

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare –2025

Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA A

BAREM DE EVALUARE ȘI DE NOTARE

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and fill in the blanks with ONE word only. 10 points

10 x 1p = 10 points

1. common, 2. goes, 3. up, 4. Only, 5. do, 6. Although, 7. there, 8. however, 9. Despite, 10. It

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

10 1p = 10 points

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

III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

10 points

5 x 2p = 10 points

1. **UNLESS** the weather was// bad
2. condition/account//**SHOULD** the door be
3. is thought//to have **KNOWN**
4. in this day//and **AGE**
5. for you/your//**HELPING**

IV. Translate into English.

10 points

- | | |
|--------------------|----------|
| grammar structures | 4 points |
| vocabulary | 4 points |
| fluency | 2 points |

SUGGESTED ANSWER:

I have behind me, I must admit it, more than/not just a few aspirations that are too vague or simply forgotten, things half-done or done badly, ambitions that I have given up (on) or that I have not been able to fulfill. I don't consider myself a failed idealist, but I'm not very far from it/this condition in some respects. Of course, failures are not always entirely our own fault. We have also been/we can also be "helped" by the times or by circumstances sometimes. At other times, they are born of too great illusions, exaggerated expectations, overestimating our possibilities. But how can I explain my failure in human relationships, which has brought me to the brink of/on the verge of misanthropy in my old age? Is it (down to) my tendency to let myself be "used" by my sorrows? The difficulties I created for myself by being both impulsive and easily hurt? I have strived in my life to remain honest and not to have any great stupidity/foolishness on my conscience, but that was not enough, it seems/apparently.

SUBIECTUL B – INTEGRATED SKILLS (60p)

I. Reading Comprehension: 5x2 points=10 points

1D; 2B; 3A; 4F; 5 E.

II. Marking scheme for report - 50 points

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
Task achievement	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	
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.	