

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A VIII-A**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**READING COMPREHENSION**

**(25 de puncte)**

**I. 5 X 3P = 15 PUNCTE**

1. D    2. C    3. A    4. B    5. D

**II. 5 X 2P = 10 PUNCTE**

1. get better    2. sure    3. motivated    4. got together    5. nervous

**USE OF ENGLISH**

**(50 de puncte)**

**III. 10 X 2P = 20 PUNCTE**

1. ~~It~~ There's a cake in the cupboard if you are hungry.
2. David went to Paris last year, ~~has~~ didn't he?
3. Julie has ~~been~~ gone to the supermarket. She'll be back in two hours.
4. Someone is knocking at the door. I think ~~he~~ it is Henry.
5. If computers didn't cost so much, we ~~can~~ could get one.
6. He has just bought a new car with the money he ~~has~~ won in the lottery last month.
7. ~~Every~~ All/Each of them wanted to go and see the same film.
8. There aren't ~~no~~ any empty tables at this restaurant!
9. Frank was running down the stairs when he ~~was slipping~~ slipped and broke his ankle.
10. What did Lucy ~~brought~~ bring to the party last night?

**IV. 10 X 2P = 20 PUNCTE**

- |                     |                       |
|---------------------|-----------------------|
| 1. Have             | 6. begun/started/been |
| 2. collection/album | 7. drawing/taking     |
| 3. yet              | 8. just               |
| 4. for              | 9. already            |
| 5. been             | 10. camera            |

**V. 10 X 1P = 10 PUNCTE**

- |                  |             |
|------------------|-------------|
| 1. disadvantages | 6. easily   |
| 2. fluency       | 7. recorded |

3. disrespectful

4. response

5. entertainer

8. belief(s)

9. illegal

10. imaginable

---

**WRITING**

**(25 de puncte)**

VI. See marking scheme.

Analytical criteria	Excellent 25 p	Good 20 p	Adequate 15 p	Limited 10 p	Incomplete/poor 5 p
<b>Content</b>	The story is <i>completely relevant</i> to the topic, describing places/ events /characters/atmosphere/ reaching climax, including the final reactions of the protagonist.	The story is <i>fairly completed</i> with all the sequencing elements of a narrative.	The story is <i>partially completed</i> with slight logical impediments in sequencing the moments of the narrative.	The story is <i>faulty</i> , including serious logical impediments in the sequencing of events.	The story is <i>incomplete</i> , the sequencing of the narrative moments being inconsistent.
<b>Organization/ Cohesion</b>	There is <i>complete logical connection</i> of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a <i>fairly completion</i> of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is <i>partial completion</i> of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is <i>serious inconsistency</i> in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are <i>incomplete</i> , both linking devices, mechanics, and length requirements having been disrespected.
<b>Vocabulary/ Spelling</b>	A <i>wide range</i> of vocabulary is used appropriately and accurately throughout the story; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register is <i>totally</i> relevant to the task, being organically integrated in the story.	A <i>range</i> of vocabulary is used <i>appropriately</i> and <i>accurately</i> in the story occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the story is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is <i>adequately used</i> in the story; 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 story is <i>partially relevant</i> to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A <i>limited range</i> of vocabulary is present within the story; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the story is <i>inconsistent</i> due to the mixture of styles.	A very <i>narrow range</i> of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the story obscure at times. The register used in the story is inappropriate for this type of writing.
<b>Structures/ Punctuation</b>	A <i>wide range</i> of grammatical structures is used accurately and flexibly throughout the story; minor errors are rare; punctuation is very well controlled.	A <i>range</i> of grammatical structures is used <i>accurately</i> and with <i>some flexibility</i> along the story; occasional errors are possible; punctuation is <i>well controlled</i> with occasional slips.	A <i>mix of complex and simple</i> grammatical structures is present throughout the story; errors are present when complex language is attempted; punctuation can be faulty at times.	A <i>limited range</i> of grammatical structures is present along the story; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very <i>narrow range</i> of grammatical structures is present within the story; errors predominate; <i>punctuation errors</i> make the text obscure at times.
<b>Effect on reader</b>	The interest of the reader is <i>aroused and sustained</i> throughout.	The text has a <i>good effect</i> on the reader.	The effect on the reader is <i>satisfactory</i> .	The effect on the reader is <i>non-relevant</i> .	The story has a negative effect on the reader.

