

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

Probă scrisă

Limba engleză

CLASA a VII-a

BAREM DE EVALUARE ȘI DE NOTARE

- **Se punctează oricare alte modalități de rezolvare corectă a cerințelor.**
- **Nu se acordă puncte din oficiu.**

SUBIECTUL I – USE OF ENGLISH (25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points

1. has become; 2. reached; 3. has recorded; 4. made; 5. was performing; 6. found; 7. has been; 8. is thinking;
9. has been performing; 10. has appeared

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. 10 x 1p = 10 points

1. the; 2. which; 3. of; 4. ✓; 5. more; 6. have; 7. the; 8. ✓; 9. ✓; 10. in

I.3. Use the word given in brackets to form a word that fits in each sentence. 5 x 1p = 5 points

1. CLARIFY; 2. UNDERSTANDABLY; 3. INACCESSIBLE; 4. ENCOURAGEMENT; 5. PRIDE

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 5 x 2p = 10 points

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

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points

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

SUBIECTUL al III-lea –WRITING (50 points)

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/ atmosphere, reaching climax, including the final reactions of the protagonist. There is a catchy title. | The essay is fairly completed with all the sequencing elements of a narrative. There is a title. | The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. There is a title. | The essay is faulty including serious logical impediments in the sequencing of events. There is no title. | The essay is incomplete, the sequencing of the narrative moments being inconsistent. There is no title. | |
| 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 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 organisation 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 rare; 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/formation 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 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. | |
| 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 is nonrelevant. | The effect on the reader is nonrelevant. | |