



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 modalități de rezolvare corectă a cerințelor.
- 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.	