

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ
ETAPA LOCALĂ
11 februarie 2023**

**CLASA A IX-A
Secțiunea B**

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

USE OF ENGLISH

(40 de puncte)

I. (10x 1p = 10p)

1. MOST; 2. AGO; 3. INTO; 4. FROM; 5. MANY/ some/several; 6. OR; 7. TO; 8. HAS
9. ABOUT; 10. WORLD

II. (5x 1p = 5p)

1. is not as easy as; 2. last time we sat; 3. to avoid using; 4. such an expensive; 5. had fun

III. (5x 1p = 5p)

1. IS HAVING; 2. HAS ANYTHING HAPPENED; 3. WERE PLAYING
4. WILL HAVE; 5. HAD ALREADY ARRIVED

IV. (10 x1p = 10p)

1. POWERFUL; 2. MUSICIAN; 3. PUNISHMENT; 4. PROTECTION; 5. UNFORTUNATELY
6. VARIOUS; 7. DISLIKE; 8. OWNER; 9. RARELY; 10. SPEECH

V. (10x 1p = 10p)

1. A. EVER; 2. C. STRETCHES; 3. A. OUT; 4. C. CONNECTED; 5. D. WENT; 6. D. TRIBES; 7. B. FINALLY; 8. B. MADE; 9. B. UP; 10. C. STORE

INTEGRATED SKILLS

(60 de puncte)

I. Reading comprehension (5x 2p= 10p)

TRUE: 2; 5; 6; 8; 10

II. See marking scheme 50p

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USE OF ENGLISH

(40 de puncte)

I. 10x1p=10p

- | | |
|--------------------|-------------------------------------|
| a. finishes | f. have answered |
| b. won't improve | g. find |
| c. has never flown | h. would have told |
| d. was watching | i. did you switch/have you switched |
| e. had buckled | j. are getting |

II. 10x1p=10p

- | | |
|-----------------|--------------------|
| a. effective | f. decision |
| b. Independence | g. self-confidence |
| c. permission | h. officer |
| d. unemployment | i. landing |
| e. childhood | j. robbery |

III. 10x1p=10p

- | | |
|----------|---------|
| 1. by | 6. that |
| 2. able | 7. like |
| 3. about | 8. on |
| 4. waste | 9. If |
| 5. most | 10. a |

IV. 10x1p=10p

1. B 2. D 3. A 4. B 5. B 6. D 7. A 8. C 9. B 10. A

INTEGRATED SKILLS

(60 de puncte)

I. Reading (5x2p=10p)

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

II. Writing (50 points) – use the marking scheme

OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ
ETAPA LOCALĂ
11 februarie 2023

CLASA A X-A
Secțiunea A

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

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USE OF ENGLISH

(40 de puncte)

I. 1 – recognized; 2 – was hastening; 3 – had lived; 4 – gone; 5 – would not have recognized; 6 – said; 7 – came; 8 – were going; 9 – had known; 10 – were passing. **(10x1p=10p)**

II. 1 – outstanding; 2 – resemblance; 3 – significance; 4 – plentiful; 5 – authenticity; 6 – replace; 7 – advisor; 8 – progressively; 9 – disapproval; 10 – combination. **(10x1p=10p)**

III. 1 – B; 2 – D; 3 – A; 4 – C; 5 – B; 6 – D; 7 – B; 8 – A; 9 – C; 10 – B. **(10x1p=10p)**

IV. (10x1p=10p)

- | | |
|-----------------------------|------------------------------------|
| 1. carry out the manager's | 6. you mind not making so |
| 2. so that passers-by might | 7. I have been too busy |
| 3. is being enlarged by | 8. because he had not come earlier |
| 4. she hadn't lent | 9. unless we save some money |
| 5. shouldn't have installed | 10. too heavy for me |

INTEGRATED SKILLS

(60 de puncte)

I. 1 – B; 2 – A; 3 – D; 4 – A; 5 – C **(5x2p=10p)**

II. See marking scheme. **(50p)**

OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ
ETAPA LOCALĂ
11 februarie 2023

CLASA A X -A
Secțiunea B

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

USE OF ENGLISH

(40 de puncte)

I. Multiple choice – 10 p : 10 x 1p

- | | |
|------|-------|
| 1) B | 6) C |
| 2) D | 7) B |
| 3) A | 8) D |
| 4) D | 9) A |
| 5) B | 10) A |

II. Word formation – 10 p : 10 x 1p

- | | |
|---------------|-----------------|
| 1) COMMONLY | 6) SCIENTISTS |
| 2) PRODUCER | 7) ADDITION |
| 3) ILLNESSES | 8) PRESSURE |
| 4) FOREFATHER | 9) DISADVANTAGE |
| 5) EFFECTIVE | 10) SPICY |