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
11 februarie 2023**

**CLASA A VII-A**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**READING COMPREHENSION**

**(5x5p=25 de puncte)**

**1. F; 2. F; 3. T; 4. F; 5 T**

**USE OF ENGLISH**

**(50 de puncte)**

**I. (10x1,5p=15p)**

**1. MOST; 2. OF; 3. THE; 4. BEEN; 5. TOO; 6. WHICH; 7. TIME; 8. OF; 9. ANY; 10. DO**

**II. (10x1,5p=15p)**

1	B	STRONGER
2	C	KNOWN
3	A	THROUGH
4	C	SHEET
5	B	DIFFERENT
6	A	OF
7	C	TWO
8	C	MADE
9	B	RESULT
10	A	USED

**III. (10x2p=20p)**

**1. of; 2. it; 3. to; 4. bed; 5. per; 6. an; 7. with; 8. all; 9. by; 10. worth**

Analytical criteria	Excellent 25 p	Good 20 p	Adequate 15 p	Limited 10 p	Incomplete/poor 5 p
<b>Content</b>	The story is <i>completely relevant</i> to the topic, describing places/ events /characters/atmosphere/ reaching climax, including the final reactions of the protagonist.	The story is <i>fairly completed</i> with all the sequencing elements of a narrative.	The story is <i>partially completed</i> with slight logical impediments in sequencing the moments of the narrative.	The story is <i>faulty</i> , including serious logical impediments in the sequencing of events.	The story is <i>incomplete</i> , the sequencing of the narrative moments being inconsistent.
<b>Organization/ Cohesion</b>	There is <i>complete logical connection</i> of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a <i>fairly completion</i> of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is <i>partial completion</i> of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is <i>serious inconsistency</i> in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are <i>incomplete</i> , both linking devices, mechanics, and length requirements having been disrespected.
<b>Vocabulary/ Spelling</b>	A <i>wide range</i> of vocabulary is used appropriately and accurately throughout the story; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register is <i>totally</i> relevant to the task, being organically integrated in the story.	A <i>range</i> of vocabulary is used <i>appropriately</i> and <i>accurately</i> in the story occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the story is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is <i>adequately used</i> in the story; 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 story is <i>partially relevant</i> to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A <i>limited range</i> of vocabulary is present within the story; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the story is <i>inconsistent</i> due to the mixture of styles.	A very <i>narrow range</i> of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the story obscure at times. The register used in the story is inappropriate for this type of writing.
<b>Structures/ Punctuation</b>	A <i>wide range</i> of grammatical structures is used accurately and flexibly throughout the story; minor	A <i>range</i> of grammatical structures is used <i>accurately</i> and with <i>some flexibility</i> along the story;	A <i>mix of complex and simple</i> grammatical structures is present throughout the story; errors are present when	A <i>limited range</i> of grammatical structures is present along the story; complex language is rare and	A very <i>narrow range</i> of grammatical structures is present within the story; errors predominate;

	errors are rare; punctuation is very well controlled.	occasional errors are possible; punctuation is <i>well controlled</i> with occasional slips.	complex language is attempted; punctuation can be faulty at times.	may be often faulty; punctuation errors can make text understanding difficult.	<i>punctuation errors</i> make the text obscure at times.
<b>Effect on reader</b>	The interest of the reader is <i>aroused and sustained</i> throughout.	The text has a <i>good effect</i> on the reader.	The effect on the reader is <i>satisfactory</i> .	The effect on the reader is <i>non-relevant</i> .	The story has a negative effect on the reader.

