

Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare – 2024

Probă scrisă

Limba engleză

CLASA a VII-a

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL I – USE OF ENGLISH (25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points

1.were hiking; 2. swept; 3. is getting; 4. would reach; 5. keep up 6. Haven't I told; 7.will hurt 8.taking; 9. have been arguing 10. haven't reached

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. 10 x 1p = 10 points

1. has
2. at
3. ✓
4. to
5. would
6. ✓
7. own
8. to
9. ✓
10. it

I.3. Use the word given in brackets to form a word that fits in each sentence. 5 x 1p = 5 points

1. GRACEFULLY; 2. RESPONSIBILITY; 3. UNDERESTIMATE; 4. DISQUALIFIED; 5. EXISTENCE

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 5 x 2p = 10 points

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

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points

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

SUBIECTUL al III-lea –WRITING (50 points)

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	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 fair 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 disregarded.	
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	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formati on are possible; spelling is well controlled with occasional slips. The register of the	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.	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/form ation predominat e; spelling errors can make the essay obscure at times. The register used in the narrative	

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Centrul Național de Politici și Evaluare în Educație

	of the narrative essay is totally relevant to the task, being organically integrated all along the discourse		narrative essay is relevant to the task with slightly incongruent lapses within the discourse		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.		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.

Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare – 2024

Probă scrisă

Limba engleză

CLASA a VIII-a

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL I – USE OF ENGLISH (25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points

1-has always loved, 2-has tried, 3- has been spending/has spent, 4-keeps, 5-had already bought, 6-had forgotten, 7-had been using, 8- had watched, 9-would like, 10-had said

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word 10 x 1p = 10 points

1. we
2. ✓
3. got
4. have
5. it
6. ✓
7. by
8. been
9. of
10. too

I.3. Use the word given in brackets to form a word that fits in each sentence. 5 x 1p = 5 points

1. DISRESPECTFULLY; 2. UNPREDICTABLE; 3. NOTICEABLY; 4. BOYHOOD; 5. OVERESTIMATED

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 5 x 2p = 10 points

1. F 2. C 3. B 4. E 5. D

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points

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

SUBIECTUL al III-lea –WRITING (50 points)

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	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 fair 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 disregarded.	
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.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formati on are possible; spelling is well controlled with occasional slips. The	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	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/form ation predominate; spelling errors can make the essay obscure at times. The register used in the	

	The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse		register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse		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.		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.

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare –
2024**

Probă scrisă

**Limba engleză
CLASA a IX-a - SECȚIUNEA A
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

I. Read the following text and put the verbs in brackets in the correct form.

10x1p = 10 points

1. was pouring, 2. had already planned, 3. had been looking forward to, 4. had been checking, 5. Have you made, 6. have just agreed, 7. were playing, 8. rains/should rain, 9. would probably stay, 10. would make

II. Use the word given in capitals to form a word that fits in each sentence.

10x1p = 10 points

1. ENCOURAGEMENT; 2. MISCALCULATED; 3. DEPTHS; 4. OVERCOME; 5. UNBELIEVABLY; 6. REFRESHMENTS; 7. UNDERLYING; 8. CARELESS; 9. OVERRATED; 10. UNDERPAID.

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.

5x2p =10 points

1. nor Clare could/was/were able to;
2. because she had few friends;
3. lend me your car;
4. more expensive than Sybil (had);
5. was too tired to drive.

IV. Translate the following text into Romanian.

10 points

Suggested answer:

grammar structures	4 points
vocabulary	4 points
fluency	2 points

The medieval state on the island of Rhodes is comprised of a network of cobbled streets. The Acropolis of Lindos towers over the city and offers spectacular views of the harbours and coastline. Lindos beach and Saint Paul's beach are at a short distance from the city centre. There are certainly many other absolutely wonderful places to visit, the people are warm and welcoming and the food is unbelievably tasty! Depending on how long you wish/want to stay, you have several options, you can arrive either by plane, by car or even by taxi. Once you get here, you can't afford to miss the chance to hear the legend of one of the Seven Wonders of the World: The Colossus of Rhodes.

