

**OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA NAȚIONALĂ
DEVA
Aprilie 2024
CLASA A XII-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, C or D) fits best according to the text.

5 x 2 p= 10 points

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

II. WRITING: ARTICLE (50 points)

Use the Marking Scheme:

MARKING SCHEME - ARTICLE

| Analytical criteria | Excellent 10p | Good 8p | Adequate 6p | Weak 4p | Inadequate 2p | Task not attempted 0p |
|----------------------------------|---|--|--|---|--|--------------------------|
| Task achievement | The content of the article/ editorial is completely relevant to the task, fully responding to its requirements; the format of the article/ editorial is fully observed; a title, introduction and conclusion are present. | The article/ editorial covers the requirements of the task but the key ideas could be better substantiated; the format of the article/ editorial is observed; a title, introduction, and conclusion are present but not fully linked to the topic | The article/ editorial addresses the requirements of the task but not all key ideas are relevant; there is a title but the introduction or the conclusion may be missing | The article/ editorial does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included | The article/ editorial does not relate to the task | |
| Organization and cohesion | 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. | |
| VOCABULARY | 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. | |
| STRUCTURES | 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. | |
| 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 text has not a relevant effect on the reader. | The text has a negative effect on the reader. | |