

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

**Clasa a X-a, SECȚIUNEA A**

**11 februarie 2026**

**BAREM DE EVALUARE ȘI DE NOTARE**

* Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.
* Se acordă 10 puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH 40 points**

**I. 10 x 1p = 10p**

1. noticing 4. be held up 7. denied 10. had I experienced

2. didn’t strike 5. hadn’t covered 8. conducted

3. was I 6. was talking 9. has been suspended/is suspended

**II. 10 x 1p = 10p**

1. PARTICULARLY 4. OVERWEIGHT 7. CONSIDERABLE 9. MANUFACTURERS

2. GROWTH 5. COMPLAINTS 8. MATERIALISED/ 10. INCOME

3. INCREASINGLY 6. ADJUSTMENTS MATERIALIZED

**III. 10 x 1p = 10 p**

1. when/while 6. which
2. away 7. to
3. about 8. How
4. best 9. for
5. makes 10. these

**IV. 5 x 2p = 10p**

1. was | thirty years ago **that**

2. few meals | **as** good as

3. **only** did | he sing

4. **wishes** she | had not/hadn’t bought

5. on **account** of | missing

**SUBIECTUL B- INTEGRATED SKILLS 50 points**

**I.** **5 x 2p = 10p**  1. B 2. D 3. D 4. B 5. C

**II. WRITING A REVIEW – 40p -** see the attached marking scheme

**MARKING SCHEME - REVIEW**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Analytical criteria** | **Excellent 8p** | **Good 6p** | **Adequate 4p** | **Weak 2p** | **Inadequate 1p** | **Task**  **not attempted**  **0p** |
| **TASK ACHIEVEMENT** | The content of the review is completely relevant to the task, fully responding to its requirements; the format of the review is fully observed; an introduction and a  recommendation is present | The review covers the requirements of the task but the key ideas could be better substantiated; the format of the review is observed; an introduction and a recommendation is present but not fully linked to the topic | The review addresses the requirements of the task but not all key ideas are relevant; the introduction or the recommendation may be missing | The review does not cover the requirements of the task; the introduction/ recommendation are missing or totally irrelevant; many irrelevant details are included | The review 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, the register is faulty. |  |
| **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 does not have relevant effect on the reader. | The text has a negative effect on the reader. |  |