

**INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA**

**OLIMPIADA DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ – 02.03.2024  
CLASA A VII-A**

**VARIANTA 1**

**SUBIECTUL I**

**1 C**

**2 A.**

**3 B.**

**4 A.**

**5 C..**

**5x5points=25 points**

**SUBIECTUL II**

**1 COOKING**

**2 PRODUCER**

**3 ILLNESSES /ILLNESS**

**4 RESISTANCE**

**5 EFFICIENT/ EFFECTIVE**

**6 SCIENTISTS**

**7 ADDITION**

**8 PRESSURE**

**9 DISADVANTAGE**

**10 UNPLEASANT**

**10x2points=20 points**

**SUBIECTUL III**

**1.WENT ON WITH**

**2.IS POSSIBLE THAT**

**3.HAVE BEEN**

**4.IS IT SINCE YOU LAST**

**5.BLAMED ME FOR**

**6.ABOUT SPENDING**

**7.TOOK ME TWO DAYS**

**8. WAS SUCH A FUNNY FILM**

**9.WON'T LET THEM**

**10.THE KINDEST PERSON I HAVE**

**10x3points=30 points**

**SUBIECTUL IV**

**25 points**

## MARKING SCHEME FOR THE NARRATIVE ESSAY, 25 POINTS

Analytical criteria	Exemplary 5 POINTS	Proficient 4 POINTS	Partially Proficient 3 POINTS	Weak 2 POINTS	Incomplete 1 POINT	Task not Attempted 0 points
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/events/characters/atmosphere / reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
<b>STRUCTURES</b>	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.	
<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 effect on the reader non-relevant	The effect on the reader non-relevant.	

**OLIMPIADA DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ – 2 martie 2024  
CLASA A VIII-A**

**BAREM**

**VARIANTA 1**

**Subiectul I**

**1 C 2 C 3 D 4 A 5 B**

**25 points**

**Subiectul II**

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

**20 points**

**Subiectul III**

**1 I WAS HAVING DINNER**

**2 YOU EVER DRIVEN**

**3 WON'T GO OUT UNLESS**

**4 ADVISED TOM NOT TO GO**

**5 APPEARS TO BE**

**6 WAS BEING BUILT**

**7 AM HAVING MY**

**8 DIDN'T LET US**

**9 WAS RUDE TO**

**10 SUCH BAD WEATHER**

**30 points**

**Subiectul IV**

**25 points**

## MARKING SCHEME FOR THE NARRATIVE ESSAY, 25 POINTS

Analytical criteria	Exemplary 5 POINTS	Proficient 4 POINTS	Partially Proficient 3 POINTS	Weak 2 POINTS	Incomplete 1 POINT	Task not Attempted 0 points
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/events/characters/atmosphere / reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
<b>STRUCTURES</b>	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.	
<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 effect on the reader non-relevant	The effect on the reader non-relevant.	

INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

OLIMPIADA DE LIMBĂ ENGLEZĂ

ETAPA LOCALĂ 02.03.2024

CLASA A IX-A, SECȚIUNEA A

VARIANTA 1

KEY – CLASA A IX-A , SECȚIUNEA A, VARIANTA 2

**SUBIECTUL A USE OF ENGLISH 40 points**

**I TENSES (10 x 1p=10 points)**

- a) 1 had seen 2 had delayed 3 was 4 warned 5 would be 6 decided  
b) 7 wouldn't have washed 8 had known  
c) 9 will give 10 have read/read

**II WORD FORMATION (10x 1 p=10 points)**

- 1 mountaineers 2 frightening 3 defenceless 4 natural 5 protection  
6 failure 7 careful 8 held 9 knowledge 10 indication

**III OPEN CLOZE (10 x 1p= 10 points)**

- 1 an 2 which 3 as 4 it 5 was 6 although 7 later 8 would 9  
where 10 out

**IV REPHRASES (5 x 2 p= 10 points)**

- 1 .....should have bought.....  
2.....has been to prison.....  
3 .....mistook my client for somebody.....  
4.....wish I could afford.....  
5.....is a rumour that.....

