

**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 modalităţi de rezolvare corectă a cerinţelor.
* 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** 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**

1. **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** |
| **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 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 |  |
| **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. |  |