Etapa locală a Olimpiadei Naționale de Limba Engleză – 14 februarie 2026

Probă scrisă

CLASA a VII-a

BAREM DE EVALUARE ȘI DE NOTARE

- **Toate subiectele sunt obligatorii.**
- **Se acordă 10 puncte din oficiu.**
- **Timpul efectiv de lucru este de 2 ore.**

SUBIECTUL I – USE OF ENGLISH (40 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 20 points

(2px10=20 points)

1. **comes**
2. **has been living/ has lived**
3. **won**
4. **got**
5. **has had**
6. **has released**
7. **is already getting/ has already got**
8. **will be**
9. **are/ have been**
10. **sings**

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (√). If it has a word that should not be there, write the word. 10 points

(1px10=10 p)

1- √ ; 2-a ; 3-more ; 4-√; 5-the ; 6-were ; 7-√; 8-one ; 9-both; 10-√.

I.3. Complete the sentences with the correct form of the words in capital letters. 10 points

(1px10=10 p)

1. ENDLESS

2. DISAPPEARED

3. BRAVERY

4. DANGEROUS

5. EMPLOYER

6. FEELINGS

7. FAME

8. IMAGINATION

9. ASSISTANT

10. FOGGY

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 10 points

II.1 (2px5=10 p)

1. D, 2. E, 3. G, 4. A, 5. C

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 15 points

II.2 (3px5=15p)

1.b, 2. c, 3. b, 4. c, 5. c

SUBIECTUL al III-lea – WRITING (25 points)

Narrative essay (120-150 words)

- Task achievement (content)-5p
- Organisation (coherence, cohesion, paragraphing)-5p
- Vocabulary (range of vocabulary and appropriateness)- 5p
- Structures (grammar accuracy)-5p
- Overall effect on the target reader (register, style, originality)-5p

SUBIECTUL al III-lea –WRITING (50 points)

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p		Proficient 8p		Partially Proficient 6p		Weak 4p		Incomplete 2p		Points
CONTENT	The essay is completely relevant to topic, describing places/ events/ characters/ atmosphere, reaching climax, including the final reactions of the protagonist. There is a catchy title.		The essay is fairly completed with all the sequencing elements of a narrative. There is a title.		The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. There is a title.		The essay is faulty including serious logical impediments in the sequencing of events. There is no title.		The essay is incomplete, the sequencing of the narrative moments being inconsistent. There is no title.		
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.		There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.		There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.		There is serious inconsistency in the organisation of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.		Paragraphs are incomplete, both linking devices, mechanics and length requirements having been disrespected.		
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.		A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/ formation on are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.		The range of vocabulary is adequately used in the essay; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.		A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.		
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.		A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.		A limited range of grammatical structures is present along the essay; 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 within the essay; 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 effect on the reader is nonrelevant.		The effect on the reader is nonrelevant.		

Etapa locală a Olimpiadei Naționale de Limba Engleză – 14 februarie 2026

Probă scrisă

CLASA a VIII-a

BAREM DE EVALUARE ȘI DE NOTARE

- **Toate subiectele sunt obligatorii.**
- **Se acordă 10 puncte din oficiu.**
- **Timpul efectiv de lucru este de 2 ore.**

SUBIECTUL I – USE OF ENGLISH (40 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 20 points (2px10=20 points)

1. Was looking for
2. Had crashed
3. flew
4. disappeared
5. have been
6. have seen
7. flying
8. was reported
9. has investigated
10. found

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (√). If it has a word that should not be there, write the word. 10 points

(1px10=10p)

1. √ ; 2. that; 3. take; 4. it; 5. for; 6. been; 7. √ ; 8. about; 9. up; 10. they.