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A IX-A**  
**Secțiunea B**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**USE OF ENGLISH**

**(40 de puncte)**

***I. (10x 1p = 10p)***

1. MOST; 2. AGO; 3. INTO; 4. FROM; 5. MANY/ some/several; 6. OR; 7. TO; 8. HAS  
9. ABOUT; 10. WORLD

***II. (5x 1p = 5p)***

1. is not as easy as; 2. last time we sat; 3. to avoid using; 4. such an expensive; 5. had fun

***III. ( 5x 1p = 5p)***

1. IS HAVING; 2. HAS ANYTHING HAPPENED; 3. WERE PLAYING  
4. WILL HAVE; 5. HAD ALREADY ARRIVED

***IV. (10 x1p = 10p)***

1. POWERFUL; 2. MUSICIAN; 3. PUNISHMENT; 4. PROTECTION; 5. UNFORTUNATELY  
6. VARIOUS; 7. DISLIKE; 8. OWNER; 9. RARELY; 10. SPEECH

***V. (10x 1p = 10p)***

1. A. EVER; 2. C. STRETCHES; 3. A. OUT; 4. C. CONNECTED; 5. D. WENT; 6. D. TRIBES; 7. B. FINALLY; 8. B. MADE; 9. B. UP; 10. C. STORE

**INTEGRATED SKILLS**

**(60 de puncte)**

***I. Reading comprehension ( 5x 2p= 10p)***

***TRUE: 2; 5; 6; 8; 10***

***II. See marking scheme 50p***

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
11 februarie 2023**

**CLASA A IX-A Secțiunea A**

**Varianta 1**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**USE OF ENGLISH**

**(40 de puncte)**

**I. 10x1p=10p**

- a. finishes
- b. won't improve
- c. has never flown
- d. was watching
- e. had buckled

- f. have answered
- g. find
- h. would have told
- i. did you switch/have you switched
- j. are getting

**II. 10x1p=10p**

- a. effective
- b. Independence
- c. permission
- d. unemployment
- e. childhood

- f. decision
- g. self-confidence
- h. officer
- i. landing
- j. robbery

**III. 10x1p=10p**

- 1. by
- 2. able
- 3. about
- 4. waste
- 5. most

- 6. that
- 7. like
- 8. on
- 9. If
- 10. a

**IV. 10x1p=10p**

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

**INTEGRATED SKILLS**

**(60 de puncte)**

**I. Reading (5x2p=10p)**

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

**II. Writing (50 points) – use the marking scheme**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A X-A**  
**Secțiunea A**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**USE OF ENGLISH**

**(40 de puncte)**

**I.** 1 – recognized; 2 – was hastening; 3 – had lived; 4 – gone; 5 – would not have recognized; 6 – said; 7 – came; 8 – were going; 9 – had known; 10 – were passing. **(10x1p=10p)**

**II.** 1 – outstanding; 2 – resemblance; 3 – significance; 4 – plentiful; 5 – authenticity; 6 – replace; 7 – advisor; 8 – progressively; 9 – disapproval; 10 – combination. **(10x1p=10p)**

**III.** 1 – B; 2 – D; 3 – A; 4 – C; 5 – B; 6 – D; 7 – B; 8 – A; 9 – C; 10 – B. **(10x1p=10p)**

**IV. (10x1p=10p)**

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1. carry out the manager's  | 6. you mind not making so          |
| 2. so that passers-by might | 7. I have been too busy            |
| 3. is being enlarged by     | 8. because he had not come earlier |
| 4. she hadn't lent          | 9. unless we save some money       |
| 5. shouldn't have installed | 10. too heavy for me               |

**INTEGRATED SKILLS**

**(60 de puncte)**

**I.** 1 – B; 2 – A; 3 – D; 4 – A; 5 – C **(5x2p=10p)**

**II.** See marking scheme. **(50p)**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A X -A**  
**Secțiunea B**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**USE OF ENGLISH**

**(40 de puncte)**

**I. Multiple choice – 10 p : 10 x 1p**

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

**II. Word formation – 10 p : 10 x 1p**

- |               |                 |
|---------------|-----------------|
| 1) COMMONLY   | 6) SCIENTISTS   |
| 2) PRODUCER   | 7) ADDITION     |
| 3) ILLNESSES  | 8) PRESSURE     |
| 4) FOREFATHER | 9) DISADVANTAGE |
| 5) EFFECTIVE  | 10) SPICY       |

**III. Key-word transformations – 10 p : 10 x 1p**

- 1) ... were **DRIVEN** into town by
- 2) ... is **USED** to sleeping
- 3) ... **USED** to be more expensive
- 4) ... am **STILL** waiting for
- 5) ... **APOLOGISED** for being late
- 6) ... didn't manage to **REACH**
- 7) ... **ACCUSED** me of stealing
- 8) ... **MUST** have been
- 9) ... **LAST** time we sat
- 10) ... wouldn't have been **ABLE**

