

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

**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 - 40 points

I. Read the following text and put the verbs in brackets in the correct form. 10 points

1. was/had been defeated, 2. fled, 3. hid, 4. wove, 5. came along, 6. rode, 7. was lying, 8. thought, 9. had gone, 10. would have brushed

II. Use the word given in capitals to form a word that fits in each sentence. 10 points

1. unevenly, 2. stubbornness, 3. exhaustive/exhausting, 4. inconvenient, 5. suspicious, 6. worldwide, 7. simplicity, 8. disobedience, 9. ensure, 10. non-members/ex-members.

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. I will // have been **WORKING**
2. would **STOP** // telling people
3. is said // to **BE**
4. **UNLESS** you // have had enough
5. if **HE** // had written

IV. Translate the following text into Romanian. 10 points

Suggested answer:

grammar structures 4 points
vocabulary 4 points
fluency 2 points

Through the open windows of the house on Antim Street, one could see how night had fallen over the city. The pale lights of the street lamps spilled onto the wet sidewalks, and in the cool air lingered a restless silence, like a quiet threat. Felix stared/was staring absently/blankly out of the window as Mr. Giurgiuveanu's and Costache's conversation faded/was fading into murmurs. The house exuded an air of apathy, immersed in the penumbra of a late autumn evening. It seemed as though all the objects had aged along with its inhabitants. The heavy furniture, covered in dust, the walls darkened by smoke—all spoke of a bygone world to which the inhabitants clung with an almost tragic stubbornness.

SUBIECTUL B – INTEGRATED SKILLS 60 points

I. 1 E; 2 B; 3 H; 4 F; 5 C.

5x2= 10 points

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.	