I.3. Complete the sentences with the correct form of the words in capital letters. 10 points

(1px10=10p)

1) creativity

2) disappearance

3) encouraged

4) departure

5) fortunately

6) chemistry

7) speech

8) additional

9) strength

10) changeable

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 10 points

(2px5=10p)

1.C 2.E 3.A 4.G 5.D

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 15 points

(3px5=15p)

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

SUBIECTUL al III-lea – WRITING (25 points)

Narrative essay (150-180 words)

- Task achievement (content)-5p
- Organisation (coherence, cohesion, paragraphing)-5p
- Vocabulary (range of vocabulary and appropriateness)- 5p
- Structures (grammar accuracy)-5p
- Overall effect on the target reader (register, style, originality)-5p

Analytical criteria	Exemplary 10p		Proficient 8p		Partially Proficient 6p		Weak 4p		Incomplete 2p		Points
CONTENT	**The essay is completely relevant to topic, describing places/ events/ characters/ atmosphere, reaching climax, including the final reactions of the protagonist. There is a catchy title.**		**The essay is fairly completed with all the sequencing elements of a narrative. There is a title.**		**The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. There is a title.**		**The essay is faulty including serious logical impediments in the sequencing of events. There is no title.**		**The essay is incomplete, the sequencing of the narrative moments being inconsistent. There is no title.**		
ORGANIZATION AND COHESION	**There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.**		**There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.**		**There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.**		**There is serious inconsistency in the organisation of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.**		**Paragraphs are incomplete, both linking devices, mechanics and length requirements having been disrespected.**		
VOCABULARY	**A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.**		**A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/ formation on are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.**		**The range of vocabulary is adequately used in the essay; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.**		**A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.**		**A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.**		
STRUCTURES	**A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.**		**A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.**		**A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.**		**A limited range of grammatical structures is present along the essay; 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 within the essay; 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 effect on the reader is nonrelevant.**		**The effect on the reader is nonrelevant.**		

Etapa locală a Olimpiadei Naționale de Limba Engleză – 14 februarie 2026

BAREM DE EVALUARE ȘI DE NOTARE

CLASA a IX-a - SECȚIUNEA A

- **Toate subiectele sunt obligatorii.**
- **Se acordă 10 puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**
- **Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. (1p x 10=10 points)

1.were not/ weren't; 2. must have missed; 3. have been prevented; 4. had; 5. Do you still have; 6. found; 7. are arriving; 8. will meet; 9. wouldn't have had; 10. have/'ve been carrying

II. (1p x 10=10 points)

1. STRESSFUL 2. HELPFUL 3. ORGANIZED 4. BOREDOM
5. RELAXING 6. HEALTHY 7. MOTIVATION 8. ENJOYABLE
9. CONFIDENT 10. SUCCESS

III. (2p x 5=10 points)

1. keen on going
2. not to take his
3. would not have
4. as difficult/tough/hard as
5. had never been to/attended

IV. (10 points)

- ✓ **grammar structures - 4 points**
- ✓ **vocabulary - 4 points**
- ✓ **fluency - 2 points**

Suggested translation:

He could have caught the eight o'clock bus in the morning, but, as he was approaching the bus stop, he caught sight of / he saw a young woman, and it seemed to him that she was waiting for him, seated on a bench, pretending to be reading. He saw her constantly look up from her magazine and glance around with curiosity, sometimes turning her head towards the

tables on the pavement. Emanuel turned round the first corner that came his way, and, as he very soon saw a barber's, went right in. When he came back, at about half past eight, the woman was still there, on the bench. Emanuel hesitated for a few moments, then he went back again and looked for a café. He asked for a cup of tea and drank it at ease, thoughtfully. Half an hour later, he stood up and walked at leisure/ slowly to the bus stop. The girl was pacing angrily up and down the sidewalk. Emanuel felt his heart beat faster, but he went on and headed for the bus.

