



**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 modalități de rezolvare corectă a cerințelor.
- 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
<b>TASK ACHIEVEMENT</b>	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	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	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.	
<b>STRUCTURES</b>	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.	
<b>EFFECT ON TARGET READER</b>	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.	