

**Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2026**

**Probă scrisă  
Limba engleză  
CLASA a IX-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH - 40 points**

**I. Read the following text and put the verbs in brackets in the correct form. 10 points**

1. was falling, 2. had been waiting, 3. had hoped, 4. would change, 5. happened, 6. had known, 7. would have left, 8. had made, 9. was/had been; 10. be undone

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

1. ILLOGICAL; 2. IMPULSIVENESS; 3. AMBIGUOUS; 4. STRENGTH; 5. THREATENING;  
6. MEANINGLESS; 7. PRODUCTIVE; 8. INTENSITY; 9. ACTION; 10. ACCEPTANCE.

**III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**5x2p =10 points**

1. **wish** I had told;
2. **stopped** talking/speaking;
3. is believed to **have** been;
4. couldn't/could not **carry** on writing
5. in **addition** to being

**IV. Translate the following text into Romanian. 10 points**

**Suggested answer:**

grammar structures 4 points

vocabulary 4 points

fluency 2 points

It was the beginning of spring, and everything seemed to breathe differently. The light fell gently over the city, and along the park paths, the still bare trees were slowly coming back to life, as if they were hesitant to believe in rebirth. Ioana ran her fingers over the spine of an old book and smiled for no reason. There was silence, but a meaningful one – as if the universe had paused just so she could remember who she was.

**SUBIECTUL B – INTEGRATED SKILLS 60 points**

**I. 1B; 2F; 3C; 4D; 5A.**

**5x2= 10 points**

**II. WRITING**

**LETTER OF APPLICATION**

**40 points**

**MARKING SCHEME - FORMAL LETTER**

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
<b>Task achievement</b>	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.	
<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; 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.	
<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.	
<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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	

**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2026**

**Probă scrisă**

**Limba engleză**

**CLASA a IX-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the text below and do the tasks that follow.**

**10 points**

**A. Choose the right synonym for the words given below, according to their meaning in the text.**  
(3x1p=3p) **3 points**

1 a; 2 b; 3 c.

**B. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it.**

**3 points**

(3x1p=3p)

1. ...do Britons start **off**...
2. ...**wish** I had visited...
3. ...would **not** be different today...

**C. Four words have been removed from the summary of the text above. Choose the right words to fill in the summary. There are four extra words which you do not need to use.**

(4x1p=4p)

**4 points**

1. **identity**
2. **coexist**
3. **heritage**
4. **evolve**

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

**10 points**

(10x1p=10p)

1. **CRITICISM**
2. **ACCESSIBLE**
3. **POPULARITY**
4. **RETHINK**
5. **TRANSITION**
6. **ACCEPTANCE**
7. **EXPANSION**
8. **REVIVAL**
9. **REFLECTION**
10. **ESSENTIAL**

**III. For questions 1-10, read the text below and look carefully at each line. Some of the lines are correct and some have a word that should not be there. On your answer sheet, if a line is correct, put a tick (✓) by the number. If a line has a word which should not be there, write the word down next to the number on your answer sheet.**

**10 points**

(10x1p=10p)

(0) on (00) ✓ (1) on (2) ✓ (3) been (4) also (5) the (6) ✓ (7) be (8) should (9) a (10) more

**IV. Translate the following text into English.**

**10 points**

grammar structures 4 points  
vocabulary 4 points  
fluency 2 points

**SUGGESTED ANSWER**

It crossed his mind that he should call Petre again and tell him that they would be leaving for the front again at dawn, so he must not forget anything there... At the same time, however, he realised that he was afraid of being left alone with his own thoughts. He was ashamed of feeling that / that he felt that way, but he could not stop himself, and it was only out of a desire to hide his fear that he kept thinking about Petre, as if in doing so he might drive the fear away. He understood that everything was over, and he regretted that it had ended like this. How he wished that everything had been different!

**B. Integrated Skills (50 points)**

**I. Five sentences have been removed from the following text. Choose from the sentences A-F the one which fits each gap 1-5. There is one extra sentence which you do not need to use.**  
(5x2p) **10 points**

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

**II. Review 220-250 words (40 points)**

**Use the Marking Scheme**

**MARKING SCHEME - REVIEW**

<b>Analytical criteria</b>	<b>Excellent 8p</b>	<b>Good 6p</b>	<b>Adequate 4p</b>	<b>Weak 2p</b>	<b>Inadequate 1p</b>	<b>Task not attempted 0p</b>
<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.	

