Etapa judeţeană/sectoarelor municipiului București a olimpiadelor naţionale școlare – 2023

Probă scrisă

Limba engleză

CLASA a XI-a - SECŢIUNEA A

BAREM DE EVALUARE ȘI DE NOTARE

- **Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.**
- **Nu se acordă puncte din oficiu.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and put the verbs in brackets into the correct form. 10 points

10 x 1p= 10 points

1- had bargained; 2 – having; 3 – knew; 4 – would say/was going to say; 5 – should get;
6 – have been led; 7 – did they realize; 8 – had been built; 9 – stepping; 10 – were blinded.

II. Use the word given in brackets to form a word that fits in each gap. 10 points
10 x 1p = 10 points

1. SURPRISINGLY   2. PUZZLING   3. EVIDENCE   4. REASSURANCE   5. EMOTIONALLY
6. SYMBOLISE/SYMBOLIZE 7. RELATIONSHIP   8. PREFERABLE   9. UNDERESTIMATED
10. DENIAL

III. Choose the correct answer A, B, C or D best fits in each gap. 10 points
10 x 1p = 10 points

1 – D; 2 – C; 3 - A; 4 – B; 5 – C; 6 – B; 7 – A; 8 – D; 9 – C; 10 - A

IV. Translate into English. 10 points

grammar structures   4 points
vocabulary   4 points
fluency   2 points

Suggested answer
I suddenly heard a peal of laughter in the other room. What was going on? Was there some comic passage in my essay? The laughter stopped. I dried myself well and thoroughly with the towel, as if I had wanted to wipe away some ill omen, then I entered the room. "Why are you laughing?", I asked her gently. She turned back a page and read a fragment again. She burst into laughter. Yes, indeed, she had come across a text full of gloomy sarcasm. One could even laugh! If what she had read so far had made her gather a complex of unfavourable impressions, I thought, this fragment could not have been isolated from its context to cheer her up so much.

B- INTEGRATED SKILLS (60 POINTS)
I. For each question decide which answer (A, B, C or D) fits best according to the text. 10 points

5 x 2p = 10 points

1.C, 2. A, 3.D, 4. A, 5.C.

II. ESSAY WRITING   FOR AND AGAINST ESSAY (50 points) ------Use the Marking Scheme

MARKING SCHEME FOR THE FOR AND AGAINST ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p		Weak 4p	Incomplete 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 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	A range of vocabulary is used appropriately and accurately in the essay; occasional	The range of vocabulary is adequately used in the essay; errors in word choice /		A limited range of vocabulary is present within the essay; less common	A very narrow range of vocabulary is present; errors in word choice/formation predominate;		

	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.	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	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 logical development of ideas	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.	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.		