III. Key-word transformations – 10 p : 10 x1p

- 1) ... were **DRIVEN** into town by
- 2) ... is **USED** to sleeping
- 3) ... **USED** to be more expensive
- 4) ... am **STILL** waiting for
- 5) ... **APOLOGISED** for being late
- 6) ... didn't manage to **REACH**
- 7) ... **ACCUSED** me of stealing
- 8) ... **MUST** have been
- 9) ... **LAST** time we sat
- 10) ... wouldn't have been **ABLE**

IV. Open cloze – 10 p : 10 x 1p

- 1) latest/newest/modern/new
- 2) without
- 3) must/should/will
- 4) than
- 5) have
- 6) allow/permit
- 7) fewer
- 8) of
- 9) although/though/while
- 10) least

INTEGRATED SKILLS

(60 de puncte)

I. Reading comprehension – 10 p : 5 x 2 p

- 1) C
- 2) D
- 3) C
- 4) A
- 5) D

II. 50 p

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ETAPA LOCALĂ
11 februarie 2023

CLASA A XI-A
Secțiunea A

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Nu se acordă puncte din oficiu. Nota finală se calculează prin împărțirea la 10 a punctajului total acordat pentru lucrare.

USE OF ENGLISH

(40 de puncte)

I. Read the text below and choose the correct answer A, B, C or D.

10 x 1 p = 10 p

1 B 2 D 3 A 4 D 5 A 6 A 7 C 8 B 9 C 10 A

II. Complete the text with ONE word that fits into each gap.

10 x 1 p = 10 p

1 because 2 more 3 of 4 too 5 be / sound 6 when / while / as
7 which 8 what 9 again / twice 10 if / provided

III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in bold. Use between three and five words, including the word given.

10 x 1 p = 10 p

1 was put off by
2 comes down to money
3 took George / him ages to tidy
4 had her house designed by
5 accused him of eating
6 sunk in yet that I
7 the weather picks up
8 ought to have asked (me / permission)
9 is somebody whose
10 seems / appears / looks as if / though

IV. Read the text and write the correct form of the word in CAPITALS to complete the gaps.

10 x 1 p = 10 p

1 scientists 2 reminder 3 punctually 4 anxious 5 ability 6 recommendation
7 anger 8 unusual 9 appearance 10 reliable

INTEGRATED SKILLS

(60 de puncte)

I. Read the text below and for each question choose the correct letter A, B, C or D

5 x 2 p = 10 p

1 C 2 A 3 D 4 B 5 A

II. Essay Writing – For and Against Essay

50 p

MARKING SCHEME FOR THE FOR AND AGAINST ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p
CONTENT	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and / or personal opinion.	The essay is fairly completed, the thesis in the introduction being further developed with balanced 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 ideas / arguments.	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 for and against 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 for and against 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 for and against 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 essay 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 for and against 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 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.

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ETAPA LOCALĂ
11 februarie 2023

CLASA A XI-A
Secțiunea B

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct. Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
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USE OF ENGLISH

(40 de puncte)

I. (10 x 1 p = 10 points)

- | | |
|------|-------|
| 1. C | 6. B |
| 2. C | 7. D |
| 3. B | 8. B |
| 4. D | 9. C |
| 5. A | 10. D |

II. (10 x 1 p = 10 points)

- | | |
|----------|----------|
| 1. up | 6. well |
| 2. have | 7. in |
| 3. to | 8. still |
| 4. which | 9. part |
| 5. such | 10. to |

III. (10 x 1 p = 10 points)

- | | |
|-----------------|---------------------------|
| 1. imagination | 6. enamoured |
| 2. various | 7. experimentation |
| 3. complexity | 8. knowledge |
| 4. unbelievable | 9. Primarily |
| 5. impression | 10. customise (customize) |

IV. (5 x 2 p = 10 points)

1. ... hadn't (had not) been for your explanation ...
2. ... has been an unexpected breakthrough...
3. ... racked my brains ...
4. Little did we know/ realise/suspect ...
5. ... insisted on speaking ...

INTEGRATED SKILLS

(60 de puncte)

I. (5 x 2 p = 10 points)

1D 2C 3D 4C 5C

II. For and against essay marking scheme - 50 points

MARKING SCHEME FOR THE FOR-AND-AGAINST ESSAY

11th GRADE

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and/or personal opinion.	The essay is fairly completed, the thesis in the introduction being further developed with balanced 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 ideas / arguments.	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 for and against 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 for and against 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 for and against 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 essay 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 for and against 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.	

