

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

Question I (50 points)

In class, you have been discussing what makes a successful international music star. Your teacher has asked you to write an **argumentative essay** on the following topic: ***International success as a music star is due more to image and good marketing than to good music.*** Write your **essay in 350 words**.

Question II (25 points)

You read the following announcement in *Sports Watch*, a sports magazine.

We are conducting an international survey on sports and would like to publish readers' articles which tell us about **both** of the following points:

- Which **two** sports do you most enjoy watching and why?
- Do you think sports in your country have been influenced by sports from abroad? Why? Why not?

Write your **article in 200-220 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)

A drug trial in Sydney, Australia 1) _____ aborted yesterday after several jurors were found to 2) _____ playing sudoku puzzles during proceedings. The trial, 3) _____ which Andrew Daniel Lonsdale and Kane Holland were accused 4) _____ conspiracy to manufacture a commercial quantity of amphetamines, 5) _____ been running for over three months, involved 105 witnesses and cost over \$1 million, and was scheduled to end soon with both parties prepared to deliver final statements this week. 6) _____ giving evidence last week, Lonsdale noticed the jury forewoman apparently writing notes vertically 7) _____ than horizontally, in the manner of someone solving a sudoku. The co-accused, Holland, made the same observation, and their defence counsel lodged an appeal 8) _____ the judge. Yesterday, the forewoman gave unsworn evidence, confirming that she and several 9) _____ jurors had been filling out the puzzles since the second week of the trial, comparing solutions 10) _____ meal breaks. She claimed it helped them concentrate on the proceedings.

B. Read the text below and use the word given in capital on the right to form words that fit in the gaps. The words in capitals are given in the order you need to use them. **(10 points)**

The major rationale cited for smoking bans is the (0)*PROTECTION* PROTECT
of workers, in particular, from the harmful effects of second-hand smoke,
Laws implementing bans on indoor smoking have been introduced by
many countries in (1) forms over the years, with legislators VARY
citing (2) evidence that shows tobacco smoking is SCIENCE
often (3)to the smokers themselves and to those inhaling second-hand HARM
smoke.

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Such laws may reduce health care costs in the short term but do not account for the increased healthcare cost of an ever ageing population. However, consequent improvements in worker (4)and lower overall labour costs make the “smoke-free” community more (5)for bringing new jobs into the area and (6) current jobs and employers there. In Indiana, USA, for example, the state’s economic development agency wrote into its 2006 plan for (7)of economic growth that it encourages cities and towns to adopt local smoke-free workplace laws as a means of promoting job growth in communities.

PRODUCE
ATTRACT
KEEP

ACCELERATE

(8)rationales for smoking (9).....include reduced risk of fire in areas with hazards or where (10) flammable materials are handled.

ADD/RESTRICT
HIGH

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 6 words, including the word given. (5points)

1. Icy road conditions are thought to have caused the accident.
The accident seems tothe icy road conditions.
2. Tom only understood the meaning of the comment when he saw Jane’s reaction.
Only when he the meaning of the comment.
3. Brian was really interested in North American history in his school days.
Brian North American history in his school days.
4. It is understood that she has left the country to avoid the media.
She the country to avoid the media.
5. In his speech, the Principal did not mention the new language courses.
In his speech, the Principal the new language courses.

brought

did

interest

understood

reference

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. was
2. be
3. in
4. of
5. had / has
6. while / when / after
7. rather
8. to
9. other
10. during

B. Word formation 10 words x 1 point = 10 points

1. various
2. scientific
3. harmful
4. productivity
5. attractive
6. keeping
7. acceleration
8. Additional
9. restrictions
10. highly

C. Key word transformations 5 sentences x 1 points = 5 points

1. have been brought about][by
2. saw Jane's reaction][did Tom understand
3. took an interest / a real interest][in
4. is understood][to have left
5. made no reference][to // didn't make any reference][to

Any other correct answer(s) will be accepted.

MARKING SCHEME FOR THE ARGUMENTATIVE ESSAY

11th Grade

Analytical criteria	Exemplary		Proficient		Partially Proficient		Weak		Incomplete		Points
	10p		8p		6p		4p		2p		
CONTENT	The essay is completely relevant to topic, all arguments are well-rounded and well-grounded, developing the thesis of the introduction and leading to an open-ending.		The essay is fairly completed, the thesis in the introduction being further developed with 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 events.		The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.		
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 argumentative 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 argumentative 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 argumentative 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 argumentative essay is inappropriate for the type of functional 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 non-relevant.		The text has a negative effect on the reader.		

MARKING SCHEME FOR THE REFLECTIVE ESSAY

12th Grade

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, the introduction being an essay in miniature, whilst the contents offer a triadic perspective on the subject and leads to an open-ending.	The essay is fairly completed, the thesis of the first paragraph organizes the topic which is further developed through three perspectives that become rather relevant to the end.	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 the triadic approach.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the perspectives offered lack logical development.	
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 reflective 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 reflective 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 reflective 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 reflective essay is inappropriate for the type of functional 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 non-relevant.	The text has a negative effect on the reader.	

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
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 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
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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