

OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ
8 FEBRUARIE, 2025
CLASA A XI-A, SECȚIUNEA B

VARIANTA 1 ANSWERS

SUBIECTUL A- USE OF ENGLISH (40 points)

I. (10 x2p=20 points).

A. (4x2p=8 points) - Suggested answers:

1. She was afraid of being disappointed by her new employer.
2. He felt that a man in his position ought to have a secretary./ The director had hired Mandy, despite not utilizing her skills effectively, because he regarded a secretary as a status symbol.
3. Because it was convenient both for the City and the towering offices of Docklands.
4. Business at her agency was thriving. / While other agencies foundered in the waves of recession, hers remained afloat (albeit precariously). This suggests that Mrs. Creasley has found ways to deal with the economic challenges of her business.

B. (3x2p=6 points)

1. B, 2. C, 3. A

C. (3x2p= 6 points)

1. ... wouldn't have learned ...
2. with a view
3. Not only was the location/ The location was not only

II. (10 x 1p = 10 points)

- | | |
|-------------------------|---------------|
| 1. MYSTERIOUS | 6. OBSCURITY |
| 2. INCOMPREHENSIBLE | 7. WORLDWIDE |
| 3. ENGRAVINGS | 8. DEPTH(S) |
| 4. IMPLICATIONS | 9. PERCEPTION |
| 5. NUMEROUS/INNUMERABLE | 10. WHOLLY |

III. (10x1p= 10 points)

- | | |
|------------|--------|
| 1 only | 8 last |
| 2 couldn't | 9 much |
| 3 by / at | 10 in |
| 4 asked | |
| 5 so | |
| 6 only | |
| 7 had | |

SUBIECTUL B- INTEGRATED SKILLS (60 points)

I-(10 points): 1B – 2B – 3C – 4D – 5A

II (50 points) MARKING SCHEME ARTICLE

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MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	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; a title, introduction and conclusion are present.		The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; a title, introduction, and conclusion are present but not fully linked to the topic		The article addresses the requirements of the task but not all key ideas are relevant; there is a title but the introduction or the conclusion may be missing		The article does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included		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; the register is appropriate throughout.		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 register is appropriate, although minor inconsistencies are possible.		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; there are inconsistencies in register.		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; there are major inconsistencies in register.		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.		