OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA JUDEȚEANĂ/PE MUNICIPIUL BUCUREȘTI, 2018
CLASA A IX-A - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

- **Se punctează oricare alte modalități de rezolvare corectă a cerinţelor.**
- **Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the paragraph below and do the tasks that follow.

A. Answer the questions. (4x2p=8p)
   SUGGESTED ANSWERS
   1. Movies were first created in New York.
   2. The movie-makers left New York because the city was too expensive and it was difficult to make movies in winter.
   3. In Los Angeles everything was cheaper and they could make films all through the year.
   4. It was named after a charitable Spanish institution/an old Spanish monastery/convent that had its headquarters there/that was located there.

B. Choose the right synonym. (3x2p=6p)
1. b, 2. b, 3. c.

C. Rephrase the following sentences so as to preserve the meaning. (3x2p=6p)

1. America's movie industry moved to Los Angeles because life in New York was too expensive.
If life in New York **HADN'T BEEN SO EXPENSIVE, AMERICA'S MOVIE INDUSTRY WOULDN'T HAVE MOVED** to Los Angeles.
2. It was difficult to make movies in winter, because it was too cold.
Movies **WERE DIFFICULT TO MAKE** in winter, because it was too cold.
3. Life in Los Angeles was less expensive than life in New York.
Life in New York was not **AS CHEAP AS** life in Los Angeles.

II. Use the word given in brackets to form a word that fits in each gap. (10x1p=10 p)
1-extraordinary, 2-distance, 3-disappearance/appearance, 4-excitement, 5-painter, 6-skillfully/skilfully, 7-pleasure, 8-suddenly, 9-imprison, 10-awake/awaken

III. Read the text below and think of the word which best fits in each gap. Use only <u>one</u> word in each gap. (5 x 2p = 10p)

1 - what; 2 - would; 3 - doesn't; 4 - it; 5 – for.
SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. For each question decide which answer (A, B, C or D) fits best according to the text.
(5 x 2p = 10p)

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

II. ESSAY WRITING   NARRATIVE ESSAY (50 points) ------- Use the Marking Scheme

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/atmos phere/ reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.		The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.		The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.		There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.		There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse		The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.		A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles	A very narrow range of vocabulary is present; errors in word choice/form ation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor	A range of grammatical structures is used accurately and with some flexibility along		A mix of complex and simple grammatical structures is present		A limited range of grammatical structures is present along the essay; complex language is rare and may be	A very narrow range of grammatica l structures is present	

	errors are rare; punctuation is very well controlled.		the essay; occasional errors are possible; punctuation is well controlled with occasional slips.		throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.		often faulty; punctuation errors can make text understanding difficult.		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.			