



OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ – ETAPA LOCALĂ
11 FEBRUARIE 2026
CLASA a XII-a SECȚIUNEA A

BAREM DE CORECTARE 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. 10 x 1p = 10p

- | | |
|----------------------------|---------------------|
| 1. is | 6. could/may/might |
| 2. because | 7. despite |
| 3. While/Although/Since/As | 8. if/when/whenever |
| 4. such | 9. nothing |
| 5. other | 10. in |

II. 10 x 1p = 10p

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|--|--|
| 1. simplistic/simplified | 6. flexibility |
| 2. dedication | 7. employable/employed |
| 3. failure | 8. unpreparedness/preparation/underpreparation |
| 4. willingness/ willpower | 9. ability |
| 5. adaptation/ adaptability/adaptiveness/adaptedness | 10. ingenious |

III. 10 x 1p = 10p

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|------------------|--------------|--------------|----------------|---------------|
| 1. A. based upon | 3. C. in | 5. D. that | 7. B. grinding | 9. D. Prior |
| 2. A. refracted | 4. B. manner | 6. B. lenses | 8. C. actual | 10. C. source |

IV. 5 x 2p = 10p

1. has (now) **taken** | over/ charge/ control of the
2. give **up** (on) | (playing) basketball came as/ was OR hang **up** the boots | came as/ was
3. is **believed** | to be planning
4. to her **delight** | Lucy was OR to Lucy`s **delight** | she was
5. on the **lookout** | for

SUBIECTUL B– INTEGRATED SKILLS

I. Choose the correct letter A, B, C or D.

5 x 2p = 10p

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

II. WRITING AN ARTICLE. 40 p – see the attached marking scheme.

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
Task achievement	The content of the article/ editorial is completely relevant to the task, fully responding to its requirements; the format of the article/ editorial is fully observed; a title, introduction and conclusion are present.	The article/ editorial covers the requirements of the task but the key ideas could be better substantiated; the format of the article/ editorial is observed; a title, introduction, and conclusion are present but not fully linked to the topic	The article/ editorial addresses the requirements of the task but not all key ideas are relevant; there is a title but the introduction or the conclusion may be missing	The article/ editorial does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included	The article/ editorial 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; 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.	
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.	