

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

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. of 2. As 3. however 4. despite 5. What 6. for 7. were 8. far 9. to 10. only

II. Choose the best option A, B, C or D.

10 points

10 x 1p = 10 points

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

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

1. have had a **CHANGE** of
1. does not(doesn't) earn **NEARLY** as/ does not (doesn't) earn **NEARLY** so
2. **THE** highest it has ever
3. in the unlikely **EVENT**
4. a **WORLD** of difference

IV. Translate into English.

10 points

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

SUGGESTED ANSWER

"Something like this hadn't been heard of in... they couldn't remember for how long! If the sisters rummaged through their memories, they could find some evenings from when they were very little, waiting eagerly in front of the oven where Maya was baking puddings or pies. They were so fascinated by the golden dough that would rise in the tray, by the tempting smell coming from inside, by the crispy crust beginning to form, that they would have almost pressed their little noses against the oven door, if Maya hadn't intervened quickly and moved them away. If they dug deeper into their memories, they could see their mother making pancakes, quite burned on one side and not quite holding together in the pan. They sprinkled/had sprinkled them with honey, and ate/eaten them like that; it couldn't be said that they weren't tasty/good tasting, even though they looked more like an archipelago of islands than pancakes. As for their father, he had often managed/often managed to pour some milk over cereal in two blue bowls, sparking a whole debate around the dilemma: is it correct to put the cereal first and then pour the milk, or, on the contrary, should the milk be poured first and then put the cereal?"

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

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.	