Etapa judeţeană/sectoarelor municipiului Bucureşti a olimpiadelor naţionale şcolare - 2020

Probă scrisă

Limba engleză

CLASA a X-a - SECŢIUNEA B

BAREM DE EVALUARE ŞI DE NOTARE

- **Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.**
- **Nu se acordă puncte din oficiu.**

SUBIECTUL A – USE OF ENGLISH (40 points)
  I.   **Read the paragraph below and do the tasks.**

A. Answer the questions.   **(4x2p=8p)**
      SUGGESTED ANSWERS

1. …"Pre-schoolers can get help learning the alphabet, grade-schoolers can learn about nature"…
2. ... "is often promoted as a fun and effective way"…
3. …"violent acts are perpetrated by good guys"…
4. …"behaviour problems, nightmares and difficulty in speaking"…

B.   Choose the right synonym.   **(3x2p=6p)**
1. a.   2. d.   3. c.

C. Rephrase the following sentences so as to preserve the meaning.   **(3x2p=6p)**
1. turns 18, he will have witnessed
2. can be frightened by
3. can TV be an excellent educator but

II. Use the word given in brackets to form a word that best fits in each sentence. (10 x 1p=10p)

1.USUALLY 2.NEIGHBOURHOOD 3. SIGHT 4.ELEVATED 5.INNOVATIVE 6. UNLIKE 7.CAREFULLY 8.ENJOYMENT 9.STRIKING 10. REMARKABLE

III. Translate into English: **10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

His daughter wouldn't/didn't take care of him anymore. No one thought of him anymore and he gave them everything he owned – his entire fortune. In moments like that one Master Dinu hated everybody, Tincuta included. Angry as he was, he got closer to the laundry chest-of-drawers which he opened and rummaged in it until he found a pile/heap of socks carefully arranged and started to cut them up with the scissors. When Tincuta entered his room/came in to wish him good-night she found him panting/breathing heavily as if he were choking with every breath of air.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

I. For each question decide which answer (A, B, C or D) fits best according to the text.   10 points (2x5p= 10p)

1. B; 2.A; 3.B; 4. A; 5. B

II. ESSAY WRITING: FOR- AND -AGAINST ESSAY (50 points) Use the Marking Scheme

MARKING SCHEME FOR THE FOR AND AGAINST ESSAY

Analytical criteria	Exemplary 10p		Proficient 8p		Partially Proficient 6p		Weak 4p		Incomplete 2p		Points
CONTENT	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and/or personal opinion.		The essay is fairly completed, the thesis in the introduction being further developed with balanced arguments and relevant ideas.		The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.		The essay is faulty, including serious logical impediments in the sequencing of ideas / arguments.		The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.		
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 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, both linking devices, mechanics, and length requirements having been disrespected.		
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is		A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible;		The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more		A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure		

	conveyed; minor errors are rare; spelling is very well controlled. The register of the for and against essay is totally relevant to the task, being organically integrated all along the discourse.	spelling is well controlled with occasional slips. The register of the for and against essay is relevant to the task with slightly incongruent lapses within the discourse	sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the for and against essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas	faulty; spelling errors can make text understanding difficult. The register of the essay is inconsistent due to the mixture of styles.	at times. The register used in the for and against essay is inappropriate for the type of functional 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.	