

INSPECTORATUL SCOLAR JUDETEAN PRAHOVA

**OLIMPIADA DE LIMBA ENGLEZA
ETAPA LOCALA- 8 FEBRUARIE 2025
CLASA A VII A**

VARIANTA 1

BAREM

SUBIECTUL I

READING COMPREHENSION 5x5p=25 points

1 B

2 C

3 D

4 C

5 A

SUBIECTUL II 10x2p=20 points

1. RESTFUL
2. INITIALLY
3. OCCUPATIONS
4. REFUSAL
5. SCIENTIFICALLY
6. SIGNATURE
7. EXCITEDLY
8. COMPETITIVE
9. SURROUNDINGS
10. POINTLESS

SUBIECTUL III 10x1p=10points

1 am enjoying 2 have been cleaning 3 had already typed 4 will/shall be travelling 5 bought 6 was it

7 worked 8 have arrived/arrive 9 had not arrived 10 have eaten

SUBIECTUL IV 10x2p=20points

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

SUBIECTUL V 25 points-See marking scheme.

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
CONTENT	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.	
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 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.	
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 effect on the reader non-relevant.	

INSPECTORATUL SCOLAR JUDETEAN PRAHOVA

**OLIMPIADA DE LIMBA ENGLEZA
ETAPA LOCALA- 8 FEBRUARIE 2025
CLASA A VIII A**

VARIANTA 1

BAREM

SUBIECTUL I – (5 x5=) 25 puncte

Reading comprehension

1 A

2 B

3 D

4 C

5 B

SUBIECTUL II - (2 x 10=) 20 puncte

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

SUBIECTUL III - (1 x 10=) 10 puncte

1 I am driving 2 haven't sent 3 was waiting 4 have never seen 5 ask 6 shall/will have lived// shall/will have been living 7 shall/will be lying 8 has improved 9 have visited 10 Have you hurt

SUBIECTUL IV (2 x 10=) 20 puncte

1. If I had known
2. finds
3. Even if/ though I am...
4. Do you hear/ Can you hear
5. wholly
6. rose
7. must have my eyes tested
8. high
9. was
10. long

SUBIECTUL V - 25 puncte-See marking scheme.

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
CONTENT	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.	
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 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.	
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INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ

08.02.2025

CLASA a IX-a, SECȚIUNEA A

VARIANTA 1

ANSWERS

SUBIECTUL A - USE OF ENGLISH (40 points)

I. 10X1p=10p

1. had to; 2. could; 3. am going; 4. have had; 5. do you think; 6. examine/have examined; 7. was working; 8. had stopped; 9. get; 10. working;

II. 10X1p=10p

1. discovery; 2. reality; 3. safety; 4. historians; 5. existence 6. symbolised/symbolized; 7. accidental; 8. rethink; 9. unknown; 10. mysteriously;

III. 10X1p=10p

1. where; 2. take; 3. every; 4. from; 5. other; 6. first; 7. about; 8. who; 9. so; 10. from

IV. 5X2p=10p

1. wish I had seen; 2. must have forgotten; 3. wouldn't have fainted if; 4. is as likely as John; 5. looking forward to seeing;

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. 5X2p=10p

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

II. LETTER OF APPLICATION - 50p

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	
Task achievement	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.		
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; 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.		
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.		

**Olimpiada de limba engleza,
Etapa locala, 8 februarie 2025
Clasa a IX-a Sectiunea B**

Varianta 1

SUBIECTUL A- USE OF ENGLISH (40 points)

Subiectul I (20 points)

A 4x2p=8 points

1. The Hubble Space Telescope has provided hundreds of thousands of images and has revolutionized astronomy by helping researchers make important discoveries about deep space, including determining that the Universe is about 13 to 14 billion years old.
2. The idea of an orbiting telescope was first proposed by astronomer Lyman Spitzer in 1946.
3. An orbiting telescope was considered better because the Earth's atmosphere distorts light from stars, which makes it difficult for ground-based telescopes to receive clear images. An orbiting telescope would not face this issue.
4. Hubble will probably be replaced.

B. (3 x 2 p=6 points)

1 C 2 B 3 B

C 3x2p= 6 points

1. we would not know now
2. It was astronomer Lyman Spitzer / Lyman Spitzer was the astronomer
3. have already developed

Subiectul II 10 x 1p = 10 points

- | | |
|---------------|--------------------|
| 1. REFERENCE | 6. ACCURACY |
| 2. COLLECTION | 7. ARGUMENT |
| 3. IMPRESSIVE | 8. HELPFUL |
| 4. RELIABLE | 9. COMMERCIAL |
| 5. TRUTH | 10. UNCONVENTIONAL |

Subiectul III 10x1p= 10 points

- | | |
|-----------------|--------------|
| 1. used/wanted | 6. more |
| 2. for / during | 7. who |
| 3. few | 8. when |
| 4. from | 9. him |
| 5. out | 10. together |

SUBIECTUL B- INTEGRATED SKILLS (60 points)

I 1C / 2B / 3A / 4B / 5C (10 points)

II (50 points)-See marking scheme

MARKING SCHEME - REVIEW

Analytical criteria	Excellent		Good		Adequate		Weak		Inadequate		Task not attempted 0p
	10p	9p	8p	7p	6p	5p	4p	3p	2p	1p	
Task achievement	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		
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 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.		
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.		

OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ
8 FEBRUARIE 2025
CLASA a X-a - SECȚIUNEA A

VARIANTA 1
BAREM

SUBIECTUL A - USE OF ENGLISH 40 points

1. 10 p= 5x2p

- 1.1. had we got into the shelter
- 1.2. he not been driving so fast
- 1.3. only you had kept
- 1.4. distinctive scar was remembered by
- 1.5. said (that) she couldn't go with

2. Choose the correct answer A, B, C or D. (10 p)

10p= 10x1p

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

3. Write one word in each gap. (10 p)

10p= 10x1p

- | | |
|--------|-------------|
| 1 ago | 6 that |
| 2 look | 7 up |
| 3 down | 8 better |
| 4 of | 9 play |
| 5 only | 10 if/ when |

4. Write the correct form of the word in CAPITALS to complete the gaps: (10 p)

10p= 10x1p

1. WONDERFUL
2. MYSTERIOUS
3. UNDISCOVERED
4. MEANINGLESS
5. SCIENTISTS
6. VARIETY
7. SPECTACULAR
8. ASSUMPTIONS
9. UNDERSTANDING
10. CONSTANTLY

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Read the text below and do the tasks that follow. (10 points)

10 p= 5x2p

1A 2C 3A 4C 5C

II. 50 points -See marking scheme

MARKING SCHEME - REVIEW

Analytical criteria	Excellent		Good		Adequate		Weak		Inadequate		Task not attempted 0p
	10p	9p	8p	7p	6p	5p	4p	3p	2p	1p	
Task achievement	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		
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 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.		
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.		

OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ
08 FEBRUARIE, 2025
CLASA a X-a, SECȚIUNEA B

Varianta 1

- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

A.: 4x2p=8 points

- 1. They express contempt / /they were generally unimpressed by them. OR People reacted with contempt rather than excitement about technology.** “What a waste of money ringing all that way” as opposed to, “Wow that’s brilliant”.
- 2. Because everybody had one/ Because they had become very popular/ Because she realized they had become widely accepted. OR .”** It was at this point that I bought a mobile phone. I had been sneering for years, but I reasoned that as everyone now had one, surely no one would be offended or irritated by mine.”
- 3. She became dependent on it, having a false sense of security. OR** “But I grew to depend on it and constantly checked that I had it, in the way some say habitual smokers keep checking for their cigarettes.”
- 4. It prevented her from concentrating on what she was doing. OR** “Because our modern lives have so much capacity for urgency, the mobile is turning into an enemy rather than a helpmate.”

B. 3x2p=6 points

1.b 2.d 3.a

C. 3x2p= 6 points

1.are said to (always) check/ to keep checking.....
2.hadn’t given her a mobile phone, he couldn’t have.....
3.have these telephones had the capacity to.....

II. 10x1p=10 points

1. INCREASINGLY 2. PERMISSION/ PERMITS 3. ENTHUSIASTS 4. REUSE 5. WORRYINGLY 6. UNMISTAKEABLE
7. VARIETY 8. SIGNIFICANCE 9. UNUSED 10. AWARENESS

III. 5x2p=10 points

1. KEPT/PUT 2. DESPITE/ THROUGH 3. ADDITION 4. WITHIN/ IN 5. HAVE

SUBIECTUL B – 60 points

READING 5x2p=10 points

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

Writing 50 points-See marking scheme.

MARKING SCHEME - REPORT-

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	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		
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.		
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INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

OLIMPIADA DE LIMBĂ ENGLEZĂ - ETAPA LOCALĂ

08.02.2025

CLASA a XI-a, SECȚIUNEA A

VARIANTA 1

ANSWERS

SUBIECTUL A - USE OF ENGLISH (40 points)

I. 10X1p=10p

1. would see; 2. had been/ was; 3. had come; 4. showing; 5. had taken; 6. had stumbled; 7. was wondering; 8. appeared; 9. had misunderstood; 10. had been submerged;

II. 10X1p=10p

1. undeniably; 2. entitled; 3. far-flung/faraway; 4. unfortunately; 5. terrifying/terrible. 6. tragically; 7. innovative; 8. sustainable; 9. fertiliser; 10. nutritional;

III. 10X1p=10p

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

IV. 10X1p=10p

1. there; 2. us; 3. how ; 4. it; 5. was; 6. up; 7. had/ought; 8. If; 9. yourself; 10. without;

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. 5X2p=10p

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

II. REPORT - 50points- See marking scheme

MARKING SCHEME - REPORT-

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	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		
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.		

OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ
8 FEBRUARIE, 2025
CLASA A XI-A, SECȚIUNEA B

VARIANTA 1 ANSWERS

SUBIECTUL A- USE OF ENGLISH (40 points)

I. (10 x2p=20 points).

A. (4x2p=8 points) - Suggested answers:

1. She was afraid of being disappointed by her new employer.
2. He felt that a man in his position ought to have a secretary./ The director had hired Mandy, despite not utilizing her skills effectively, because he regarded a secretary as a status symbol.
3. Because it was convenient both for the City and the towering offices of Docklands.
4. Business at her agency was thriving. / While other agencies foundered in the waves of recession, hers remained afloat (albeit precariously). This suggests that Mrs. Creasley has found ways to deal with the economic challenges of her business.

B. (3x2p=6 points)

1. B, 2. C, 3. A

C. (3x2p= 6 points)

1. ... wouldn't have learned ...
2. with a view
3. Not only was the location/ The location was not only

II. (10 x 1p = 10 points)

- | | |
|-------------------------|---------------|
| 1. MYSTERIOUS | 6. OBSCURITY |
| 2. INCOMPREHENSIBLE | 7. WORLDWIDE |
| 3. ENGRAVINGS | 8. DEPTH(S) |
| 4. IMPLICATIONS | 9. PERCEPTION |
| 5. NUMEROUS/INNUMERABLE | 10. WHOLLY |

III. (10x1p= 10 points)

- | | |
|------------|--------|
| 1 only | 8 last |
| 2 couldn't | 9 much |
| 3 by / at | 10 in |
| 4 asked | |
| 5 so | |
| 6 only | |
| 7 had | |

SUBIECTUL B- INTEGRATED SKILLS (60 points)

I-(10 points): 1B – 2B – 3C – 4D – 5A

II (50 points) MARKING SCHEME ARTICLE

Nota: Se vor accepta toate variantele corecte .

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent	9 p	Good	7 p	Adequate	5p	Weak	3p	Inadequate	1p	Task not attempted 0p
	10p		8p		6p		4p		2p		
Task achievement	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		
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.		
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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.		

OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ
8 FEBRUARIE 2025
CLASA a XII-a - SECȚIUNEA A

VARIANTA 1

SUBIECTUL A - USE OF ENGLISH 40 points

I. 10 p= 5x2p

- 1.would sooner you didn't plant
- 2.prefer watching tennis to
- 3.is said to have been
- 4.if she was/ were the boss
- 5.one of his ideas was

II. Choose the correct answer A, B, C or D. (10 p)

10p= 10x1p

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

III. Write one word in each gap. (10 p)

10p= 10x1p

- | | |
|------------------|------------|
| 1 following/next | 6 insisted |
| 2 To | 7 advised |
| 3 would | 8 into |
| 4 be | 9 suffice |
| 5 need | 10 on |

IV. Write the correct form of the word in CAPITALS to complete the gaps: (10 p)

10p= 10x1p

1. AWARENESS
2. DEVELOPMENT(AL)
3. CHARACTERISED
4. INTELLECTUAL
5. IMPAIRED
6. CONCEPTUALLY
7. DISRUPTIVELY
8. TEACHERS
9. IMPLICATIONS
10. COGNITIVELY

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Read the text below and do the tasks that follow. (10 points)

10 p= 5x2p

1.False 2. True 3. Not given 4.D 5.B

II. 50 points – See marking scheme.

MARKING SCHEME - ARTICLE

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Task achievement	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		
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BAREM

**OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ
8 FEBRUARIE , 2025
CLASA a XII-a, SECȚIUNEA B**

Varianta 1

- Nu se acordă puncte din oficiu.

SUBIECTUL A- USE OF ENGLISH (40 points)

A. (4x2p=8 points)

1. Because they are constantly aiming for what they do not have/ are never satisfied with what they have OR "No sooner do we achieve a goal than we move the goalposts to create a new one, leaving ourselves permanently **depleted**."
2. By making people buy compulsively/ define themselves through their purchases **and** by selling pills and therapeutic services. OR "by encouraging us to define ourselves through our purchases.... by selling pills and therapeutic services."
3. By equating happiness with prosperity. OR "voters are mistaken in supposing that greater national wealth will be accompanied by greater happiness."
4. Meeting primordial human needs is no longer enough. OR "that advanced capitalism does not meet our primordial needs"

B. (3x2p=6 points) 1.c 2.c 3.b

C. (3x2p=6 points)

- 1.... hadn't been for Bob we would have.....
- 2..... had we arrived at the resort when.....
- 3..... may/might/could have sent.....

II. (10x1p = 10 points)

1. BUDDING 2. ENTHUSIASTIC 3. INNERMOST/INMOST 4. CONSULTANT 5. PURSUIT 6. CONTENTMENT
7. LONGLASTING 8. FARAWAY 9. RUNNING 10. UNTOUCHED

III. (5x2p = 10 points)

- 1.SUCH 2.BUT 3.NONE 4. SOOTHE/CALM /SETTLE 5. HIMSELF

SUBIECTUL B- INTEGRATED SKILLS (60 points)

I Reading

- 1.A. 2. A 3. D 4.C 5. D. (5x2=10 points)

II PROPOSAL -See marking scheme

MARKING SCHEME- PROPOSAL

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	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		
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