**IV. Open cloze – 10 p : 10 x 1p**

- 1) latest/newest/modern/new
- 2) without
- 3) must/should/will
- 4) than
- 5) have
- 6) allow/permit
- 7) fewer
- 8) of
- 9) although/though/while
- 10) least

**INTEGRATED SKILLS**

**(60 de puncte)**

**I. Reading comprehension – 10 p : 5 x 2 p**

- 1) C
- 2) D
- 3) C
- 4) A
- 5) D

**II. 50 p**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A XI-A**  
**Secțiunea A**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**USE OF ENGLISH**

**(40 de puncte)**

**I. Read the text below and choose the correct answer A, B, C or D.**

**10 x 1 p = 10 p**

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

**II. Complete the text with ONE word that fits into each gap.**

**10 x 1 p = 10 p**

1 because    2 more    3 of    4 too    5 be / sound    6 when / while / as  
7 which    8 what    9 again / twice    10 if / provided

**III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in bold. Use between three and five words, including the word given.**

**10 x 1 p = 10 p**

1 was put off by  
2 comes down to money  
3 took George / him ages to tidy  
4 had her house designed by  
5 accused him of eating  
6 sunk in yet that I  
7 the weather picks up  
8 ought to have asked (me / permission)  
9 is somebody whose  
10 seems / appears / looks as if / though

**IV. Read the text and write the correct form of the word in CAPITALS to complete the gaps.**

**10 x 1 p = 10 p**

1 scientists    2 reminder    3 punctually    4 anxious    5 ability    6 recommendation  
7 anger    8 unusual    9 appearance    10 reliable

**INTEGRATED SKILLS**

**(60 de puncte)**

**I. Read the text below and for each question choose the correct letter A, B, C or D**

**5 x 2 p = 10 p**

1 C    2 A    3 D    4 B    5 A

**II. Essay Writing – For and Against Essay**

**50 p**

**MARKING SCHEME FOR THE FOR AND AGAINST ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p
<b>CONTENT</b>	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and / or personal opinion.	The essay is fairly completed, the thesis in the introduction being further developed with balanced arguments and relevant ideas.	The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of ideas / arguments.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay. precise meaning is conveyed; minor errors are rare, spelling is very well controlled. The register of the for and against 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 for and against 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 for and against 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 essay 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 for and against essay is inappropriate for the type of functional writing.
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay: occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted, punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay. complex language is rare and may be often faulty; punctuation errors can make understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A XI-A**  
**Secțiunea B**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**USE OF ENGLISH**

**(40 de puncte)**

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

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

**II. (10 x 1 p = 10 points)**

- |          |          |
|----------|----------|
| 1. up    | 6. well  |
| 2. have  | 7. in    |
| 3. to    | 8. still |
| 4. which | 9. part  |
| 5. such  | 10. to   |

**III. (10 x 1 p = 10 points)**

- |                 |                           |
|-----------------|---------------------------|
| 1. imagination  | 6. enamoured              |
| 2. various      | 7. experimentation        |
| 3. complexity   | 8. knowledge              |
| 4. unbelievable | 9. Primarily              |
| 5. impression   | 10. customise (customize) |

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

1. ... hadn't (had not) been for your explanation ...
2. ... has been an unexpected breakthrough...
3. ... racked my brains ...
4. Little did we know/ realise/suspect ...
5. ... insisted on speaking ...

**INTEGRATED SKILLS**

**(60 de puncte)**

**I. (5 x 2 p = 10 points)**

1D    2C    3D    4C    5C

**II. For and against essay marking scheme - 50 points**

## MARKING SCHEME FOR THE FOR-AND-AGAINST ESSAY

### 11th GRADE

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and/or personal opinion.	The essay is fairly completed, the thesis in the introduction being further developed with balanced arguments and relevant ideas.	The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of ideas / arguments.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the for and against 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 for and against 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 for and against 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 essay 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 for and against essay is inappropriate for the type of functional writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.	