**Proba scrisă  
Limba engleză  
CLASA a X-a –SECȚIUNEA A  
BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the following text and fill in the blanks with ONE word only. 10 points**  
(10 x 1p)

1) not, 2) has, 3) more, 4) less, 5) Despite, 6) on, 7) until, 8) may/might, 9) some, 10) being.

**II. Use the word given in brackets to form a word that fits in each sentence. 10 points**  
(10 x 1p)

1) DISCOURAGING, 2) IMPRACTICALITY/ IMPRACTICABILITY, 3) ADVISABLE, 4) STRENGTHEN, 5) DEPARTURE, 6) INDECISIVE, 7) CONFIDENTLY, 8) RELATIONSHIP, 9) MISREPRESENTING, 10) ILLEGALITY.

**III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. 10 points**  
(5 x 2p)

1. was **highly** regarded by everyone
2. John had **left** the previous
3. must have **been** the sound
4. **did** I realize / **did** I know how addictive
5. is going to **have** her

**IV. Translate into English. 10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWER**

That evening, however, as soon as she confessed her great past love / love from the past, Ileana changed once again: she began to resemble the woman I had known at the beginning, as though until then she had been uneasy and troubled by a concern unfamiliar to her. Once again, she reminded me how easily I had forgotten my promise to bring her the book. She then asked me whether novelists truly always recounted their own experiences, and to what extent the woman they had loved could be transformed into the heroine of a book. She tried / was trying, in every way / by any means, to divert / steer the conversation into a harmless field / realm – that of neutral facts. I was beginning to come to my senses, and I was glad to find an intelligent woman with whom I could talk about the art and technique of writing.

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

**I. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use. 10 points**  
(5 x 2p)

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

**II. Review - 40 points**

### MARKING SCHEME FOR THE 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.	

**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2026**

**Probă scrisă**

**Limba engleză**

**CLASA a X-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**I. Read the text below and do the tasks that follow.**

**A. Choose the right synonym for the words given below, according to their meaning in the text. (3x1p=3p)**

1 c    2 b    3 a

**B. Rephrase the following sentences so as to preserve the meaning. (3x1p=3p)**

1. ... do **THESE** misunderstandings arise...
2. ... were/was malevolent, he would **NOT** be ....
3. ... being widely misrepresented, Pandora is characterized/described **BY** ...

**C. Four words have been removed from the summary of the text above. Choose the right words to fill in the summary. (4x1p=4p)**

1. misunderstood                      2. flaws                                      3. underworld                              4. hope

**II. Use the word given in brackets to form a word that best fits in each sentence. (10x1p=10p)**

- |                         |                  |
|-------------------------|------------------|
| 1. SEEMINGLY            | 6. UNDERSTANDING |
| 2. NONVERBAL/NON-VERBAL | 7. ENVIRONMENTAL |
| 3. HOPELESS             | 8. EXPOSES       |
| 4. LEADERSHIP           | 9. ENRICHED      |
| 5. OUTNUMBER            | 10. READINESS    |

**III. For questions 1-10, read the text below and look carefully at each line. Some of the lines are correct and some have a word that should not be there. On your answer sheet, if a line is correct, put a tick (✓) by the number on your answer sheet. If a line has a word which should not be there, write the word down next to the number on your answer sheet. (10x1p=10p)**

- |          |         |
|----------|---------|
| 1. also  | 6. so   |
| 2. where | 7. both |
| 3. ✓     | 8. no   |
| 4. of    | 9. just |
| 5. ✓     | 10. ✓   |

**IV. Translate the following text into English.**

**10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWER**

In the sixth grade, I had read *Cireșarii* for the second time, and I could think only of expeditions and explorers. How I wished I had set off, to explore and make discoveries, but I had no idea where or how. Actually, I couldn't go anywhere—I had to go to school, and my routes were short and always the same: I crossed Calea Moșilor at the big Eminescu intersection, walked another two hundred meters along the sidewalk opposite my apartment building, past the bookstore and the bakery, then turned right onto School Street.

Other routes—occasional ones—took me along the back streets or as far as the Republicii intersection, to the Miorița cinema. Yet nowhere, in any of those places, was there anything worth exploring or discovering. Not even in the seemingly mysterious passageways leading to the parking lots behind the apartment blocks, nor in the white, cube-like building.