**SUBIECTUL B READING COMPREHENSION ( 5x 2 p=10 points)**

- 1 C 2 A 3 D 4 B 5 C

II Writing- Letter of application

50 points

### MARKING SCHEME - FORMAL LETTER OF APPLICATION

Analytical criteria	Excellent		Good		Adequate		Weak		Inadequate		Task not attempted 0p
	10p	9p	8p	7p	6p	5p	4p	3p	2p	1p	
<b>Task achievement</b>	The letter is completely relevant to the task, fully developing all content points; the format of the letter is fully observed; the purpose of the letter is clearly and fully explained		The letter covers the requirements of the task but the content points could be more fully extended; the format of the letter is observed; the purpose of the letter is presented.		The letter addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the letter is presented but it is not very clear.		The letter does not cover the requirements of the task; bullet points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing.		The letter 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; 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 used 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.		

INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

OLIMPIADA DE LIMBĂ ENGLEZĂ

ETAPA LOCALĂ 02.03.2024

**KEY- CLASA A IX-A, SECTIUNEA B, VARIANTA 1**

**SUBIECTUL A USE OF ENGLISH 40 POINTS**

**I**

**A Suggested answers- any other answers that contain similar ideas will be accepted (4 x2p=8 points)**

1. The phrase *it seemed* emphasises the excitement and wonder of the family.
2. The way they bring the goose to the table is a special moment, done with great ceremony.
3. There is a breathless pause which suggests anticipation and excitement. The goose will be carved, which they have been waiting for all day.
4. She is afraid it won't be as good as the goose or something unexpected may happen or she is afraid they won't like it.

**B Contextual synonyms (3x 2p= 6 points)**

1 c)      2 b)      3 c)

**C Rephrases (3 X2p=6 points)**

1. ....hadn't been excited, he wouldn't have beaten on the table.....
2. .... seemed to be.....
3. ....don't believe there has ever been.....

**II WORD FORMATION (10x 1p=10 points)**

1 peaceful      2 legendary      3 tranquility      4 spectacular      5 unspoilt      6 sightseer  
7 graceful      8 historic      9 reservation      10 nearest

**III OPEN CLOZE (10x 1p=10 points)**

1 over    2 to    3 than    4 there    5 a    6 are    7 more    8 the    9 for    10 how

**SUBIECTUL B**

**I READING COMPREHENSION (5 x2p=10 points)**

1 A      2 C      3 C      4 B      5 B

**Inspectoratul Școlar Județean Prahova**

**OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ**

**2 MARTIE 2024**

**CLASA a X-a - SECȚIUNEA A**

**VARIANTA 1**

**ANSWERS**

**SUBIECTUL A - USE OF ENGLISH (40 points)**

I. 10X1p=10p

1. was walking; 2. noticed; 3. had been following; 4. got off; 5. stopped; 6. had; 7. had seen; 8. asked; 9. Don't I know; 10. are you following/have you been following;

II. 10X1p=10p

1. researchers; 2. significantly; 3. Participants; 4. attached; 5.companions, 6. unfriendly; 7. insecure; 8. likelihood; 9. valuable; 10. loneliness;

III. 10X1p=10p

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

IV. 10X1p=10p

2. of 2. to; 3. what; 4. who; 5. how; 6. nothing; 7. any; 8. these/they; 9. at; 10. on;

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

I. 5X2p=10p

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

II. REVIEW - 50p



**MARKING SCHEME - REVIEW**

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
<b>Task achievement</b>	The content of the review is completely relevant to the task, fully responding to its requirements; the format of the review is fully observed; an introduction/ a recommendation is present		The review covers the requirements of the task but the key ideas could be better substantiated; the format of the review is observed; an introduction/ a recommendation is present but not fully linked to the topic		The review addresses the requirements of the task but not all key ideas are relevant; the introduction or the recommendation may be missing		The review does not cover the requirements of the task; the introduction/ recommendation are missing or totally irrelevant; many irrelevant details are included		The review 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 present ; 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, the register is faulty.		
<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.		



