

OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ  
08 FEBRUARIE, 2025  
CLASA a X-a, SECȚIUNEA B

**Varianta 1**

- Nu se acordă puncte din oficiu.

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

**A.: 4x2p=8 points**

- 1. They express contempt / /they were generally unimpressed by them. OR People reacted with contempt rather than excitement about technology.** "What a waste of money ringing all that way" as opposed to, "Wow that's brilliant".
- 2. Because everybody had one/ Because they had become very popular/ Because she realized they had become widely accepted. OR .** "It was at this point that I bought a mobile phone. I had been sneering for years, but I reasoned that as everyone now had one, surely no one would be offended or irritated by mine."
- 3. She became dependent on it, having a false sense of security. OR** "But I grew to depend on it and constantly checked that I had it, in the way some say habitual smokers keep checking for their cigarettes."
- 4. It prevented her from concentrating on what she was doing. OR** "Because our modern lives have so much capacity for urgency, the mobile is turning into an enemy rather than a helpmate."

**B. 3x2p=6 points**

1.b 2.d 3.a

**C. 3x2p= 6 points**

1. ....are said to (always) check/ to keep checking.....
2. ....hadn't given her a mobile phone, he couldn't have.....
3. ....have these telephones had the capacity to.....

**II. 10x1p=10 points**

- 1.INCREASINGLY 2. PERMISSION/ PERMITS 3. ENTHUSIASTS 4. REUSE 5. WORRYINGLY 6. UNMISTAKEABLE  
7. VARIETY 8. SIGNIFICANCE 9. UNUSED 10. AWARENESS

**III. 5x2p=10 points**

- 1.KEPT/PUT 2. DESPITE/ THROUGH 3. ADDITION 4. WITHIN/ IN 5. HAVE

**SUBIECTUL B – 60 points**

**READING 5x2p=10 points**

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

**Writing 50 points-See marking scheme.**

### MARKING SCHEME - REPORT-

| Analytical criteria              | Excellent<br>10p                                                                                                                                                                                                                                                       | 9p | Good<br>8p                                                                                                                                                                                                                                                                                                        | 7p | Adequate<br>6p                                                                                                                                                                                                                                                                                                  | 5p | Weak<br>4p                                                                                                                                                                                                                                                    | 3p | Inadequate<br>2p                                                                                                                           | 1p | Task not attempted<br>0p |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------|
| <b>Task achievement</b>          | The report is completely relevant to the task, fully developing all content points; the format of the report is fully observed; the purpose of the report is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn |    | The report covers the requirements of the task but the content points could be more fully extended; The format of the report is observed; the purpose of the report is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated |    | The report addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the report is presented but it is not very clear; there are lapses in the categorization of the information; the conclusion is not logically linked to the content |    | The report does not cover the requirements of the task; the content points are attempted but many irrelevant details are included, the format is faulty; the purpose for writing/ the conclusion is missing or the information is inappropriately categorized |    | The report does not relate to the task                                                                                                     |    |                          |
| <b>Organization and cohesion</b> | 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.                                         |    |                          |
| <b>VOCABULARY</b>                | 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. |    |                          |
| <b>STRUCTURES</b>                | 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.           |    |                          |
| <b>EFFECT ON TARGET READER</b>   | 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.                                                                                              |    |                          |