**B. Integrated Skills (50 points)**

**I. Five paragraphs have been removed from the following interview. Choose from the paragraphs A-F the one which fits each gap 1-5. There is one extra paragraph which you do not need to use. (5x2p=10p)**

1 B   2 A   3 E   4 C   5 F

**II. REPORT (40 points) Use the Marking Scheme**

**MARKING SCHEME - REPORT/PROPOSAL**

<b>Analytical criteria</b>	<b>Excellent 8p</b>	<b>Good 6p</b>	<b>Adequate 4p</b>	<b>Weak 2p</b>	<b>Inadequate 1p</b>	<b>Task not attempted 0p</b>
<b>Task achievement</b>	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	
<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.	
<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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	

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**Probă scrisă**

**Limba engleză**

**CLASA a XI-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the following text and fill in the blanks with ONE word only. 10 points**

10 x 1p = 10 points

1. with 2. has 3. as 4. while/though/although 5. far 6. than 7. whether 8. of 9. the/mere 10. at

**II. Choose the correct answer A, B, C or D. 10 points**

10 1p = 10 points

1. B; 2. C; 3. C; 4. D; 5. C; 6. C; 7. D; 8. A; 9. A; 10. D.

**III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**10 points (5 x 2p = 10 points)**

1. been put **forward** //to change /for changing
2. (quite) a **reputation** // for being/ as OR the **reputation** //of being
3. few **gaps** // in Tim's knowledge
4. couldn't/didn't **manage** //to get
5. **neither** of which // I liked

**IV. Translate into English. 10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWER:**

The Ballroom had been decorated according to her precise instructions. A hundred little elves had worked for three days and three nights, in several shifts, closely supervised by Mr. Azi/Today, in order to fulfil all her wishes regarding the decorations, the floral arrangements, the menu and the artistic moments. The three members of the band The Leprechauns, now once again without a lead singer, had already taken their places on stage. They were going to play only background music, which was bound to suit Tempus perfectly, as he could not stand loud melodies typical of the Future Rock style.

In the kitchen, all the pastry chefs from Temps d'Amour were busily putting the finishing touches on a four-tier cake — no, five — no, seven — Poimărți simply could not decide on the number! At first, she had asked for one tier for each child, then she decided to include the rest of the extended family in the count, and that was when the confusion began. Consequently, the pastry chefs were working in a state of terrible anxiety, knowing that at any moment they might be asked to add or remove yet another tier.

**SUBIECTUL B – INTEGRATED SKILLS (50p)**

**I. Reading Comprehension: 5x2 points=10 points**

**1E; 2C; 3A; 4F; 5 B.**

**II. Marking scheme for report - 40 points**

**MARKING SCHEME - REPORT/PROPOSAL**

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
<b>Task achievement</b>	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	
<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.	
<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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	

**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2026**

**Probă scrisă**

**Limba engleză**

**CLASA a XI-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the paragraph below and do the tasks that follow. (10 points)**

**A. Choose the right synonym. (3 x 1p = 3 points)**

1 c                      2 b                      3 c

**B. Rephrase the following sentences so as to preserve the meaning. (3 x 1p = 3 points)**

1. ... was Shakespeare **who** mastered English ...
2. ... **a** principle as avoiding offensive ...
3. ... no account would **anyone** today....

**C. Choose the right words to fill-in the summary. (4 x 1p = 4 points)**

1. question;                      2. limiting;                      3. commendable;                      4. widely

**II. One word in three sentences. (5 x 2p = 10 points)**

1 – point, 2 – remark, 3 – crack, 4 – hard, 5 – contact

**III. Error correction. (10 x 1p = 10 points)**

1 –√, 2 - in, 3 – to, 4 – by, 5 – this, 6 –√, 7 - also, 8 –√, 9 – though, 10 -even

**IV. Translate into English. (10 points)**

grammar structures                      4 points  
vocabulary                                      4 points  
fluency    2 points