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. (5x2p) 10 points

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

II. Letter of application (180-200 words) (40 points)

a) content (task achievement) – 8 points
b) organisation (coherence, cohesion, and paragraphing) – 8 points
c) vocabulary (writing structure, range of vocabulary and relevance/appropriateness) – 8 points
d) structures (spelling, grammar accuracy, punctuation) – 8 points
e) register and style/effect on the target reader (including originality) – 8 points

MARKING SCHEME - FORMAL LETTER

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
Task achievement	The letter is completely relevant to the task, fully developing all content points; the format of the letter is fully observed; the purpose of the letter is clearly and fully explained	The letter covers the requirements of the task but the content points could be more fully extended; the format of the letter is observed; the purpose of the letter is presented.	The letter addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the letter is presented but it is not very clear.	The letter does not cover the requirements of the task; bullet points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing.	The letter 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; 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 used 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.	

Etapa locală a Olimpiadei Naționale de Limba Engleză – 14 februarie 2026

BAREM DE EVALUARE ȘI DE NOTARE

CLASA a X-a - SECȚIUNEA A

- **Toate subiectele sunt obligatorii.**
- **Se acordă 10 puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**
- **Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. (1p x 10=10 points)

1. as
2. As
3. into
4. that
5. addition
6. that
7. Although
8. as
9. will
10. on

II. (1p x 10=10 points)

1. SUSTAINABLE
2. TRANSPORTATION
3. INNOVATIVE
4. DEVELOPMENT
5. FUNCTIONALITY
6. RESPONSIBLE
7. BELONGING
8. INCLUSION
9. EFFICIENCY
10. IMAGINATIVE

III. (2p x 5=10 points)

1. whether she had bought
2. am having my bedroom decorated
3. looked up to
4. think that one of
5. told her son off

IV. (10 points)

- ✓ **grammar structures - 4 points**
- ✓ **vocabulary - 4 points**
- ✓ **fluency - 2 points**

Suggested translation

After so much wandering and many adventures, Kir Ianulea arrived in a foreign town, where he was greeted by people both great and small, but no one recognized his unfamiliar face. Commoners looked at him with distrust, while the nobles silently avoided him. Foreign tongues mixed in the air of the square, and a cold wind carried echoes from the old towers. Aghiuță, for that was his hidden name, realized that nothing is harder than discovering the true nature of people amid legend and empty words, and his heart shivered at the thought of the adventures awaiting him.

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. (5x2p) 10 points

1 – B
2 – D
3 – E
4 – A
5 – C

II. Review (200–220 words) (40 points)

a) content (task achievement) – 8 points
b) organisation (coherence, cohesion, and paragraphing) – 8 points
c) vocabulary (writing structure, range of vocabulary and relevance/appropriateness) – 8 points
d) structures (spelling, grammar accuracy, punctuation) – 8 points
e) register and style/effect on the target reader (including originality) – 8 points

MARKING SCHEME FOR THE REVIEW

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	

Ministerul Educației și Cercetării
Inspectoratul Școlar Județean Neamț

Etapa locală a Olimpiadei Naționale de Limba Engleză – 14 februarie 2026

BAREM DE EVALUARE ȘI DE NOTARE

CLASA a XI-a - SECȚIUNEA A

- **Toate subiectele sunt obligatorii.**
- **Se acordă 10 puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**
- **Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. (1p x 10=10 points)

1 most, 2 whether, 3 as, 4 enough/ though, 5 be, 6 impossible, 7 what, 8 up, 9 makes/helps/ lets, 10 you

II. (1p x 10=10 points)

1. **d**
2. **b**
3. **d**
4. **a**
5. **c**
6. **a**
7. **a**
8. **d**
9. **c**
10. **d**

III. (2p x 5=10 points)

1. reported to have been injured

2. highly likely/ possible (that) this film

3. moment did Cathy imagine (that)

4. argument took place

5. was put off / called off

IV. (10 points)

- ✓ **grammar structures - 4 points**
- ✓ **vocabulary - 4 points**
- ✓ **fluency - 2 points**

