

**OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ-02 MARTIE 2024
CLASA a XII-a- SECȚIUNEA A**

Barem de corectare și evaluare

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

SUBIECTUL A – USE OF ENGLISH (40points)

1. (10x1p=10 p)

- | | |
|-------------------|-----------------|
| 1. transformation | 6. significant |
| 2. enabled | 7. addition |
| 3. international | 8. accessible |
| 4. outstanding | 9. entrances |
| 5. prehistoric | 10. redesigning |

2. (10 x1p = 10p)

- | | | | | |
|------------------|---------------------------|--------------|--------------|----------------|
| 1. had I started | 2. have I | 3. do I like | 4. it helps | 5. do they see |
| 6. did I realise | 7. had everyone else left | 8. is this | 9. did I get | 10. had I had |

3. (5x2p=10p)

1. far the most imaginative (recipe/one)
2. near as bad as
3. case you happen to come
4. may/might/could have accidentally/accidentally have taken
5. was only when she/Sara took off/after she/Sara took off/had taken off

4. Translate into English. (10 points)

(grammar structures 4 points; vocabulary 4 points; fluency 2 points)

SUGGESTED ANSWER

Although my vision is blurry, I manage to distinguish the decor of the room. Simple, white, with things in a relative mess, specific to my father. From this point of view, I didn't resemble him much. He liked it that way, with everything at hand, always looking for answers to who knows what dilemmas. Now I realize how much we've grown apart. I don't even know what he was concerned about. It's my fault. I was so absorbed in my work, that I had become more of a guest. We were almost two strangers living in the same house. Only now do I realize how little I know him. I need to find out what he was preoccupied with.

SUBIECTUL B – INTEGRATED SKILLS

I. 5 x 4p =20 p

1. D 2. B 3. A: 4. B: 5. C:

II. 40p

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
Task achievement	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; an introduction/ a conclusion is present; the register is appropriate throughout.	The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; an introduction/ a conclusion is present but not fully linked to the topic; the register is appropriate, although minor inconsistencies are possible	The article addresses the requirements of the task but not all key ideas are relevant; the format may be faulty at times (e.g. the introduction or the conclusion may be missing/ unclear); there are inconsistencies in register	The article does not cover the requirements of the task; the format is faulty (e.g. the introduction and the conclusion are missing or totally irrelevant; many irrelevant details are included; there are major inconsistencies in register	The article does not relate to the task	
ORGANIZATION AND COHESION	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced;; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips.	The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; 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; 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 text has not a relevant effect on the reader.	The text has a negative effect on the reader.	