

# OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ - ETAPA LOCALĂ

**11 februarie 2026**

**CLASA a IX-a, SECȚIUNEA B (regim de studiu intensiv/bilingv)**

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**

**Suggested answers:**

1. People with greater working-memory capacity may be able to suppress unwanted memories.

2. The process of inhibiting memories, or forgetting, uses up mental resources; forgetting is an active rather than a passive process and it is surprisingly important for useful brain function.

3. As time passes, the details drop away and only the broad outlines (of memories) remain.

4. Those/The foods you/one/someone habitually ate or never liked.

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

**3 x 2p= 6 points**

1. – c; 2.– b; 3.– a

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

**3 x 2p= 6 points**

1. people were not/weren't able to forget / people were unable to forget / did not/didn't have the ability to forget, the/their brain could not/couldn't/would not/wouldn't

2. is considered surprisingly important

3. recollections disappeared due

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

**10 x 1p= 10 points**

1. willing; 2. indifferent; 3. thoughtful; 4. assertive; 5. insecure; 6. weaken; 7. difficulty;

8. disability; 9. disappointments; 10. competition

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

**10 x 1p= 10 points**

1.comes; 2. who; 3. been; 4. up; 5. keep / stay; 6. while / whereas; 7. much; 8. due;

9. shown / proven / discovered; 10. fewer

**SUBIECTUL B- INTEGRATED SKILLS (50 points)**

**I For questions 1- 5 choose the answer A, B, C or D which you think fits best according to the text**

**5 x 2p= 10 points**

1 D 2 D 3 A 4 C 5 C

**II. Writing** – see attached marking scheme             **(40 points)**

## 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. |  |