SUBIECTUL B – INTEGRATED SKILLS

I. 5x2p = 10p

1.C, 2.E, 3.A, 4.F, 5.B

II. WRITING

LETTER OF APPLICATION (50 points)

MARKING SCHEME - FORMAL LETTER

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

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -
2024**

Probă scrisă

Limba engleză

CLASA a IX-a - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text below and do the tasks that follow on your answer sheet.

A. Choose the right synonym for the words given below, according to their meaning in the text. 3 points

(3x1p=3p)

1 a; 2 b; 3 d

B. Rephrase the following sentences so as to preserve the meaning. 3 points

(3x1p=3p)

1. after collecting all the interested parties does he deliver
2. with a view to collecting
3. is considered (to be) the most common motive for

C. Choose the right words to fill-in the summary.

4 points

(4x1p=4p)

1. classic; 2. opting; 3. provoke; 4. staple

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

- | | |
|------------------|------------------|
| 1. CIVILIZATIONS | 6. GRANDEUR |
| 2. INCREDIBLY | 7. CRAFTMANSHIP |
| 3. STRUCK | 8. UNFORGETTABLE |
| 4. INTRICACY | 9. DEEPENED |
| 5. KNOWLEDGEABLE | 10. ACHIEVEMENTS |

III. For questions 1-10, read the text below and look carefully at each line. Some of the lines are correct and some have a word that should not be there. On your answer sheet, if a line is correct, put a tick (✓) by the number on your answer sheet. If a line has a word which should not be there, write the word down next to the number on your answer sheet.

(10x1p=10p)

10 points

- | | |
|--------|---------|
| 1. any | 6. it |
| 2. ✓ | 7. or |
| 3. not | 8. by |
| 4. our | 9. ever |
| 5. ✓ | 10. ✓ |

IV. Translate into English:

10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

Stefana crossed the road and continued on the other sidewalk, towards Mrs. Ghica. I followed her with my hands in the pockets of my coat, without even trying to hide, because she had never looked back and I felt she wasn't going to do it. It hadn't been a year, but a lifetime since, on the same road [...] we had walked together in the middle of the road even more snow-covered than now, and the tram had stopped between stops to pick us up, and the people inside had applauded us with frozen hands, laughing and rejoicing, despite the general unhappiness.

(Mircea Cărtărescu, Solenoid)

B. Integrated Skills (60 points)

I. Five sentences have been removed from the following interview. Choose from the sentences A-F the one which fits each gap 1-5. There is one extra sentence which you do not need to use. (5x2p=10p)

1 E

2 F

3 D

4 B

5 C

II. Review (50 points)

Use the Marking Scheme

MARKING SCHEME - REVIEW

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
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 and 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 and 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; 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 does not have relevant effect on the reader.	The text has a negative effect on the reader.	

Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare - 2024

Probă scrisă

Limba engleză

CLASA a X-a - SECȚIUNEA A

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 following text and fill in the blanks with ONE word only. 10 points
10 x 1p = 10 points

1- on, 2- be, 3- with, 4- when, 5- much, 6- less, 7- before/ when/as/whenever, 8- out, 9- other; 10- from

II. Use the word given in brackets to form a word that fits in each sentence 10 points
10 x 1p = 10 points

1- unbelievable, 2- economic, 3- incredibly, 4- justice, 5- initiative, 6- invigorating, 7- leadership, 8- inaccurate, 9- reliable, 10- disapproval

III. Complete the second sentence so that it has a similar meaning to the first sentence, 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. as a surprise to Pauline
2. have to be put off
3. was being made by
4. would not/wouldn't have been sent
5. are bound to have

IV. Translate into English. 10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

That same afternoon I took the train and left. It was in December 1948. After the debut, I had spent the summer in Bălcești, to write a novel. I had written it, it was a failure; when I returned in September, I didn't like it at all. Now I had left Bucharest, and what was even worse, the/my job, and I had retreated to/in the mountains, to start over... The failure in the summer did not worry me, because I was still living under the euphoria/excitement of the debut in prose, which anyway, despite the insults/criticism, had been a success. (...). I was twenty-six years old, I had gone through a war in which I had not died, I had made my debut in literature right in the middle of this/ that war, I had all the/my illusions intact...

