросах 10-19 учитывается орфография. При наличии орфографической ошибки балл не начисляется.

Writing – максимальное количество баллов 10. **Задание оценивается по Критериям оценивания.**

При подведении итогов баллы за все конкурсы суммируются. Максимальное количество баллов за все конкурсы – 55 баллов

Ключи и транскрипция текстов для аудирования

LISTENING

Task 1	
1	C
2	A
3	B
4	B
5	A
6	C
7	C
8	B
Task 2	
9	festivals
10	jewellery
11	enthusiastic
12	nervous
13	to-do list
14	suppliers
15	satisfying
16	tourism
17	qualification

18	determined
19	backup plan
20	customer service

READING

Task 1	
1	B (A, C)
2	B (A, C)
3	A, F
4	A, B (C)
5	A, C, F
6	E
7	E
8	D (F)
9	D
10	A, C
Task 2	
11	A
12	C
13	D
14	C
15	B

USE OF ENGLISH

Task 1	
1	C
2	B
3	A
4	D
5	B
6	C
7	B
8	A
9	D
Task 2	
10	if
11	which
12	with
13	Although / Though / While / Whilst
14	what
15	with
16	any
17	take
18	such
19	be
Task 3	
20	D
21	E
22	C
23	F
24	B
25	A

WRITING – КРИТЕРИИ ОЦЕНИВАНИЯ

Максимальное количество баллов: 10

Внимание! При оценке 0 по критерию «РКЗ» выставляется общая оценка 0.

РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ (максимум 3 балла)	ОРГАНИЗАЦИЯ И ЯЗЫКОВОЕ ОФОРМЛЕНИЕ ТЕКСТА (максимум 7 баллов)			
	Организация текста (максимум 2 балла)	Лексика (максимум 2 балла)	Грамматика (максимум 2 балла)	Орфография и пунктуация (максимум 1 балл)
<p>3 балла Коммуникативная задача полностью выполнена – написана рецензия по заданным параметрам. Участник соблюдает особенности жанра рецензии; рецензия оценивается по следующим аспектам:</p> <ol style="list-style-type: none"> 1) участник придерживается нейтрального стиля письма; 2) участник описывает сюжет, персонажей книги и место и время действия; 3) участник аргументированно объясняет, почему он/она рекомендует прочитать эту книгу. <p>Объем работы либо соответствует заданному, либо отклоняется от заданного не более, чем на 10% (в сторону увеличения – не больше 154 слов¹) или на 10% в сторону уменьшения (не меньше 90 слов).</p>				

¹ Если рецензия состоит из 155 или более слов, проверке подлежат первые 140 слов.

РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ (максимум 3 балла)	ОРГАНИЗАЦИЯ И ЯЗЫКОВОЕ ОФОРМЛЕНИЕ ТЕКСТА (максимум 7 баллов)			
	Организация текста (максимум 2 балла)	Лексика (максимум 2 балла)	Грамматика (максимум 2 балла)	Орфография и пунктуация (максимум 1 балл)
2 балла Коммуникативная задача выполнена частично – составленный текст является рецензией с заданными параметрами. Однако в работе не выполнен один из перечисленных выше аспектов.	2 балла Текст правильно разделен на абзацы. Логика построения текста не нарушена.	2 балла В работе имеются 1–2 лексические ошибки.	2 балла Участник демонстрирует грамотное и уместное употребление грамматических структур. Работа имеет 1–2 грамматические ошибки.	
1 балл Коммуникативная задача выполнена частично – составленный текст является рецензией с заданными параметрами. Однако в работе не выполнены два из перечисленных выше аспектов.	1 балл Имеются отдельные нарушения логики или абзацного членения текста (1–2 нарушения).	1 балл В работе имеются 3–4 лексические ошибки.	1 балл В работе имеются 3–4 грамматические ошибки.	1 балл В работе имеются 1–4 орфографические и/или пунктуационные ошибки.

РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ (максимум 3 балла)	ОРГАНИЗАЦИЯ И ЯЗЫКОВОЕ ОФОРМЛЕНИЕ ТЕКСТА (максимум 7 баллов)			
	Организация текста (максимум 2 балла)	Лексика (максимум 2 балла)	Грамматика (максимум 2 балла)	Орфография и пунктуация (максимум 1 балл)
<p>0 баллов Коммуникативная задача не выполнена. Текст не является рецензией или содержание написанного текста не отвечает заданным параметрам. Или не выполнены три перечисленных выше аспекта. Или: объем менее 90 слов.</p>	<p>0 баллов Имеются многочисленные нарушения логики или абзацного членения текста (2 и более нарушений).</p>	<p>0 баллов В работе имеются многочисленные лексические ошибки (5 и более).</p>	<p>0 баллов В работе имеются многочисленные грамматические ошибки (5 и более).</p>	<p>0 баллов В работе имеются многочисленные орфографические и/или пунктуационные ошибки (5 и более).</p>

ПРОТОКОЛ ОЦЕНКИ КОНКУРСА «ПИСЬМО»

Максимальное количество баллов

за конкурс Writing – 10 (десять).

