OLIMPIADA DE LIMBA ENGLEZĂ– LICEU

ETAPA LOCALĂ

CLASA a XII-a, SECȚIUNEA B

BAREM DE CORECTARE ȘI NOTARE

- **Toate subiectele sunt obligatorii.**
- **Nu se acordă puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. 5 POINTS

1. **C** (‘exceed your expectations’)
2. **B** (‘convinced’ fits the context, meaning ‘certain’)
3. **D** (‘incapable of’ followed by the - ing form of the verb)
4. **B** (‘realise an ambition’)
5. **C** (‘regardless of’)

II. 5 POINTS

1. with
2. from
3. unless/until
4. being/getting
5. whose

III. 5 POINTS

1. UTTERANCE(S)
2. INPUT
3. INABILITY
4. MISLEAD
5. SETBACKS

IV. 10 POINTS

1. were appreciative of
2. (far) exceeded my expectations
3. is alleged to have been
4. has not been identified as
5. apologised for not having informed us

V. SUGGESTED ANSWER 15 POINTS

„I wish I could add something,” he said. „But, as I expected, nothing more can be added. Some of you may have looked out of the window and may have noticed it. The Danube, I mean. You saw the Danube while we were crossing it, and you saw the Bridge, and you’ll see the Gorgani vineyard. In a way I envy you, but on the other hand... What more, what else could I add? Now that I have come to know you a little, I can only tell you that all kinds of incidents keep happening to each of us, but,

unfortunately, we forget them. And, when we do not forget them, we fail to recognize them. With a little imagination, I could have recognized you, and then I, too, would have remembered everything I should have remembered...” He took his briefcase, shook our hands warmly and left.

SUBIECTUL B – INTEGRATED SKILLS **(60 points)**

I. 10 POINTS

1. **b**
2. **d**
3. **a**
4. **c**
5. **b**

IV. Opinion Essay (50 points)

MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY

Analytical criteria	Exemplary 10p		Proficient 8p		Partially Proficient 6p		Weak 4p		Incomplete 2p		Points
CONTENT	The essay is completely relevant to topic, describing people/places/events/atmosphere, having a clear development and including the final reactions of the protagonist		The essay is fairly completed with the description of people/places/events/atmosphere, having a clear development		The essay is partially completed with slight logical impediments in the logical development of the description.		The essay is faulty, including serious logical impediments in the sequencing of events.		The essay is wholly inadequate the quality of the description failing the requirements of the task.		
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 fairly 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		The range of vocabulary is adequately used in the essay; errors in word		A limited range of vocabulary is present within the essay; less common items		A very narrow range of vocabulary is present; errors in word		

	throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative-descriptive essay is totally relevant to the task, being organically integrated all along the discourse.		essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative-descriptive essay is relevant to the task with slightly incongruent lapses within the discourse.		choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative-descriptive essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas		of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative-descriptive essay is inconsistent due to the mixture of styles.		choice/formati on predominate; spelling errors can make the essay obscure at times. The register used in the narrative-descriptive essay is inappropriate for this type of 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.		