

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -  
2024**

**Probă scrisă  
Limba engleză**

**CLASA a XII-a - SECȚIUNEA B  
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 paragraph below and do the tasks that follow. (10 points)**

**A. Choose the right synonym. (3x1p=3points)**

1 – a; 2 – c; 3 – d

**B. Rephrase the following sentences so as to preserve the meaning. (3x1p=3 points)**

1. have occurred given the typical banning
2. was no easier way to dispose of such items but
3. is said to have originated

**C. Choose the right words to fill-in the summary. (4x1p=4 points)**

1. savor; 2. solemnity; 3. earnest; 4. stack.

**II. One word in three sentences. (5x2p=10 points)**

1. air; 2. walks; 3. breaks; 4. tight; 5. stop

**III. Error correction. (10x1p=10 points)**

1 – who; 2 – much; 3 –  $\sqrt{}$ ; 4 – over; 5 – the; 6 –  $\sqrt{}$ ; 7 – on; 8 –  $\sqrt{}$ ; 9 – they; 10 – some

**III. Translate into English. (10 points)**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**Suggested answer**

He had been told that it was three kilometres from the station to the centre of the town, which would take half an hour in a carriage drawn by strong horses, if it hadn't rained earlier. The man had yet to understand the connection between the whims of the sky and the roads of that town. For now, he was looking at the narrow platform, the red brick facade of the waiting room covered in ivy, the dusty windows of the office from where one could hear the clicking of the telegraph. No one else had got off the train. The station master had given the departure signal and the train had disappeared within seconds, fading away in the greyish horizon of the autumn day. It was Sunday, almost two o'clock, and he could do nothing else but to find the carriage. For a second, he worried that he would not find anyone beyond the dwarfish fence of the station. He went across the line separating him from the doors of the platform. Once he was out in the cobbled square, everything was clear. Had he wanted to choose, he would not have been able to, since there was only one carriage, looking rather like those bizarre objects long forgotten in exhibitions meant to remind people of the history of the transportation means.

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

I. 1. D; 2. C; 3. F; 4. E; 5. A           **(5x2p= 10 points)**

**II. WRITING: PROPOSAL (50 points)**

**Use the Marking Scheme**

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
<b>Task achievement</b>	The report/proposal is completely relevant to the task, fully developing all content points; the format of the report/proposal is fully observed; the purpose of the report/proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn	The report/proposal covers the requirements of the task but the content points could be more fully extended; The format of the report/ proposal is observed; the purpose of the report/ proposal is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated	The report/ proposal 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/ proposal 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/ proposal 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/ proposal 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.	