

**Etape județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025**

**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. (3 x 1p = 3 points)**

1 – d; 2 – a; 3 – b

**B. Rephrase the following sentences so as to preserve the meaning. (3 x 1p = 3 points)**

1. .... only could they sell ideas, **but** they could...
2. .... they not understood that they **were** selling ....
3. .... product was being **sold** ....

**C. Choose the right words to fill-in the summary. (4 x 1p = 4 points)**

1. leading; 2. shifted; 3. stretch; 4. rise

**II. One word in three sentences. (5 x 2p = 10 points)**

1. trunk; 2. game; 3. party; 4. file; 5. mean

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

1 – such; 2 –  $\sqrt{\phantom{x}}$ ; 3 – do; 4 – own; 5 – of; 6 –  $\sqrt{\phantom{x}}$ ; 7 – there; 8 – so; 9 – that; 10 – which

**IV. Translate into English. (10 points)**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**Suggested answer**

After a night in which I could barely sleep from excitement, I took the Brașov-Constanța train. The journey had a few moments of peak interest. The first attraction was the tunnels near Predeal, when the daylight disappeared as if someone had switched off the sun. Between my mother and her sister, a discussion began about the mystery of the grime in our trains. Meanwhile, the four of us children had our noses pressed against the grimy window, watching the landscape, which, at some point, kept losing height, softening, rounding off, and eventually settling completely, like a deflated mattress. Since, from our point of view, there was nothing interesting left to see without mountains or even hills, we started running up and down the hallway. In the adjacent carriage, we found an empty compartment. We began exploring it just as we always did in new places. (...)

As soon as we stepped onto the platform, we felt the bath of warm air and took a deep breath of the salty scent. And shortly after, on the same day, even though we were tired from the journey, we were splashing around in the waters of the Black Sea, which would be our welcoming host for almost two weeks.

**SUBIECTUL B - INTEGRATED SKILLS (60 points)**

**I. 1. B; 2. A; 3. F; 4. C; 5. E (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
<b>Task achievement</b>	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	
<b>Organization and cohesion</b>	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.	
<b>VOCABULARY</b>	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.	
<b>STRUCTURES</b>	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.	
<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 text has not a relevant effect on the reader.	The text has a negative effect on the reader.	