

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -  
2020**

**Probă scrisă**

**Limba engleză**

**CLASA a XII-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

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

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

**I. Read the following text and put the verbs in brackets into the correct form. 10 points**

10 x 1p = 10 points

1. had the door swung; 2. stepped/had stepped; 3. to go/to have gone; 4. telling/having told; 5. should something happen/were something to happen; 6. had told; 7. was going/would go; 8. had been put through; 9. struck; 10. to relax

**II. Use the word given in brackets to form a word that fits in each gap. 10 points**

10 x 1p = 10 points

1. LIVELY; 2. NEWSPAPERS; 3. CREATURES; 4. UNASSUMING; 5. YOUTHFUL; 6. ACCOMPANY; 7. EXPRESSIVE; 8. ICONIC; 9. RECOGNIZABLE; 10. VISUAL

**III. Choose the correct answer A, B, C or D. 10 points**

10 x 1p = 10 points

1. C; 2. D; 3. D; 4. D; 5. C; 6. C; 7. C; 8. B; 9. D; 10. A

**IV. Translate into English. 10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWERS**

For almost a quarter of a century, ever since the high-school had moved into the building with a clock tower which loomed large over the northern side of the town, the great amphitheatre on the ground floor had only been opened/would only be opened three times a year: at the beginning of the school year, in the middle of March, when the school celebrated its anniversary, and at the end of the school year. Any other celebration, no matter how important, was held/would be held in other places/locations, usually in the gym. No headteacher had ever dared break with tradition/Never had a headteacher dared break with tradition. As a result, the amphitheatre remained the most coveted place in the school, not only because it rarely opened its doors, on certain (predetermined) dates, but also because its stern architecture was breathtaking.

## 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  
5 x 2 p= 10 points

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

## II. ESSAY WRITING OPINION ESSAY

50 points

Use the Marking Scheme:

### MARKING SCHEME FOR THE OPINION ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Point s
<b>CONTENT</b>	The essay is completely relevant to topic, the introduction clearly stating opinion, whilst the contents offer arguments to support it, followed by a counterargument, leading to a conclusion in which the opinion is restated.	The essay is fairly completed, the opinion in the introduction being further developed with arguments and relevant ideas, the counterargument is present but could be better substantiated, the conclusion is present but the restated opinion might be missing	The essay is partially relevant to topic, there is no opinion 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 arguments / ideas.	The essay is wholly inadequate; there is no opinion in the first paragraph, while the arguments offered lack logical development.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	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	The range of vocabulary is adequately used in the essay; errors in word choice / formation are	A limited range of vocabulary is present within the essay; less common items of	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors	

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