

**OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA NAȚIONALĂ  
DEVA  
Aprilie 2024  
CLASA A XI-A - SECȚIUNEA A**

**Integrated skills**

**BAREM DE EVALUARE ȘI DE NOTARE**

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

**I. For each question decide which answer (A, B, or C) fits best according to the text. 10 points**

5 x 2p = 10 points

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

**II. REPORT (50 points)  
Use the Marking Scheme**

**MARKING SCHEME - REPORT/PROPOSAL**

| <b>Analytical criteria</b>       | <b>Excellent<br/>10p</b>  | <b>Good<br/>8p</b>   | <b>Adequate<br/>6p</b>  | <b>Weak<br/>4p</b>  | <b>Inadequate<br/>2p</b>   | <b>Task not attempted<br/>0p</b> |
|----------------------------------|---|--|---|---|--|----------------------------------|
| <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.  |                                  |