



ОЛИМПИАДА РГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2025/2026 учебный год

Заключительный этап

9 класс

ОТВЕТЫ

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ

Вариант № 26-ОШ-2-09 Английский язык-2

Максимальное количество баллов за ответы:

- Часть 1. (Reading) - 35 баллов;
- Часть 2. (Writing) - 25 баллов;
- Часть 3. (Grammar) - 20 баллов;
- Часть 4. (Cultural study) - 20 баллов.

Part 1. Reading

Tasks 001-005. (10 баллов, по 2 балла за каждый правильно расположенный абзац текста)

You are an editor of a magazine. You have come across an interesting article but some parts of the article have been mixed up. Use the headline and the initial paragraph of the article and put the parts to the title and in the right order so that you should receive the original article.

WHAT IS ART HISTORY AND WHERE IS IT GOING?

Art history might seem like a relatively **straightforward** concept: “art” and “history” are subjects most of us first studied in elementary school. In practice, however, the idea of “the history of art” raises complex questions. What exactly do we mean by art, and what kind of history (or histories) should we explore? Let’s consider each term further.

001. E) The word “art” is derived from the Latin *ars*, which originally meant “skill” or “craft”. These meanings are still primary in other English words derived from *ars*, such as “artifact” (a thing made by human skill) and “artisan” (a person skilled at making things). The meanings of “art” and “artist”, however, are not straightforward. We understand art as involving more than just skilled craftsmanship. What exactly distinguishes a work of art from an artifact, or an artist from an artisan?

002. C) When asked this question, students typically come up with several ideas. One is beauty. Much art is visually amazing, and in the 18th, 19th and early 20th centuries, the analysis of aesthetic qualities was indeed central in art history. During this time, art that imitated ancient Greek and Roman art (the art of classical antiquity), was considered to **embody** a timeless perfection. Art historians focused on the so-called fine arts – painting, sculpture, and architecture – analyzing the **virtues** of their forms. Over the past century and a half, however, both art and art history have evolved radically. Artists turned away from the classical tradition, adopting new media and aesthetic ideals, and art historians shifted their focus from the analysis of art’s formal beauty to interpretation of its cultural meaning. Today we understand beauty as subjective – a cultural construct that varies across time and space. While most art continues to be primarily visual, and visual analysis is still a fundamental tool used by art historians, beauty itself is no longer considered an essential attribute of art. A second common answer to the question of what distinguishes art deals with originality, creativity, and imagination. This reflects a modern understanding of art as a manifestation of the resourcefulness of the artist. This idea, however, originated five hundred years ago in Renaissance Europe, and is not directly suitable for many of the works studied by art historians. For example, in the case of ancient Egyptian art or Byzantine icons, the preservation of tradition was more valued than innovation. While the idea of resourcefulness is certainly important in the history of art, it is not a universal attribute of the works studied by art historians.

003. A) All this might lead one to conclude that definitions of art, like those of beauty, are subjective and **unstable**. One solution to this dilemma is to put forward an idea that art is recognized primarily by its ability to captivate viewers. Artifacts may be interesting, but art, I suggest, has the potential to move us—emotionally, intellectually, or otherwise. It may do this through its visual characteristics (scale, composition, color, etc.), expression of ideas, craftsmanship, ingenuity, rarity, or some combination of these or other qualities. How art attracts varies, but in some manner, art takes us beyond the everyday and ordinary experience. The greatest examples show the extremes of human ambition, skill, imagination, perception, and feeling. As such, art **prompts** us to reflect on fundamental aspects of what it is to be human. Any artifact, as a product of human skill, might provide insight into the human condition. But art, in moving beyond the commonplace, has the potential to do so in more perfect ways. Art, then, is perhaps best understood as a special class of artifact, exceptional in its ability to make us think and feel through visual experience.

004. D) Like definitions of art and beauty, ideas about history have changed over time. It might seem that writing history should be straightforward – it’s all based on facts, isn’t it? In theory, yes, but the evidence surviving from the past is vast, fragmentary, and messy. Historians must make decisions about what to include and exclude, how to organize the material, and what to say about it. In doing so, they create narratives that explain the past in ways that make sense in the present. By the nature of things, as the present changes, these narratives are updated, rewritten, or **discarded** altogether and replaced with new ones. All history, then, is subjective – as much a product of the time and place it was written as of the evidence from the past that it interprets. The discipline of art history developed in Europe during the colonial period (about the 15th to the mid-20th century). Early art historians emphasized the European tradition, celebrating its Greek and Roman origins and the ideals of academic art. By the mid-20th century, a standard narrative for “Western art” was established that traced its development from the prehistoric, ancient, and medieval Mediterranean to modern Europe and the United States. Art from the rest of the world, labeled “non-Western art”, was typically treated **only marginally** and as colonialists could see it.