**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A XII-A**  
**Secțiunea A**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**USE OF ENGLISH**

**(40 de puncte)**

**I. Multiple choice (10 items x 1 p = 10 p)**

1. into    2. that/which    3. for    4. get    5. it    6. to    7. until/ before/ unless / till    8. as    9. is    10. not

**II. Word building (10 items x 1 p = 10 p)**

1. CIVILISATION / CIVILIZATION    2. COMPELLING    3. ORIGINATED    4. POWERFUL  
5. MYTHOLOGY    6. DOWNFALL    7. CONTROVERSIAL    8. FANTASIZE/FANTASISE  
9. SEEMINGLY    10. MYSTERIOUS

**III. Rephrase (10 items x 2 p = 20 p) - (1 p for each half done correctly)**

1. entered/crossed // my brother's mind
2. not have / have not // been debited/ charged
3. would rather // he didn't drive / weren't driving
4. gave me his word // that I
5. twice as many men // as women
6. to her surprise, // Hannah was offered
7. keep track // of (the) time
8. made a point // of introducing
9. for falling // a couple of times
10. doesn't strike me // as (being)

**INTEGRATED SKILLS**

**(60 de puncte)**

**V. Reading comprehension (5 items x 2 p = 10 p)**

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

**VI. Essay Writing – Opinion Essay          50 p**

**MARKING SCHEME FOR THE OPINION ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p
<b>CONTENT</b>	The essay is completely relevant to topic, the introduction clearly stating opinion, whilst the contents offer arguments to support it, followed by a counterargument, leading to a conclusion in which the opinion is restated.	The essay is fairly completed, the opinion in the introduction being further developed with arguments and relevant ideas, the counterargument is present but could be better substantiated, the conclusion is present but the restated opinion might be missing.	The essay is partially relevant to topic, there is no opinion formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of arguments / ideas.	The essay is wholly inadequate; there is no opinion in the first paragraph, while the arguments offered lack logical development.
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a 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 disrespected.
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the opinion 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 opinion 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 opinion 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 essay 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 opinion essay is inappropriate for this type of writing.
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A XII-A**  
**Secțiunea B**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Varianta 1**

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

**USE OF ENGLISH**

**(40 de puncte)**

*Exercise 1 (10x 1p = 10p):* 1 B 2A 3C 4D 5B 6A 7B 8D 9C 10B

*Exercise 2 (10x1p = 10p):* 1.GATHERING 2.IMAGINATIVE 3.PROOF 4.UNATTRACTIVE  
5. REFRESHINGLY 6. CREATIVELY 7. COMBINATIONS 8. HEIGHTS 9. ENCOURAGING  
10.FUSSIEST

*Exercise 3 ( 5x 1p =5p):*

1. A LOT OF SATISFACTION FROM PLAYING
2. TO GET/ BECOME USED TO DRIVING
3. HAS BEEN REPORTED TO MAKE
4. HAVE/ GET THE CAR LOOKED AT
5. IN A MATTER OF DAYS

*Exercise 4 (15x 1p = 15p):*

1 ACCORDING 2 TO 3 US 4 MORE 5 ORDER 6 WITH 7 THEM 8 OUT/ OFF 9 SUCH  
10 THIS/ IT 11 AFTER/ UPON 12 A/ THAT 13 THEIR 14 THE 15 FOR

**INTEGRATED SKILLS**

**(60 de puncte)**

**1. Reading (5 x 2p = 10p):** 1B 2D 3A 4C 5A

**2. Opinion essay (50p)**

## MARKING SCHEME FOR THE NARRATIVE ESSAY- 9<sup>th</sup> Grade

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/events/characters/atmosphere/reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/format 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 / format 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 style	A very narrow range of vocabulary is present; errors in word choice/format are predominant; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for the type of functional writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader	The effect on the reader is satisfactory	The effect on the reader non-relevant	The effect on the reader non-relevant.	

## MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY 10th GRADE

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, describing people/places/events/atmosphere, having a clear development and including the final reactions of the protagonist.	The essay is fairly completed with the description of people/places/events/atmosphere, having a clear development	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the description failing the requirements of the task.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative-descriptive 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/formatting are possible; spelling is well controlled with occasional slips. The register of the narrative-descriptive 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 /formatting are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative-descriptive 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-descriptive essay is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formatting predominate; spelling errors can make the essay obscure at times. The register used in the narrative-descriptive essay is inappropriate for this type of writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.	