Эксперт № _____

(Ф.И.О.)

ID	K1 PK3	K2 OT	K3 Лексика	K4 Грамматика	K5 Орфография и пунктуация	Сумма баллов (max 10)

Listening (script)

Part 1

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

Narrator: Question 1. You hear a woman telling her son about her favourite school teacher.

Boy: Did you have a favourite teacher at school, Mum?

Woman: Good question! ... I remember we had this history teacher, Mr Evans, ... I was fascinated by the way he taught. He was just so into history. I could listen to him talk for hours and everything he said would stick with me, even if I didn't write anything down. Sometimes he'd read an account of an event aloud and although he was no actor, somehow I felt like I'd gone right back in time, to when the action was happening. He was pretty serious – I don't remember laughing the way I did in other classes – but I loved every minute.

Narrator: Now listen again.

Narrator: Question 2. You hear a girl talking about maths.

Girl: People often ask why I like maths so much, and if I find it easy. Well, no, I don't. But if it wasn't a challenge, I wouldn't be half as excited about it. I can spend hours working on a single maths problem – I don't give up till I've got the right answer. And that's the great thing

about maths – it’s either right or wrong. If you work hard enough, you can always get a hundred per cent and that’s so satisfying. Some mathematicians talk about how ‘maths is everywhere’ – that it’s relevant to everything you do in life – but I just love it for its own sake.

Narrator: Now listen again.

Narrator: Question 3. You hear a man telling a friend about being unable to study art at school.

Woman: Is there a subject you wish you’d taken at school, but didn’t?

Man: Yes, art. We didn’t have the option to take that. The focus tended to be on more academic subjects then – you know, science, maths ... I’m a bit annoyed about it now. I’ve always been into painting– not that I ever considered making a living from becoming an artist – I’ve always wanted to be an engineer ... But it would’ve been useful to learn stuff like knowing how to apply different paints properly when I was younger. I love the skill in those amazing old paintings you can see hanging in galleries.

Narrator: Now listen again.

Narrator: Question 4. You hear two students discussing a sports class they have just attended.

Boy: What did you think of that sports class?

Girl: It made a change from actually playing sports, didn’t it?

Boy: Yeah, it did. It was interesting to consider the theoretical side of sport for once – all that detail about the psychology of winning was a new angle on things. Mr Banks is a great teacher. He’d done tons of research, hadn’t he?

Girl: He had. I’m not sure I’ll put what we talked about into practice, though. I’m highly unlikely to become a professional athlete.

Boy: Me neither – though I could see some of the others in the class looked pretty eager to get out there and try some of the techniques.

Narrator: Now listen again.

Narrator: Question 5. You hear a girl telling a friend about her brother.

Boy: Hasn’t your brother got a place at university?

Girl: Yes, he has! He’s going to study physics.

Boy: Is he looking forward to it?

Girl: I think on the whole he's pretty enthusiastic about going on to the next step. ... I get the impression he isn't quite as confident as I'd have expected him to be about getting to know the others on the course. I don't think it's that he thinks they'll be better than him at the subject or anything like that, but there's something, ... maybe it's just nerves. Anyway, once he starts classes, he's going to be so busy with work that I'm sure whatever's bothering him now will fade away.

Narrator: Now listen again.

Narrator: Question 6. You hear a student talking to his teacher about an assignment.

Boy: Can I have a word about the English assignment you've set us?

Woman: Yes, of course you can.

Boy: We have to write a blog about something which interests us. I don't know much about the ideas you gave us, so would you mind if I did something different?

Woman: Not at all. The main thing is that you've got some experience of what you're writing about.

Boy: I do, but I need to do some background reading online. ... The other thing is I've never done anything like this, so I don't know how formal the language should be.

Woman: OK. Let me give you the address of a website which will help.

Boy: Great, thanks.

Narrator: Now listen again.

Narrator: Question 7. You hear a science teacher talking to her class.