## Varianta 1

**OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ**  
**02 MARTIE 2024**  
**CLASA a X-a, SECTIUNEA 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. (20 points)

##### A. 4x2p=8 points

##### Suggested answers- any other answers that contain similar ideas will be accepted

1. To ensure that students receive a better and more rounded education.
2. It has produced a problem of numbers. There are more graduates than jobs, making the competition fierce. As a result, students are put under enormous pressure. (**“Simple mathematics convey the inherent disadvantages of this strategy; too many graduates for too few jobs....it has reached fatal proportions, putting students under enormous pressure”**).
3. It is the syndrome whereby students simply learn information and facts off by heart, without any real understanding. (**“the sponge syndrome whereby pupils soak up statistics and reproduce them without much, if any, individual thought or interpretation of the facts”**).
4. It selects those people who are academic achievers and dismisses those who are of no use to society, like weeds. (**“education will continue to function in society as a weeding-out process whereby those who are not capable of obtaining paper qualifications are branded as underachievers”**).

##### B. 3x2p=6 points 1. C 2. D 3. D

##### C. 3x2p=6 points

1. the education system began to place more emphasis on education rather than
2. they are lucky, will youngsters find
3. (that) students wouldn't be

#### II. 10x1p=10 points

1. OCCURRENCES; 2. VARIATIONS; 3. RESPECTIVELY; 4. CHARACTERISED/ CHARACTERIZED; 5. NORMALLY; 6. RESULTANT/ RESULTING; 7. AGRICULTURAL; 8. CONSIDERABLY; 9. TRANSMISSION; 10. RESEARCHERS

#### III. 5x2p=10 points 1. for; 2. like; 3. which; 4. without; 5. but/ except/ beyond/ besides

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

#### I. 5x2p= 10p

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

#### II. Writing: Report- 50 points

### MARKING SCHEME - REPORT- 10B

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
<b>Task achievement</b>	The report is completely relevant to the task, fully developing all content points; the format of the report is fully observed; the purpose of the report is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn		The report covers the requirements of the task but the content points could be more fully extended; The format of the report is observed; the purpose of the report is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated		The report 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 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 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 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.		



**OLIMPIADA DE LIMBA ENGLEZĂ,  
ETAPA LOCALĂ, 2.03.2024  
CLASA a XI-a - SECȚIUNEA A  
BAREM DE CORECTARE ȘI NOTARE**

**VARIANTA 1**

- Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem
- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

**SUBIECTUL A - USE OF ENGLISH (40 points)**

**I. 10x1p = 10p**

- |                         |                |
|-------------------------|----------------|
| 1. was cloned           | 6. to be       |
| 2. have been discussing | 7. were/was    |
| 3. should be allowed    | 8. would be    |
| 4. becomes              | 9. would allow |
| 5. will raise           | 10. were/was   |

**II. 10x1p=10p**

1. behaviour
2. uncontrollably
3. uncomfortable
4. curiosity
5. anxious
6. astonishment
7. excessive
8. disapproved
9. accomplishment
10. irrational

**IV. 10x1p=10p**

1. First
2. that/which
3. should/must
4. unless
5. if/when/whenever
6. stolen
7. to
8. need/have
9. break
10. be

**III. 10x1p=10p**

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

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

**I. READING 5x2p=10p**

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

**II. WRITING REPORT 50p**

## MARKING SCHEME - REPORT

Analytical criteria	Excellent		Good		Adequate		Weak		Inadequate		Task not attempted 0p
	10p	9p	8p	7p	6p	5p	4p	3p	2p	1p	
<b>Task achievement</b>	The report is completely relevant to the task, fully developing all content points; the format of the report is fully observed; the purpose of the report is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn		The report covers the requirements of the task but the content points could be more fully extended; The format of the report is observed; the purpose of the report is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated		The report 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 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 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 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.		





OLIMPIADA DE LIMBA ENGLEZĂ,  
ETAPA LOCALĂ, 2.03.2024  
CLASA a XI-a - SECȚIUNEA B  
BAREM DE CORECTARE ȘI NOTARE

VARIANTA 1

- Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem
- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL A - USE OF ENGLISH (40 points)

I. 20points

A. 4x2p=8p

1.They probably disapproved of the marriage, perhaps they were an important family. We learn that the grandfather is not around any longer (probably dead?) and that the grandmother sent nice presents.

2 As he was a doctor, it's very likely he was called away to patients unexpectedly.

3 Perhaps her parents died, or went abroad and she had to stay there; or maybe there was no money and her parents couldn't keep the children.

