

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

**11 februarie 2026**

**CLASA a XII-a SECȚIUNEA B**

BAREM DE EVALUARE ȘI 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 2p= 20 points**

**A**. **Answer the following questions, according to the text.**

**4 x 2p= 8 points**

1. The fires have leveled/burned down/knocked down/wiped outentire neighborhoods of LA.

2. Lower tax revenues and higher operating costs.

3. The chief claimed that the department had not been given the staffing and new fire stations it needs to respond effectively.

4. The leader agreed with Ms. Bass on weather conditions but argued that her budget cuts had a real impact, blaming lack of apparatus and staffing.

**B. Choose the right synonym for the words given below, according to their meaning in the text:**

**3 x 2p= 6 points**

1 – b; 2 – a; 3 – d.

**C. Rephrase the following sentences so as to preserve the meaning:**

**3 x 2p= 6 points**

1…..is on the brink of //collapse/collapsing………

2.….would sooner /have given

3…………….was seen /leaving........

**II.** **Use the word given in brackets to form a word that fits in each gap.**

**10 x 1p= 10 points**

1. astonishingly; 2. controversial; 3. immortalised; 4. debatable; 5. indisputable; 6. remains ;

7. analysis; 8. descendants; 9. identification; 10. conclusive

**III. Read the text below and think of the word which best fits each gap.**

**10 x 1p= 10 points**

1.of; 2.everything; 3.on; 4.without; 5.that; 6.in; 7.what ; 8.from; 9.by; 10.such/these/those

**SUBIECTUL B– INTEGRATED SKILLS 50 points**

**I. For each question choose the correct letter A, B, C or D**

**5 x 2p= 10 points**

1 C 2 A 3 C 4 D 5 D

**II. WRITING: REPORT /PROPOSAL 40 points**

See attached marking scheme

## MARKING SCHEME - REPORT/PROPOSAL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. |  |