Suggested translation

On many nights, I dream nothing. Or perhaps I forget what I have dreamt. In the morning, I am like a deserted beach washed by the waves. When I do dream, however, lately I dream/ 've been dreaming of rooms whose doors are locked. And what is interesting is that the scenario repeats itself. In a first phase/ Firstly, I go through the fear that I am a prisoner. I pace around the room, trying to control my panic. If I do not succeed, I wake up dazed/ confused by emotion, frightened, ready to scream. If I do succeed, invariably, the same thing happens. At a certain moment, the door I have vainly/uselessly tried to force begins to shake on its hinges, as if beaten by the wind, or it ceases to resist. I only have to push it lightly. Then, suddenly, another panic overwhelms me. What will be waiting for me beyond the door? After having previously wanted nothing more than to escape from that room, now I am afraid to leave it. I feel a strange regret at having to part from it. I look back at it tenderly, for a long time, before summoning my courage to push the door.

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. (5x2p) 10 points

1 C 2 F 3 E 4 A 5 B

II. Report (220-250 words) (40 points)

a) content (task achievement) – 8 points
b) organisation (coherence, cohesion, and paragraphing) – 8 points
c) vocabulary (writing structure, range of vocabulary and relevance/appropriateness) – 8 points
d) structures (spelling, grammar accuracy, punctuation) – 8 points
e) register and style/effect on the target reader (including originality) – 8 points

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	

Ministerul Educației și Cercetării
Inspectoratul Școlar Județean Neamț

Etapa locală a Olimpiadei Naționale de Limba Engleză – 14 februarie 2026

BAREM DE EVALUARE ȘI DE NOTARE

CLASA a XII-a - SECȚIUNEA A

- **Toate subiectele sunt obligatorii.**
- **Se acordă 10 puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**
- **Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. (1p x 10=10 points)

1. THAT 2. EACH 3. ABOUT 4. THAN 5. SO 6. WHY 7. WITH 8. OUT 9. SPENT 10. IN

II. (1p x 10=10 points)
1.A; 2. A; 3. B; 4. C; 5. D; 6. A; 7. B; 8. C; 9. D; 10. B

III. (2p x 5=10 points)

1. have come/been under fire with
2. order to avoid being recognised/recognition
3. the concert was called off
4. doubt in the manager's mind
5. no condition/account are you allowed

IV. (10 points)

- ✓ **grammar structures - 4 points**
- ✓ **vocabulary - 4 points**
- ✓ **fluency - 2 points**

Suggested translation

It was only after I had reached home, exhausted after a five-hour drive, and leafed through that day's newspapers, that I noticed my friend had become the sensation of the day, leaving behind/ overshadowing even the most exciting political events. His photo was published on the front page, along/ together with reports about/ concerning his mysterious disappearance, with articles and interviews from the medical world. The case was certainly unique, but it did not exceed the explanatory power of science, the Dean of the Faculty of Medicine/ the Medical School had declared to the press correspondents. A few days earlier/ before, foreign press correspondents had telegraphed/ cabled sensational news, which had aroused/ stirred the keenest/ highest interest everywhere. Several reporters from the world's major dailies had announced their arrival in Romania, in order to interview the famous scientist. I couldn't help wondering/ but wonder what would happen when all these enthusiastic people/ enthusiasts

discovered that it was all a hoax/ a mere farce, that the experience had never actually happened/ had not even taken place, and that the supposed/ so- called disappearance, far from being due to scientific or supernatural causes, was in fact nothing more than a cheap fairground/ circus trick. I decided to be as silent as the grave in case I was asked, to declare that I knew nothing and that David, although he was my friend, had not shared his secret with me/ had not disclosed his secret to me. The less I said, the better.

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. (5x2p) 10 points

1. D
2. E
3. F
4. B
5. A

II. Article (250-280 words) (40 points)

a) content (task achievement) – 8 points
b) organisation (coherence, cohesion, and paragraphing) – 8 points
c) vocabulary (writing structure, range of vocabulary and relevance/appropriateness) – 8 points
d) structures (spelling, grammar accuracy, punctuation) – 8 points
e) register and style/effect on the target reader (including originality) – 8 points

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	