005. B) The **immense** sociocultural changes that took place in the 20th century led art historians **to amend** these narratives. Views of Western art that once featured only white males were revised to include artists of color and women. The traditional focus on painting,

sculpture, and architecture was expanded to include so-called **minor** arts such as ceramics and textiles and contemporary media such as video and performance art. Interest in non-Western art increased, accelerating dramatically in recent years. Today the biggest social development facing art history is globalism. As our world becomes increasingly interconnected, knowledge of different cultures and being at ease with diversity are essential. Art history, as the story of exceptional artifacts from a broad range of cultures, has a role to play in developing these skills. Now art historians think over and debate how to harmonize the European intellectual origins of the discipline and its problematic colonialist legacy with contemporary multiculturalism and how to write art history in a global era.

TASK	KEYS
001.	E
002.	C
003.	A
004.	D
005.	B

Tasks 006-015. (10 баллов, по 1 баллу за каждый правильный ответ)

Reread the text again. Choose the meaning the words and phrases in bold have in the text.

006. What does the word “**straightforward**” mean?

- A. honest
- B. right
- C. simple**
- D. fair

007. What does the word “**unstable**” mean?

- A. unsteady
- B. changeable**
- C. unbalanced
- D. vibrating

008. What does the word “**prompts**” mean?

- A. motivates**
- B. thrusts
- C. stops
- D. impresses

009. What does the word “**immense**” mean?

- A. wonderful
- B. admirable
- C. tremendous**
- D. innovative

010. What does the word “**amend**” mean?

- A. to reconsider**
- B. to recollect
- C. to recognize
- D. to recommend

011. What does the word “**minor**” mean?

- A. light
- B. supporting

C. secondary

D. young

012. What does the word “**embody**” mean?

A. represent

B. realize

C. depict

D. combine

013. What does the word “**virtues**” mean?

A. strengths

B. goodness

C. drawbacks

D. minuses

014. What does the word “**discarded**” mean?

A. refused

B. denied

C. fired

D. thrown

015. What does the phrase “**only marginally**” mean?

A. not enough

B. too much

C. as usual

D. with interest

Tasks 016-025. (10 баллов, по 1 баллу за каждый правильный ответ)

Here is a summary of the article “What is art history and where is it going?” However, it contains some factual errors. Decide which of the sentences contain an error if any. Some sentences do not have factual errors at all. If there are no errors in the sentence, choose “0”.

016. The meaning of the term art history consists of two concepts.

A. 0

B. 1

017. So far, art history as a scientific discipline has focused on the description of aesthetic qualities of works of art as a key feature.

A. 0

B. 1

018. The Latvian word *ars* meaning “skill” in the language gave birth to the English word “art”.

A. 0

B. 1

019. It was characteristic for the 20th century’s artists to refer to classical art of Ancient Greek and Rome.

A. 0

B. 1

020. “Western Art” was regarded by European art historians as superior to the so-called “Non-Western Art”.

A. 0

B. 1

021. Having the same root, the words “artist” and “artisan” are identical in their meaning.

A. 0

B. 1

022. In contrast with ideas of art and beauty, ideas about history have kept the same since ancient times.

A. 0

B. 1

023. It is not difficult at all to differentiate between the concepts “art” and “artifact” because both words have the same root.

A. 0

B. 1

024. To define artifact one should think of it as a special class of art.

A. 0

B. 1

025. The era of globalism made it easier for art historians to do their job.

A. 0

B. 1

Part 2. Writing

Tasks 026-030. (10 баллов, по 2 балла за каждый правильный ответ)

You have read the article “What is art history and where is it going?” Put these events in the correct chronological order.

026. D) Art historians today are in doubt what history of art should study. What is considered art? The question is not as easy to answer as it may seem at first sight because the meaning of the word “art” has changed recently. The words “art” and “artist” as well as “artifact” and “artisan” in the English language are all derived from the Latin word “ars” meaning “craft”, “skill”. Having the same root makes it difficult even for art historians to define how exactly “art” and “artifact” are related.

027. C) History of art as discipline appeared in Europe in the epoch of Renaissance. It was characteristic of the Renaissance artist to imitate art of classical antiquity – that of Ancient Greece and Rome. Art historians of the time focused on fine arts: painting, sculpture and architecture and analyzed the external beauty of artistic forms. This was typical of art history as discipline up to the early 20th century.

