



INSPECTORATUL
ȘCOLAR AL
JUDEȚULUI
COVASNA



MINISTERUL
EDUCAȚIEI
CERCETĂRII
TINERETULUI
ȘI SPORTULUI

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Către

Licee teoretice/Grupuri Școlare

În atenția profesorilor de limba engleză

Vă supunem atenției prin prezenta noile bareme de corectare la faza națională a OLIMPIADEI DE LIMBA ENGLEZĂ, primite de colega noastră, D-na prof. Vizsuly Tunde la sesiunea de instruire din perioada 26-27 noiembrie 2010, organizată la București.

Propozițiile incomplete din barem nu sunt rezultatul unei scanări greșite, aceste greșeli sunt prezente și în documentul original.

Inspector școlar general,
prof. KERESZTELY IRMA



Inspector de specialitate,
prof. BALOGH MÁRIA KATALIN

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 - 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 - 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 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 complex when attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; complex language is rare and 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 FOR THE NARRATIVE ESSAY

9th Grade

Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Points
The essay is completely relevant to topic, describing places/events/characters/atmosphere/reach of 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.	
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.	
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.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formatting are possible; spelling is well controlled with occasional slips.	The range of vocabulary is adequately used in the essay; errors in word choice / formatting are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	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.	A very narrow range of vocabulary is present; errors in word choice/formatting predominate; spelling errors can make the essay obscure at times.	
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.	

MARKING SCHEME FOR THE DESCRIPTIVE ESSAY

10th Grade

Exemplary	Proficient	Partially Proficient	Weak	Incomplete	Points
10p The essay is completely relevant to topic, describing persons/places/events and objects, ascribing a whole description to an engendering idea.	8p The essay is fairly completed with the descriptions of persons/places/events and objects, being ascribed to an engendering idea.	6p The essay is partially completed with slight logical impediments in the logical development of the descriptions around an engendering idea.	4p The essay is faulty, including serious logical impediments in the sequencing of events.	2p The essay is wholly inadequate the quality of the descriptions failing the requirements of the task.	
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.	
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.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/format are possible; spelling is well controlled with occasional slips.	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.	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.	A very narrow range of vocabulary is present; errors in word choice/format predominate; spelling errors can make the essay obscure at times.	
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.	

MARKING SCHEME FOR THE ARGUMENTATIVE ESSAY

11th Grade

Exemplary	Proficient	Partially Proficient	Weak	Incomplete	Points
10p The essay is completely relevant to topic, all arguments are well-rounded and well-grounded, developing the thesis of the introduction and leading to open-ending.	8p The essay is fairly completed, the thesis in the introduction being further developed with arguments and relevant ideas.	6p 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.	4p The essay is faulty, including serious logical impediments in the sequencing of events.	2p The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.	
There is complete logical connection of paragraphs 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.	
A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are controlled.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/format are possible; spelling is well controlled with occasional slips.	The range of vocabulary is adequately used in the essay; errors in word choice / format are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	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.	A very narrow range of vocabulary is present; errors in word choice/format predominate; spelling errors can make the essay obscure at times.	
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.	

MARKING SCHEME FOR THE REFLECTIVE ESSAY

12th Grade

Exemplary	Proficient	Partially Proficient	Weak	Incomplete	Points
10p 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.	8p 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.	6p 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.	4p The essay is faulty, including serious logical impediments in the sequencing of events.	2p The essay is wholly inadequate, there is no thesis in the first paragraph, while the perspectives offered lack logical development.	
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.	
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.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/format are possible; spelling is well controlled with occasional slips.	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.	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.	A very narrow range of vocabulary is present; errors in word choice/format are predominant; spelling errors can make the essay obscure at times.	
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 understanding difficult.	