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use. 10 points

5 x 2p = 10 points

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

II. WRITING- REVIEW (50 points)

MARKING SCHEME - REVIEW

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
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 and 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 and 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; 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 does not have relevant effect on the reader.	The text has a negative effect on the reader.	

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -
2024**

Probă scrisă

Limba engleză

CLASA a X-a - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text below and do the tasks that follow on your answer sheet.

A. Choose the right synonym for the words given below, according to their meaning in the text. (3x1p=3p)

1 b; 2 a; 3 b

B. Rephrase the following sentences so as to preserve the meaning. (3x1p=3p)

1. it does is to.....
2. has been shown by
3. only does volunteering play

C. Choose the right words to fill-in the summary. (4x1p=4p)

1. enhance; 2. focuses; 3. cultivates; 4. shaping

II. Use the word given in brackets to form a word that best fits in each sentence.

(10x1p=10p)

- | | |
|----------------|---------------|
| 1. DURABLE | 6. SURPRISING |
| 2. PROBLEMATIC | 7. SCIENTISTS |
| 3. CARELESSLY | 8. ASSESSMENT |
| 4. GROWTH | 9. DISPOSABLE |
| 5. ABILITY | 10. HAZARDOUS |

III. For questions 1-10, read the text below and look carefully at each line. Some of the lines are correct and some have a word that should not be there. On your answer sheet, if a line is correct, put a tick (✓) by the number on your answer sheet. If a line has a word which should not be there, write the word down next to the number on your answer sheet.

(10x1p=10p)

- | | |
|-------|---------|
| 1. in | 6. it |
| 2. by | 7. to |
| 3. ✓ | 8. some |
| 4. if | 9. ✓ |
| 5. ✓ | 10. up |

IV. Translate into English:

10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

For a long time, the neighborhood between Victory Square and "Lupoaică" has been a decorative and peaceful area. It was born on a piece of land - Bonaparte Park - located on the outskirts of the city, therefore in a spacious, quiet area, very attractive to the prosperous bourgeoisie who wanted picturesque and comfortable houses. After the revolution, the proximity to the Government building suddenly turned the area into a turbulent backdrop of street politics. I have the misfortune of living across the street from an establishment, "Saga," which at first seemed like a decent experiment. Things have deteriorated rapidly, with large gang parties organized, weddings scheduled, and music played. Loudly. Deafeningly. Shamelessly. For about a year, I've been listening every evening, along with a multitude of terrified neighbors, to the same tapes of Armstrong and Pavarotti (who have, of course, become odious in this way).

B. Integrated Skills (60 points)

I. Five paragraphs have been removed from the following interview. Choose from the paragraphs A-F the one which fits each gap 1-5. There is one extra paragraph which you do not need to use. (5x2p=10p)

1 C 2 E 3 B 4 F 5 A

II. REPORT (50 points)
Use the Marking Scheme

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.	

Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare –2024

Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA A

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 following text and fill in the blanks with ONE word only. 10 points
10 x 1p = 10 points

1. out; 2. on; 3. among; 4. far; 5. this; 6. Despite/With/Having; 7. with; 8. made; 9. set; 10. most

II. Choose the correct answer A, B, C or D. 10 points
10 x 1p = 10 points

1.c; 2. a; 3. b; 4. b; 5. b; 6. c; 7. b; 8. d; 9. c; 10. c

III. Complete the second sentence so that it has a similar meaning to the first sentence, 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. he wouldn't risk getting/being
2. can't/couldn't have been pleased
3. resented being treated as if/as though
4. had their garden done up
5. been on speaking terms

IV. Translate into English. 10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER:

That day I was coming with an armful of flowers...He hadn't waited for me... I had only wanted to live the moment again...something from the past, and I obeyed the wish as if you were getting a single glass of wine knowing you couldn't stand more...but the servant gave me a note when I rang the bell. A hideous, pale blue, almost white envelope. It was as if a poisonous thought had spread in my blood and my skin got dry.