028. E) Since the middle of the 20th century and on beauty has stopped being a necessary attribute of art. It has become subjective, a cultural concept varying from culture to culture. By the time the Western-Art narrative had been established in the history of arts which traced artistic legacy of the West from prehistoric and classical art of Ancient Greece and Rome up to that one of modern Europe and the US with the white male artist in the centre. The art of the rest of the world was practically exclusive from the narrative and regarded as inferior to the Western one.

029. B) After beauty stopped being a formal criterion of art in the middle of the 20th century, there appeared a new approach to definition of art. Today art seems to be perceived as an exceptional kind of artefact (something made by human skill): compared to any artefact which can be interesting, art expresses ideas, takes us beyond everyday experience, makes us think over existential issues. The new idea of art resulted in coming into being a new idea of art history: though history of art still uses visual analysis, art historians are rather focused on cultural meaning of artistic objects. The range of works believed to be art has expanded including ceramics, textile, video and performance. Interest in Non-Western art has increased dramatically. Artists of color and female artists have become a part of the artistic community.

030. A) The era of globalism has changed the status of art history with its reach potential to describe the best artifacts from a great variety of cultures. The discipline is able to contribute to getting better aware of cultural differences and makes it easier to communicate cross culturally. At the same time, it is evident for art experts that history of art born during the colonial period is to be rewritten to reflect the newest social and cultural phenomena.

TASK	KEYS
026.	D
027.	C
028.	E
029.	B
030.	A

Task 031. (Максимальное количество баллов - 20 баллов)

Write a commentary on the given information from the article “What is art history and where is it going?”. Your commentary is to be between 150-180 words. You are not allowed to cite from the original text pieces longer than 4 words running. Your text should contain various points of view including your own.

To fulfil the task successfully you are:

- to briefly convey the content of the article
- to mention various/possible views of the issue
- to divide your text into logically connected paragraphs

КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЯ «ПИСЬМЕННАЯ РЕЧЬ (WRITING)»

Task 031.

Максимальное количество баллов: 20

Внимание! При оценке 0 по критерию «Решение коммуникативной задачи» выставляется общая оценка 0.

БАЛЛЫ:

**решение коммуникативной задачи – максимум 10 баллов;
оформление – максимум 10 баллов.**

Коммуникативная задача полностью выполнена (10 баллов) – содержание раскрыто полно, точно и интересно, языковое наполнение соответствует заявленному уровню.

В работе участника представлены:

- 1) вступление – 2 балла;
- 2) разные точки зрения – 2 балла;
- 3) своя точка зрения – 2 балла;

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4) обоснованные аргументы – 2 балла;

5) объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % – 2 балла.

Итого: максимум 10 баллов

Коммуникативная задача раскрыта частично - тема раскрыта, однако в работе отражены не все аспекты. Отсутствие каждого аспекта приводит к потере 2 баллов.

Если аспекты присутствуют, но раскрыты не развернуто, то выставляется только 1 балл.

При отсутствии любых 4 аспектов выставляется оценка «0» по критерию «Решение коммуникативной задачи».

Коммуникативная задача не выполнена (0 баллов) – отсутствуют необходимые аспекты **ИЛИ** объём высказывания менее 135 слов.

При оценке 0 по критерию «Решение коммуникативной задачи» выставляется общая оценка 0.

Баллы за композиционное построение, лексико-грамматическое оформление текста:

Общая оценка за оформление выводится на основании критериев, приведённых в таблице:

Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография (максимум 1 балл)	Пунктуация (максимум 1 балл)
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Итого: максимум 10 баллов

Оформление:

Композиция - 2 балла

Работа не имеет ошибок с точки зрения композиции: представлены введение, основная часть и заключение.

Соблюдена логика высказывания. Средства логической связи присутствуют и используются правильно. Текст правильно разделён на абзацы.

Композиция - 1 балл

В целом текст имеет чёткую композицию.

Однако в делении текста на абзацы имеются 1–2 нарушения.

Допущены 1-2 ошибки при использовании средств логической связи и/или 1–2 нарушения логики высказывания.

Лексика:

Лексика - 3 балла

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. Работа не имеет ошибок с точки зрения лексического оформления.

Лексика - 2 балла

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. В работе имеются 1–2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

Лексика - 1 балл

Участник демонстрирует не достаточный лексический запас, необходимый для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 3-4 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

Лексика - 0 баллов

Участник не владеет лексическим запасом, необходимым для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 5-6 незначительных (негрубых) лексических ошибок, не затрудняющих понимание текста и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Грамматика:

Грамматика - 3 балла

Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей.

Работа имеет 1 негрубую ошибку с точки зрения грамматического оформления.

Грамматика - 2 балла

Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание высказывания.

Грамматика - 1 балл

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 3-4 грамматические ошибки, не затрудняющие понимание высказывания.