4 She had a very good relationship with him. Despite their age and physical differences, they enjoyed being together.

B. 3x2p=6p 1.C hanging 2.B strange 3.C call

C. 3x2p=6p

1. I wish/if only I had told you
2. love for the poor people was so great that
3. Hardly/scarcely/barely had we heard

II. 10x1p = 10p

- 1 completion
- 2 sculptor
- 3 construction
- 4 exhibition
- 5 unequalled
- 6 excellence
- 7 movement
- 8 visionary
- 9 symbolize
- 10 artistic

III. 5x2p=10p

1. yourself/yourselves
2. at
3. do
4. not

5. thanks/due

SUBIECTUL B- INTEGRATED  
SKILLS- (60 POINTS)

I. READING 5x2p=10p

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

II. WRITING -ARTICLE-50  
POINTS

## MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
<b>Task achievement</b>	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; a title, introduction and conclusion are present.		The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; a title, introduction, and conclusion are present but not fully linked to the topic.		The article 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 does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included.		The article 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.		



**Inspectoratul Școlar Județean Prahova**

**OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ  
2 MARTIE 2024  
CLASA a XII-a - SECȚIUNEA A**

**VARIANTA 1**

**ANSWERS**

**SUBIECTUL A - USE OF ENGLISH (40 points)**

I. 10X1p=10p

1. noticing; 2. didn't strike; 3. was I; 4. be held up; 5. wasn't roaring; 6. hadn't covered; 7. hadn't even heard; 8. Glancing; 9. has been suspended; 10. had I experienced;

II. 10X1p=10p

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

III. 10X1p=10p

1. of; 2. which; 3. what; 4.whether; 5.By; 6.enough; 7.by; 8.after; 9.who;  
10.as

IV. 10X1p=10p

1. truthfully; 2. wholesale; 3. employees; 4. vineyards; 5. pursuers; 6. strengthen; 7. absenteeism; 8. scenery; 9. allowance; 10. transcontinental;

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

I. 5X2p=10p

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

II. ARTICLE - 50p

## MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
<b>Task achievement</b>	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; a title, introduction and conclusion are present.		The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; a title, introduction, and conclusion are present but not fully linked to the topic		The article 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 does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included		The article 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.		
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<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.		



OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ

02 MARTIE 2024

CLASA a XII-a, SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

- 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. (20 points)**

**A. 4x2p=8 points**

**Suggested answers- any other answers that contain similar ideas will be accepted**

1. The point the writer is making is that the people he refers to are a mixture of so called experts he has a low opinion of and he doesn't think they are qualified to express an expert view. ("**One of the more irritating conventional wisdoms of recent times... A somewhat unholy alliance of therapists, advertising moguls, and know-it-all bloggers preach about the rupture that occurs with the entry into adolescent status.**")
2. The conflict during adolescence is caused by the fact that biological development is faster than psychological and social development. ("**The major conflict is between the urges prompted by biological maturity and the slower, stuttering advances of psychological and social growth.**")
3. The fact that adolescence involves a strong desire to remain a child and a strong desire to be an adult at the same time. ("**At one and the same time a teenager is pulled back towards their childhood, with pangs of dependence, and onward to adulthood, with a longing for independence from their parents and their history.**")
4. They make teenagers feel that they are part of a distinct separate group and that only members of that group (teenagers) understand each other whereas adults cannot. ("**Silly voices are a vital part of teenage culture. They may be caricatures of unfortunate schoolteachers, or they may be original creations. Either way, they are a very effective way of separating those in the know from the uninitiated.**")

**B. 3x2p=6 points**

1. c 2. d 3. a

**C. 3x2p=6 points**

1. no time did the youngsters express regret for what
2. you've worked/ you've been working for us for over a year
3. Mary didn't use Internet slang when she spoke

**II. 10x1p=10 points**

1. hypothesised; 2. inactivity 3. scarcity 4. academics 5. remarkable 6. consideration 7. advantageous
8. improving 9. progressively 10. workout

**III. 5x2p=10 points** 1. nothing; 2. new; 3. but; 4. best; 5. extent

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

**I. 2x5p= 10p**

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

**II. WRITING: PROPOSAL- 50 points**

### MARKING SCHEME- PROPOSAL- 12B

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
<b>Task achievement</b>	The proposal is completely relevant to the task, fully developing all content points; the format of the proposal is fully observed; the purpose of the proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn		The proposal covers the requirements of the task but the content points could be more fully extended; The format of the proposal is observed; the purpose of the proposal is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated		The 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 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 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 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.		
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