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ
ETAPA LOCALĂ
11 februarie 2023**

**CLASA A XII-A
Secțiunea A**

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

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USE OF ENGLISH

(40 de puncte)

I. Multiple choice (10 items x 1 p = 10 p)

1. into 2. that/which 3. for 4. get 5. it 6. to 7. until/ before/ unless / till 8. as 9. is 10. not

II. Word building (10 items x 1 p = 10 p)

1. CIVILISATION / CIVILIZATION 2. COMPELLING 3. ORIGINATED 4. POWERFUL
5. MYTHOLOGY 6. DOWNFALL 7. CONTROVERSIAL 8. FANTASIZE/FANTASISE
9. SEEMINGLY 10. MYSTERIOUS

III. Rephrase (10 items x 2 p = 20 p) - (1 p for each half done correctly)

1. entered/crossed // my brother's mind
2. not have / have not // been debited/ charged
3. would rather // he didn't drive / weren't driving
4. gave me his word // that I
5. twice as many men // as women
6. to her surprise, // Hannah was offered
7. keep track // of (the) time
8. made a point // of introducing
9. for falling // a couple of times
10. doesn't strike me // as (being)

INTEGRATED SKILLS

(60 de puncte)

V. Reading comprehension (5 items x 2 p = 10 p)

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

VI. Essay Writing – Opinion Essay 50 p

MARKING SCHEME FOR THE OPINION ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p
CONTENT	The essay is completely relevant to topic, the introduction clearly stating opinion, whilst the contents offer arguments to support it, followed by a counterargument, leading to a conclusion in which the opinion is restated.	The essay is fairly completed, the opinion in the introduction being further developed with arguments and relevant ideas, the counterargument is present but could be better substantiated, the conclusion is present but the restated opinion might be missing.	The essay is partially relevant to topic, there is no opinion 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 arguments / ideas.	The essay is wholly inadequate; there is no opinion in the first paragraph, while the arguments 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 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 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 opinion 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 opinion 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 opinion 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 essay 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 opinion essay is inappropriate for this type of 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.

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ETAPA LOCALĂ
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**CLASA A XII-A
Secțiunea B**

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 1

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USE OF ENGLISH

(40 de puncte)

Exercise 1 (10x 1p = 10p): 1 B 2A 3C 4D 5B 6A 7B 8D 9C 10B

Exercise 2 (10x 1p = 10p): 1.GATHERING 2.IMAGINATIVE 3.PROOF 4.UNATTRACTIVE
5. REFRESHINGLY 6. CREATIVELY 7. COMBINATIONS 8. HEIGHTS 9. ENCOURAGING
10.FUSSIEST

Exercise 3 (5x 1p =5p):

1. A LOT OF SATISFACTION FROM PLAYING
2. TO GET/ BECOME USED TO DRIVING
3. HAS BEEN REPORTED TO MAKE
4. HAVE/ GET THE CAR LOOKED AT
5. IN A MATTER OF DAYS

Exercise 4 (15x 1p = 15p):

1 ACCORDING 2 TO 3 US 4 MORE 5 ORDER 6 WITH 7 THEM 8 OUT/ OFF 9 SUCH
10 THIS/ IT 11 AFTER/ UPON 12 A/ THAT 13 THEIR 14 THE 15 FOR

INTEGRATED SKILLS

(60 de puncte)

1. Reading (5 x 2p = 10p): 1B 2D 3A 4C 5A

2. Opinion essay (50p)

MARKING SCHEME FOR THE NARRATIVE ESSAY- 9th Grade

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Points
CONTENT	The essay is completely relevant to topic, describing places/events/characters/atmosphere/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/formatation 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 style	A very narrow range of vocabulary is present; errors in word choice/formatation predominate; spelling errors can make the essay obscure at times. The register used in the narrative 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 effect on the reader non-relevant.	

MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY 10th GRADE

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing people/places/events/atmosphere, having a clear development and including the final reactions of the protagonist.	The essay is fairly completed with the description of people/places/events/atmosphere, having a clear development	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the description failing the requirements of the task.	
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-descriptive 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/formatation are possible; spelling is well controlled with occasional slips. The register of the narrative-descriptive 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-descriptive 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-descriptive essay is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formatation predominate; spelling errors can make the essay obscure at times. The register used in the narrative-descriptive essay is inappropriate for this type of 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.	