**Suggested answer**

So she too was a fortress that had to be conquered, I thought, but a harder/more difficult one, because she/it suggested to me her close connection with death. That's all, she didn't have any other walls, but this one, the only one, how could you climb it? We started going out, walking together through the city. Nineta was well dressed, even elegant, and the street changed her, she became serious, almost foreign/a stranger, pleasant, and joy disappeared from her face. She even had a searching gaze/eye, immobile when she looked at something. She looked with a greed (that) I couldn't decipher, but the street changed her anyway, I even had the impression that she was no longer with me and I didn't know where her thoughts were flying and what kind of thoughts they were. Then at her house she became another person/a different being... These walks brought about the breakup/rupture, unexpected for me, incredible. Going out into the world is full of surprises, yes, things are good between us, but when she's with others, her gaze no longer belongs to you, her smile no longer lights up her face when you look at her, she laughs unexpectedly at what someone else says, and you are stunned to discover that although she is the same, she no longer belongs to you, here is the drama, she is the same... But that would torment me much later. My breakup with Nineta was simpler, but not inexplicable, because I had been warned.

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

**I. 1 B, 2 E, 3 F, 4 A, 5 D. (5x2p= 10 points)**

**II. WRITING: ARTICLE (40 points)**

**Use the Marking Scheme**

**MARKING SCHEME - ARTICLE**

<b>Analytical criteria</b>	<b>Excellent 8p</b>	<b>Good 6p</b>	<b>Adequate 4p</b>	<b>Weak 2p</b>	<b>Inadequate 1p</b>	<b>Task not attempted 0p</b>
<b>Task achievement</b>	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	
<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.	
<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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	

**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2026**

**Probă scrisă**

**Limba engleză**

**CLASA a XII-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the following text and fill in the blanks with ONE word only.**

**10 points**

10 x 1p = 10 points

1. during 2. by 3. had 4. under 5. to 6. Most / More 7. over 8. no 9. was 10. rather

**II. Choose the best option A, B, C or D.**

**10 points**

10 x 1p = 10 points

1. A, 2. D, 3. C, 4. A, 5. A, 6. A, 7. A, 8. B, 9. C, 10. D.

**III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**10 points**

1. bought it on a **WHIM**
2. the **HEIGHT** of his success
3. rumours had any **GRAIN** of
4. had finished **DID** she admit
5. didn't/did not **COME** off despite

**IV. Translate into English.**

**10 points**

grammar structures 4 points

vocabulary 4 points

fluency 2 points

**SUGGESTED ANSWER**

The next/following morning, Paul, who had woken up late, found Adriana in the yard, writing something in a school notebook. He approached her unnoticed, leaned/bent from behind holding his breath, and with one hand suddenly snatched the notebook from her. The girl let out a short scream/cry. She remained frozen for a moment and then threw herself at her cousin.

"No, no, please, I beg you, give it back. You won't/shall not read it, you mustn't/shouldn't read it, I don't want you to, swear to me that you won't read it."

She spoke quickly, almost without realizing what she was saying. She was pale, her eyes were burning, her hands were pleading, her body was agitated. Paul didn't understand anything. He had tried/ only meant to joke and his little joke had sparked a despair he hadn't expected, which confused him and which he didn't know how to calm.

He put the notebook on the table, without looking at it, and tried to apologize.

"But, Adriana, I only meant to joke..."

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

**I. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use. (10 points) 5 x 2p = 10 points**

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

**II. WRITING: ARTICLE (40 points). Use the Marking Scheme**

**MARKING SCHEME - ARTICLE**

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
<b>Task achievement</b>	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	
<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.	
<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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	

**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2026**

**Probă scrisă**

**Limba engleză**

**CLASA a XII-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the paragraph below and do the tasks that follow.**

**10 points**

**A. Choose the right synonym. (3x1p=3 points)**

1 d, 2 a, 3 c.

**B. Rephrase the following sentences so as to preserve the meaning. (3x1p= 3 points)**

1. .... if/when we understand/by understanding the life we evolved for can we **approach** .....
2. .... has now been **overtaken** by obesity, (which was) once rare, as ....
3. .... you fail to/not take this into account, you **risk** opening ...

**C. Choose the right words to fill-in the summary. (4x1p= 4 points)**

1. align; 2. afflictions; 3. discrepancy; 4. engagement.

