

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -  
2023**

**Probă scrisă - Limba engleză**

**CLASA a XII-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the text below and do the tasks that follow.**

**A. Answer the following questions, according to the text. (4x2p=8p)**

**SUGGESTED ANSWERS**

1. It creates a sense of continuity and solidarity, it provides some insight into the nature and history of society as a whole.
2. The inseparable twin of writing
3. Given that in the cuneiform script, each syllable was represented by a different sign, and the number of characters, one had to learn in order to be able to read ran into hundreds. It took a lot of training from an early age. It was also something kings would boast about if they could read.
4. Writers began to acknowledge the fact that reading was a mode of inter-temporal communication.

**B. Choose the synonym for the words given below, according to their meaning in the text. (3x2p=6p)**

1.b; 2.a; 3.b

**C. Rephrase the following sentences so as to preserve the meaning. (3x2p=6p)**

1. In all **likelihood**, all readers are interested in the history of reading.
2. The patterns made by the wandering feet of birds **were believed to be/to have been messages sent by** the gods, waiting to be deciphered.
3. It was the discovery **of their power to make and alter myth and history that made** the ancient writers write the first works of literature.

**II. Use the word given in brackets to form a word that fits in each gap. (10x1p=10 p)**

1 – GOVERNMENTAL/GOVERNMENT; 2 - DEMOTION; 3 - PARTICIPATE; 4 – BUREAUCRAT(S); 5 - DIMINISHMENT; 6 - EXCEPTION; 7 - TERRIBLY; 8 - ADHERE; 9 - ASSOCIATION; 10 - ANNUALLY

**III. Translate into English. (10 points)**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

## SUGGESTED ANSWER

Then I read three pages in a row/without stopping. They were very well and very clearly written, but it was hot in the attic/loft and I was thinking that I would be /was going to be in Dumbrava Sibiului in a month's time/in a month. By evening I had read 27 pages and there were 191 left/to go. And this was because at 4.30 I took a cold shower; at 5.30 I convinced myself that I was hungry and I went downstairs to get something to eat/to grab a bite to eat/to eat something; at 6.30 I read a magazine; at 7 I got thirsty, at 7.15 my pencil broke/got broken, at 7.30 I became melancholy/melancholic listening to the birds chirping, at 8 I considered myself persecuted/I thought I was being persecuted(...)

## SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. For each question decide which answer (A, B, C or D) fits best according to the text.

(5 x 2p = 10p)

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

## II. ESSAY WRITING - REFLECTIVE ESSAY

50 points

### MARKING SCHEME FOR THE REFLECTIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to the topic, the introduction being an essay in miniature, whilst the contents offer a triadic perspective on the subject and lead to an open-ending.	The essay is fairly completed, the thesis of the first paragraph organizes the topic which is further developed through three perspectives that become relevant to the end.	The essay is partially relevant to the topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of the triadic approach.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the perspectives offered 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, linking devices, mechanics are faulty, and length requirements are barely respected.	

<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; errors are rare; spelling is very well controlled. The register of the <b>reflective essay</b> is totally relevant to the task, being properly integrated throughout 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 <b>reflective essay</b> 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 <b>reflective essay</b> is partially relevant to the task with a narrow 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 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 <b>reflective essay</b> is inappropriate for the type of functional writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; 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 mixture 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 reader's interest is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The essay has no effect on the reader.	The text has a negative effect on the reader.	