Woman: OK, everyone, listen up! Now, I've become aware that there's been a bit of a misunderstanding about where we're holding our science classes while the labs are being repainted. They won't be in the main hall as some of you

seem to think, but in the school gym. Obviously, we won't be able to carry out any chemistry experiments or practical work in there, but it's a temporary situation. We'll be able to spend a bit of time on some theory instead. I'm optimistic that this will be a good use of our time as it'll give you the chance to clarify anything you've been having difficulties with in class.

Narrator: Now listen again.

Narrator: Question 8. You hear two friends discussing learning foreign languages.

Woman: A lot of British people can't see the point of learning foreign languages when people in other countries speak English, but I think that shows a lack of understanding.

Man: Me too. You get more out of a language class than the words themselves – like understanding other countries' way of life, and their history.

Woman: – and their values, even.

Man: Exactly. It's true people do speak English around the world, so it's not strictly necessary to know other languages, but you get more out of a trip if you know a few words.

Woman: Yeah, there's a limit to how much you can communicate by trying to act out your ideas!

Narrator: Now listen again.

Task 2

You will hear a young woman called Jenny Smythe talking about her job as an events organiser. For questions 1–10, complete the sentences with a word or short phrase. You now have 45 seconds to look at the questions.

Hello, my name's Jenny Smythe, and I'm here to tell you about my position as an events organiser, which is exactly what it sounds like – I organise events! That can be anything from exhibitions and conferences, which are interesting, though not terribly exciting, to my personal favourite – festivals. I've also organised things like product launches, too.

At the moment I'm organising a street fair in the town I live in, which has different areas known as quarters. Each one is known for the type of products it produces. In this case the fair's in the jewellery quarter, but there's also an annual fair in the clothing quarter, and the artist's quarter has a yearly event, too. This is the first time a fair will have taken place in this part of town, so everyone's pretty enthusiastic about it. It should be fun provided that everything goes according to plan. This will be my first ever street fair, and I'd be excited, too, if I wasn't so nervous, though as long as I plan carefully and give myself enough time, everything should go well. Let me tell you more about my role. Once I take on a job, I need to consider all the tasks that need doing and prioritise them. This means creating what's known as a 'to-do list'. It involves listing everything that needs to be done and setting realistic deadlines. Imagine having a fair and forgetting to organise tables for the stalls, for example! One of the first things I'll do when I've got an event to organise is discuss things with the client – it's crucial to find out what they have in mind because it's their event, not mine. Then I can start to approach suppliers – the people who will provide everything we need to make sure an event goes smoothly – which can be everything from food to

music. When everything comes together and an event is successful, it's really satisfying to see people enjoying themselves. That's always far more important to me than the income I make doing the job – though, that's nice too, of course! Being thanked for my role in making it happen motivates me to get on with the next job.

People often ask me how I got into events organising. They assume I'll have done a qualification in marketing or event management itself – tourism is what I actually studied, and it's been quite useful in some ways. You can enter the field with any qualification really, as long as you've got the right personality and are prepared to work hard.

So, what skills are needed for the job then? It goes without saying that you need to be organised – and being flexible is helpful too – customers often change their minds about what they want during the planning process. Above all else, I'd say you've got to be determined. Things can and do go wrong when you're planning events and you can't just give up!

Let me give you an example of something that happened to me. It was the morning of an event and I got a call to say the roof was leaking at the hall we were using and it wasn't safe for visitors. This is where what's known as a backup plan is crucial, so I was glad I'd created one in advance! In this instance, I managed to find an alternative venue using my contacts – something you build up over time and which can save you from all kinds of unexpected happenings.

If you're interested in doing this job, either now or in the future, it's a good idea to get some experience first – even if you don't make any money. What I did was work in a hotel, which was great because I learned about dealing with people and sorting out problems. However, work in all types of customer service roles is helpful, and that's what I'd say you should aim to do.

I hope I've inspired some of you to join this fascinating profession. Does anyone have any questions?

Narrator: Now listen again.

Методические рекомендации

№ п/п	Конкурсы	Количество и тип задания (все задания по уровню сложности соответствуют уровню B2 по шкале Совета Европы)	Количество баллов	Время выполнения раздела
1	Listening	1. Множественный выбор 2. Заполнение пропусков	8 12	20 мин
2	Reading	1. Задание на соотнесение и поиск необходимой информации в тексте (Multiple Matching). 2. Задание на полное понимание прочитанного текста (Multiple choice).	10 5	20 мин
3	Use of English	1. Лексическое задание (Множественный выбор). 2. Грамматическое задание (Клоузз-тест). 3. Задание на социокультурную компетенцию (Перекрестный выбор).	9 10 6	20 мин
4	Writing	Продуктивное письменное высказывание в формате театральной рецензии (объем 100–140 слов).	10	30 мин
	ИТОГО		70	90