

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -
2019**

Probă scrisă

Limba engleză

CLASA a IX-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.

A. Answer the questions.

(4x2p=8p)

SUGGESTED ANSWERS

1. more than 2,000 exam centres
2. Algeria went offline on the Wednesday when high school exams started
3. metal detectors, mobile phone jammers and video/surveillance cameras
4. in locations where the exam papers were printed

B. Choose the right synonym.

(3x2p=6p)

1. b, 2. b, 3. d

C. Rephrase the following sentences so as to preserve the meaning. (3x2p=6p)

1. Metal detectors **WERE SET** up at exam halls by Algeria.
2. What Algeria **DID WAS (TO) INSTALL** metal detectors and video cameras in locations where question papers were printed in a bid to avoid cheating.
3. The minister said 'Mobile phone jammers and surveillance cameras **WERE/HAVE BEEN INSTALLED IN LOCATIONS WHERE THE EXAM PAPERS ARE** printed.'

II. Use the word given in brackets to form a word that fits in each gap. (10x1p=10 p)

**1-believe, 2- improve, 3-sharpening, 4- academically, 5- importantly, 6- pressure,
7- everyone, 8- competition, 9- financial, 10- potential**

III. Translate into English.

10 points

grammar structures

4 points

vocabulary

4 points

fluency

2 points

SUGGESTED ANSWER

The tears were hot in Salva's eyes. Salva's eyes were filled with tears. Where had everyone gone? Why had they left without waking him? He already knew the answer: because he was a child ... he might tire/might have tired easily and slow(ed) them down, and complain(ed) about being hungry, or who knows what other trouble(s) he might have cause(d).. I would not have been/made any (kind of)trouble - I would not have complained! ... What will I do/am I going to do now?

Salva took a few steps to see what he could see. On the far horizon, the sky was hazy from the smoke of the bombs. About a hundred paces in front of him, he could see a small pond. Between the pond and the barn there was a house- and, yes, a woman (was) sitting nearby in the sun.

SUBIECTUL B – INTEGRATED SKILLS (60 points)

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

(5 x 2p = 10p)

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

II. ESSAY WRITING NARRATIVE – DESCRIPTIVE ESSAY (50 points) ----- Use the Marking Scheme

MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing people/places/events/atmosphere, having a clear development and including the final reactions of the protagonist	The essay is fairly completed with the description of people/places/events/atmosphere, having a clear development	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the description failing the requirements of the task.	
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 fairly 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	A range of vocabulary is used appropriately and accurately in the	The range of vocabulary is adequately used in the essay; errors in word	A limited range of vocabulary is present within the essay; less common items	A very narrow range of vocabulary is present; errors in word	

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