I did not know what to answer, neither did I read the note, because I no longer cared about its content. I only felt a huge pity for my joy and for the flowers I was carrying in my arms. I was so tired I couldn't walk and I regretted, all of a sudden, having let the carriage, out of superstition, leave. I do not know why I was ashamed of being seen by the maid bringing unwanted flowers home. I usually buy flowers for myself which I bring home and which I scatter in vases.

SUBIECTUL B - INTEGRATED SKILLS - 60 POINTS

- I. 5x2=10 points 1D, 2A, 3F, 4 B, 5 E,
- II. 50 points MARKING SCHEME REPORT

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.	

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -
2024**

**Probă scrisă
Limba engleză**

**CLASA a XI-a - SECȚIUNEA B
BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

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

A. Choose the right synonym. (3x1p=3points)

1 – d; 2 – a; 3 – c

B. Rephrase the following sentences so as to preserve the meaning. (3x1p=3 points)

1. only can a sandwich have many shapes but ...
2. have taken more pride in carving
3. someone not spent considerable time/it not been for someone spending/who spent considerable time

C. Choose the right words to fill-in the summary. (4x1p=4 points)

1. radiating; 2. beautifying; 3. pleasing; 4. showcasing

II. One word in three sentences. (5x2p=10 points)

1. hit; 2. fresh; 3. takes; 4. passage; 5. fail

III. Error correction. (10x1p=10 points)

1 – back; 2 – ✓; 3 – and; 4 – What; 5 – such; 6 – ✓; 7 – which; 8 – it; 9 – either; 10 – written

IV. Translate into English. (10 points)

grammar structures	4 points
vocabulary	4 points
fluency	2 points

Suggested answer

In that bustling Istanbul packed with foreigners, there was a doctor who had studied medicine in Rome and had then spent a few years at Brâncoveanu's court, in Bucharest. Called one day to the house of a sick Turk, while he was there, a friend of the Turk's arrived for a visit. They began talking about the Turk's health and then about the news of the day. The guest confided to the Turk, among other things, that Brâncoveanu had been declared a rebel and that, after all his assets were confiscated, he would be brought to Istanbul with his entire family. The doctor, pretending not to understand Turkish, listened as closely as he could. Upon leaving the sick man's house, he ran to his Greek friend, who he knew was on very good terms with Brâncoveanu and told him everything he had heard, asking him to inform the Prince about the fate awaiting him, but without revealing his name. When Brâncoveanu received the letter from the Greek, he was (very) puzzled. Hardly/Barely/Scarcely/No sooner had he read the letter to his counsellors/advisers in a loud voice when/than he tore it with/in terrible anger.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

I. 1. B; 2. E; 3. F; 4. A; 5. C (5x2p= 10 points)

II. WRITING: ARTICLE (50 points)

Use the Marking Scheme:

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
Task achievement	The content of the article/ editorial is completely relevant to the task, fully responding to its requirements; the format of the article/ editorial is fully observed; a title, introduction and conclusion are present.	The article/ editorial covers the requirements of the task but the key ideas could be better substantiated; the format of the article/ editorial is observed; a title, introduction, and conclusion are present but not fully linked to the topic	The article/ editorial addresses the requirements of the task but not all key ideas are relevant; there is a title but the introduction or the conclusion may be missing	The article/ editorial does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included	The article/ editorial does not relate to the task	
Organization and cohesion	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout.	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.	The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times; there are inconsistencies in register.	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The text has not a relevant effect on the reader.	The text has a negative effect on the reader.	

Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare - 2024

Probă scrisă

Limba engleză

CLASA a XII-a - SECȚIUNEA A

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

10 x 1p = 10 points

1. into, 2. when/if, 3. can/will, 4. Unless, 5. on, 6. over, 7. down, 8. beating, 9. parcel, 10. given

II. Choose the best option A, B, C or D. (10 points)

10 x 1p = 10 points

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

III. Complete the second sentence so that it has a similar meaning to the first sentence, 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. has RESIGNED herself to
2. may / might as WELL leave now
3. had / got my car SERVICED
4. wouldn't be sad UNLESS
5. i had never SET foot

IV. Translate into English.

10 points

grammar structures

4 points

vocabulary

4 points

fluency

2 points

SUGGESTED ANSWER

I have often thought what photography might render/express and any other artistic language might not. In fact / Namely, which is the particularity of photography. I wish the answer were quite simple. A glimpse of reality leaves its mark on the camera film and this mark turns into the still image we contemplate. A photo has always made us / always makes us face reality. Inevitably, the more significant, important a glimpse from reality is, the better is the photo which seems to have caught it. And when there are people in it, the photo is even better since something from the inner world of those people comes across /reaches/touches us. The face and the body of those photographed reveal a lot of feelings and emotions: relaxation, frustration, fear, embarrassment, joy, contempt, or happiness. Looking at all these images, you can't help thinking/you can't but remember/ of what one of our colleagues/fellows who used to say: that the depth / deepness /the heart of the matter is hidden in plain sight on the surface.

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use. 10 points

5 x 2p = 10 points

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

II. WRITING: ARTICLE (50 points)

Use the Marking Scheme

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
Task achievement	The content of the article/ editorial is completely relevant to the task, fully responding to its requirements; the format of the article/ editorial is fully observed; a title, introduction and conclusion are present.	The article/ editorial covers the requirements of the task but the key ideas could be better substantiated; the format of the article/ editorial is observed; a title, introduction, and conclusion are present but not fully linked to the topic	The article/ editorial addresses the requirements of the task but not all key ideas are relevant; there is a title but the introduction or the conclusion may be missing	The article/ editorial does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included	The article/ editorial does not relate to the task	
Organization and cohesion	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout.	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.	The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times; there are inconsistencies in register.	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The text has not a relevant effect on the reader.	The text has a negative effect on the reader.	

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -
2024**

**Probă scrisă
Limba engleză**

**CLASA a XII-a - SECȚIUNEA B
BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

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

A. Choose the right synonym. (3x1p=3points)

1 – a; 2 – c; 3 – d

B. Rephrase the following sentences so as to preserve the meaning. (3x1p=3 points)

1. have occurred given the typical banning
2. was no easier way to dispose of such items but
3. is said to have originated

C. Choose the right words to fill-in the summary. (4x1p=4 points)

1. savor; 2. solemnity; 3. earnest; 4. stack.

II. One word in three sentences. (5x2p=10 points)

1. air; 2. walks; 3. breaks; 4. tight; 5. stop

III. Error correction. (10x1p=10 points)

1 – who; 2 – much; 3 – $\sqrt{\quad}$; 4 – over; 5 – the; 6 – $\sqrt{\quad}$; 7 – on; 8 – $\sqrt{\quad}$; 9 – they; 10 – some

III. Translate into English. (10 points)

grammar structures	4 points
vocabulary	4 points
fluency	2 points

Suggested answer

He had been told that it was three kilometres from the station to the centre of the town, which would take half an hour in a carriage drawn by strong horses, if it hadn't rained earlier. The man had yet to understand the connection between the whims of the sky and the roads of that town. For now, he was looking at the narrow platform, the red brick facade of the waiting room covered in ivy, the dusty windows of the office from where one could hear the clicking of the telegraph. No one else had got off the train. The station master had given the departure signal and the train had disappeared within seconds, fading away in the greyish horizon of the autumn day. It was Sunday, almost two o'clock, and he could do nothing else but to find the carriage. For a second, he worried that he would not find anyone beyond the dwarfish fence of the station. He went across the line separating him from the doors of the platform. Once he was out in the cobbled square, everything was clear. Had he wanted to choose, he would not have been able to, since there was only one carriage, looking rather like those bizarre objects long forgotten in exhibitions meant to remind people of the history of the transportation means.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

I. 1. D; 2. C; 3. F; 4. E; 5. A (5x2p= 10 points)

II. WRITING: PROPOSAL (50 points)

Use the Marking Scheme

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.	