

MINISTERUL EDUCAȚIEI NAȚIONALE / INSPECTORATUL ȘCOLAR JUDEȚEAN SIBIU
OLIMPIADA DE LIMBA ENGLEZĂ
FAZA JUDEȚEANĂ 1 MARTIE 2014
CLASA a XII-a

Question I (50 points)

Write a 450-word reflective essay on *money*, from at least three points of view.

Question II (25 points)

The school principal has decided to look into the possibility of a student representative group being set up. You have been asked to write a **proposal** for the setting up of such a representative group. Write your proposal outlining reasons for setting it up, how it should be set up, what issues it could deal with and what the advantages of having such a group would be. **Write your proposal** in 300 words.

Question III (25 points)

A. Fill each of the numbered blanks in the following passage. Use only one word in each space.
(10 points)

That's Entertainment

There had been a significant shift 1) _____ entertainment trends over the last twenty years or so. Entertainment 2) _____ to be public; now, it is becoming more and more private. Formerly, people wanting to amuse themselves did 3) _____ in groups; these days, people increasingly entertain themselves on 4) _____ own.

Long, long 5) _____, there were storytellers. They used to travel around the country and their arrival was awaited 6) _____ eager anticipation. In the more recent 7) _____, people used to have musical evenings, they used to play games or simply sit around the fire and chat. Nowadays, 8) _____ of playing board games in a group, children play video games alone or with one other person. People of all 9) _____ spend their evenings alone watching television, videos and DVDs. And large numbers of young enthusiasts spend their free time surfing the net, 10) _____, by its very nature, tends to be a solitary activity.

B. Find one word which is appropriate for all three gaps in each of the following sentences.
(5 points)

1. The employment crisis is _____ that it is affecting one in four people.
_____ torrential rain is rare in this part of the world.
I didn't have a problem with the new manager's ideas as _____, but I disliked some of his mannerisms.

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2. Tom is bound to get a real wake up _____ when he enters the world of work after being closeted in the university for the last seven years.
Many young men answered the _____ to arms and signed up as soon as war was declared.
That car nearly drove into us, it was a really close _____ .
3. The teacher would not _____ for the pupils' unruly behaviour.
The union leader promised to _____ his ground with regards to the proposed job cuts.
The locals made a _____ against the plans for a new by-pass through the country park.
4. When she checked her change, she found it was two Euros _____
Steve cut the discussion _____ by clapping loudly.
These policies will only help us in the _____ term - in ten years things will change.
5. We'll certainly take your feelings into _____ .
Linda wrote an interesting _____ of her holiday in Australia.
How do you _____ for the \$100 that's missing?

C. For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. The word must not be altered in any way. Use between 3 and 8 words, including the word given.

(10 points)

1. Although people consider Ashley to be a star, she is always friendly towards everyone.
CONSIDERED
In _____, Ashley's always friendly towards everyone.
2. We have had reports that the Prime Minister is making a surprise visit to Syria. **BE**
The Prime Minister _____ a surprise visit to Syria.
3. The start of the debate is scheduled for six. **DUE**
The debate _____ six.
4. Dad decided to pay a mechanic to look at the car when he couldn't find the problem.
LOOKED
Dad decided to _____ a mechanic when he couldn't find the problem.
5. It only took us a few days to get to Milan. **MATTER**
We got to Milan..... days.

TOTAL: 100 PUNCTE
TOATE SUBIECTELE SUNT OBLIGATORII.
TIMP DE LUCRU 3 ORE.
NU SE ACORDĂ PUNCTE DIN OFICIU

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BAREM DE CORECTARE

Use of English

Question 3 - 25 points

A. Open cloze 10 words x 1 point = 10 points

1. in
2. used
3. so/that
4. their
5. ago
6. with
7. times
8. instead
9. ages
10. which

B. Gapped sentences 5 words x 1 point = 5 points

1. such
2. call
3. stand
4. short
5. account

C. Key word transformations 5 sentences x 2 points = 10 points

1. spite of][being considered a star
2. has been reported][to be making
3. is due to][start at
4. have/get the car][looked at
5. in a matter][of

Any other correct answer(s) will be accepted.

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent	9p	Good	7p	Adequate	5p	Weak	3p	Inadequate	1p	Task not attempted 0p
	10p		8p		6p		4p		2p		
Task achievement	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; an introduction/ a conclusion is present; the register is appropriate throughout.		The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; an introduction/ a conclusion is present but not fully linked to the topic; the register is appropriate, although minor inconsistencies are possible		The article addresses the requirements of the task but not all key ideas are relevant; the introduction or the conclusion may be missing; there are inconsistencies in register		The article does not cover the requirements of the task; the introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included; there are major inconsistencies in register		The article 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.		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 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.		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.		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.		

MARKING SCHEME - FORMAL/ INFORMAL LETTER

Analytical criteria	Excellent		Good		Adequate		Weak		Inadequate		Task not attempted 0p
	10p	9p	8p	7p	6p	5p	4p	3p	2p	1p	
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 register is appropriate throughout.		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 register is appropriate, although minor inconsistencies are possible.		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; there are inconsistencies in register.		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; there are major inconsistencies in register.		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.		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 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.		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.		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.		

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	The report/proposal is completely relevant to the task, fully developing all content points; the format of the report/ proposal is fully observed; the purpose of the report/proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn; the register is appropriate throughout.		The report/proposal covers the requirements of the task but the content points could be more fully extended; The format of the report/ proposal is observed; the purpose of the report/ proposal is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated; the register is appropriate, although minor inconsistencies are possible.		The report/ proposal addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the report/ proposal is presented but it is not very clear; there are lapses in the categorization of the information; the conclusion is not logically linked to the content; there are inconsistencies in register.		The report/ proposal does not cover the requirements of the task; the content points are attempted but many irrelevant details are included, the format is faulty; the purpose for writing/ the conclusion is missing or the information is inappropriately categorized; there are major inconsistencies in register		The report/ proposal 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.		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 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.		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.		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.		
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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.		