



**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ – ETAPA LOCALĂ**

**Clasa a XI-a, SECȚIUNEA A**

**11 februarie 2026**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă 10 puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH**

**40**

**points**

**I. Read the following text and put the verbs in brackets in the correct form. (10x1p = 10 points)**

- |   |   |
|---|---|
| 1. had been reshaping used                      | 6. were sometimes used/are sometimes used |
| 2. were established                             | 7. would have been put                    |
| 3. began  | 8. were introduced/had been introduced    |
| 4. had already relied/ had already been relying | 9. had not been prioritised               |
| 5. were developed                               | 10. were designed                         |

**II. Use the word given in brackets to form a word that fits in each gap. (10x1p = 10 points)**

- |                    |               |               |               |
|--------------------|---------------|---------------|---------------|
| 1. INTERCONNECTION | 4. DISCONTENT | 7. AUTONOMY   | 10. INTENSIFY |
| 2. INEQUALITY      | 5. EXCHANGE   | 8. LEGITIMACY |               |
| 3. COMPETITIVE     | 6. IDENTITY   | 9. INCLUSIVE  |               |

**III. Complete the text with ONE word that fits into each gap. (10x1p=10 points)**

- |         |                |       |               |         |
|---------|----------------|-------|---------------|---------|
| 1. BEEN | 3. IS          | 5. NO | 7. IF         | 9. HAVE |
| 2. HOW  | 4. WILL/CAN/DO | 6. TO | 8. ON/ONWARDS | 10. BE  |

**IV. Complete the second sentence without changing the given word. Use between two to five words including the given one. (2x5=10 points.)**

1. ... **wish** I // had taken .....
2. ... was **charged** with // lying .....
3. .... with the **aim** of // catching .....
4. .... **carried** on // walking despite .....
5. .... been feeling **well**, // she would .....

**SUBIECTUL B – INTEGRATED SKILLS**

**50 points**

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

**II. Writing a report** – see the attached marking scheme - **40 p**

## MARKING SCHEME - REPORT

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
<b>Task achievement</b>	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 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 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	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	The report/ proposal does not relate to the task	
<b>Organization and cohesion</b>	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.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout..	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 register is appropriate, although minor inconsistencies are possible.	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; there are inconsistencies in register.	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; there are major inconsistencies in register	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
<b>STRUCTURES</b>	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.	
<b>EFFECT ON TARGET READER</b>	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.	