Грамматика - 0 баллов

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 5-6 грамматических ошибок, не затрудняющих понимание высказывания и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Орфография:

Орфография - 1 балл

Участник демонстрирует уверенное владение навыками орфографии. Работа не имеет ошибок с точки зрения орфографии.

Орфография - 0 баллов

В тексте присутствуют орфографические ошибки (1–3).

Пунктуация:

Пунктуация - 1 балл

Участник демонстрирует уверенное владение навыками пунктуации. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

Пунктуация - 0 баллов

В тексте присутствуют пунктуационные ошибки (3–4).

Part 3. Use of English

Tasks 032-041. (20 баллов, по 2 балла за правильный ответ)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. DO NOT CHANGE the word given. DO NOT USE SHORT FORMS. The number of words you should write is specified in each sentence.

The example (0) is done for you.

0) I don't know why he has not come.

for

I don't know the _____ . (5 words)

I don't know the **reason for his not coming.**

032. I am sure this man is our new headmaster. (4 words)

be

This man _____ headmaster.

= **must be our new**

033. Can you look after the baby for a while, Sam? (4 words)

keep

Can you _____ the baby, Sam?

= **keep an eye on**

034. There is only a very small amount of sugar in the bowl. (4 words)

hardly

There is _____ the bowl.

= **hardly any sugar in**

035. Jill may go to the seaside for a holiday. (5 words)

thinking

Jill _____ the seaside for a holiday.

= **is thinking of going to**

036. You are not required to bring your passport. (5 words)

have

You _____ your passport.

= **do not have to bring**

037. Somebody set the museum on fire last night. (4 words)

was

The museum _____ last night.

= **was set on fire**

038. James was late for work because his car broke down. (5 words)

have

James _____ for work if his car had not broken down.

= **would not have been late**

039. The black bag is more expensive than the gray one. (4 words)

much

The gray bag doesn't _____ the black one.

= **cost as much as**

040. She started taking French lessons two weeks ago. (3 words)

has

She _____ French lessons for two weeks.

= **has been taking**

041. The authorities are looking into conditions in the prison. (4 words)

investigated

Conditions in the prison _____ the authorities.

= **are being investigated by**

Part 4. Cultural Study

Tasks 042-051. (20 баллов, по 2 балла за каждый правильный ответ)

Now show how well you know the history of English-speaking countries. Read the article. There are 10 gaps in it. Choose the correct option for each one.

Catalyst for the American Revolution

By the (042. _____) British colonies in North America had become thoroughly disenchanted at being taxed by the (043. _____), in which they had no representation, giving rise to the colonists' watchword of "No taxation without representation". They therefore boycotted heavily taxed imported goods, causing a financial crisis in the British East India Company. To save the company, the British government brought in the (044. _____), which allowed it to undercut the prices of colonial merchants and smugglers. This favourable treatment led to public protests in New York and Philadelphia – and to direct action in (045. _____).

By (046. _____) angry colonists had prevented the East India Company merchantmen from unloading their cargoes in the harbor, despite the efforts of the port's pro-British Governor. On the night of 16 December, a secret organization of American patriots known as the (047. _____) disguised as (048. _____), boarded three of the ships and dumped their cargoes into the harbor. In all, some 46 tons of (049. _____) (valued at over US \$ 1.8 million today) ended up in the sea.

Two years later, Britain ended taxation of certain colonies, including the (050. _____) in North America, but damage had already been done. The (051. _____) preceded numerous rebellious acts, laying the foundation for the American Revolution, which in turn led to the establishment of the United States of America.

042.

- A. 1820s
- B. 1760s**
- C. 1780s
- D. 1740s

043.

- A. Royal Parliament
- B. Governor General's Office
- C. Congress
- D. Westminster Parliament**

044.

- A. Spices Tax
- B. Tobacco Act
- C. Tea Act**
- D. Tourist Levy

045.

- A. Washington
- B. Boston**
- C. New Orleans
- D. Baltimore

046.

- A. 1743
- B. 1823
- C. 1773**
- D. 1786

047.

- A. "Sons of Liberty"**
- B. "American Legion"
- C. "Sons of Revolution"
- D. "Freedom for America"

048.

- A. Pilgrims
- B. Indian merchants
- C. Soldiers
- D. Native Americans**

049.

- A. Tea**
- B. Gun powder
- C. Sugar
- D. Cotton

050.

- A. 14
- B. 15
- C. 13**
- D. 12

051.

- A. Washington Riot
- B. Boston Tea Party**
- C. New Orleans Cotton Dream
- D. Baltimore Plot

Председатель предметной методической
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