**II. One word in three sentences. (5x2p=10 points)**

1. EXPRESSION; 2. RELEVANT; 3. GAIN; 4. MAKE; 5. SHIFT

**III. Error correction. (10x1p=10 points)**

1 –they; 2 – √; 3 – but; 4 – √; 5 – an; 6 – √; 7 – has; 8 – a; 9 – to; 10 – the

**IV. Translate into English. (10 points)**

grammar structures 4 points

vocabulary 4 points

fluency 2 points

**Suggested answer**

I started up Google Maps, following the coordinates sent by Urbex. It looked like I had about a forty-five-minute walk ahead of me, so I quickened my pace. I figured no one would notice my absence for a while, since Aryanna still had at least an hour left to sing. I didn't think beyond that— I just wanted to reach that building and finally meet Urbex and the crew.

Over the past few days, all my apps had been flooding me with images and clips of abandoned houses and urban explorations, so this was clearly the trend of the moment. Before leaving the park, I had the feeling someone was following me, but I didn't look back, afraid I might change my mind. I kept walking, focusing on the route displayed on my phone.

The annoying thing about Google Maps is that sometimes it points you in the exact opposite direction and you end up turning back a thousand times. That's exactly what happened when I reached the boulevard. I walked about a hundred meters before realizing the distance was increasing, which obviously meant I had to turn around.

I spun around suddenly, eyes fixed on the screen, and bumped into someone. We collided so hard that my phone flew out of my hand. The person I had run into—who had knocked my phone to the ground (yes, of course, screen-first!)— ...let's see if you can guess, because I nearly had a jump scare when I saw her. Yes. Mara Zărnescu, wearing an expression like all her cats had drowned.

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

**I. 1 E, 2 B, 3 F, 4 A, 5 C. (5x2p= 10 points)**

**I. WRITING: PROPOSAL (40 points)**

**Use the Marking Scheme**

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
<b>Task achievement</b>	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 or the conclusion is missing or the information is inappropriately categorized	The report/ proposal 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 it difficult to understand the text; 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.	
<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 a relevant effect on the reader.	The text has a negative effect on the reader.	

**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2026**

**Probă scrisă**

**Limba engleză**

**CLASA a VII-a**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL I – USE OF ENGLISH**

**(25 points)**

**I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points**

**1. was cycling; 2. heard; 3. was hovering; 4. appeared; 5. was riding; 6. are you following; 7. have selected/ 've selected; 8. have been preparing/ 've been preparing; 9. will discover/ 'll discover; 10. open**

**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 x 1p = 10 points**

- 1. the;**
- 2. ✓;**
- 3. out;**
- 4. too;**
- 5. ✓;**
- 6. yet;**
- 7. have;**
- 8. up;**
- 9. ✓;**
- 10. over**

**I.3. Complete the sentences with the correct form of the words in capital letters. 5 x 1p = 5 points**

**1. INACTIVITY; 2. FASHIONABLY; 3. OVERREACT; 4. UNDERCOOKED; 5. DISHONESTY**

**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. 5 x 2p = 10 points**

**1. F 2. C 3. E 4. B 5. G**

**II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points**

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

SUBIECTUL al III-lea – WRITING

(40 points)

Analytical criteria	Exemplary 8p	Proficient 6p	Partially Proficient 4p	Weak 2p	Incomplete 1p	Points
<b>CONTENT</b>	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.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	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 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.	
<b>STRUCTURES</b>	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.	
<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 effect on the reader is nonrelevant.	The effect on the reader is nonrelevant.	

**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2026**

**Probă scrisă**

**Limba engleză**

**CLASA a VIII-a**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă zece puncte din oficiu.

**SUBIECTUL I – USE OF ENGLISH**

**(25 points)**

**I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points**

**1. reached 2. had lived 3. had prepared 4. was clearing 5. was locked 6. had been written 7. had kept  
8. would have found 9. decided 10. has been searching**

**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 x 1p = 10 points**

1. the
2. though
3. have
4. rather
5. ✓
6. highly
7. did
8. not
9. only
10. up

**I.3. Complete the sentences with the correct form of the words in capital letters. 5 x 1p = 5 points**

**1. LOVINGLY, 2. DISLOYAL, 3. SYMPATHETIC, 4. ACCURACY/INACCURACY/INACCURACIES,  
5. EXEMPLARY**

**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. 5 x 2p = 10 points**

**1. F 2. C 3. D 4. A 5. G**

**II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points**

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

**SUBIECTUL al III-lea – WRITING (40 POINTS)**

Analytical criteria	Exemplary 8p	Proficient 6p	Partially Proficient 4p	Weak 2p	Incomplete 1p	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 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.	