



**Etapa locală a olimpiadelor naționale școlare – 6.02.2026**  
**Probă scrisă**  
**Limba engleză**

**CLASA a XI-a - SECTIUNEA B**  
**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor
- Nu se acordă 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 for the words given below, according to their meaning in the text. (3 x1p = 3p)**  
1.c, 2.b, 3.c.

**B. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it. (3 x 1p = 3p)**

1. ... outcomes by means of complex...
2. ...have been taken over by ...
3. ... gives rise to pressing questions ...

**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. (4 x1p = 4p)**  
1. efficiency 2. autonomy 3. discrimination 4. regulation

**II. For questions 1-5, think of one word only which can be used appropriately in all three sentences. Write only the missing word on your answer sheet. (5x2p=10 p)**

1. issue 2. common 3. grounds 4. wander 5. flooded

**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. 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=10 p)**

1. ✓; 2.yet; 3. ✓; 4.than; 5.✓; 6.of; 7.of; 8. ✓; 9.hardly; 10. ✓

**IV. Translate the following text into English. 10p**

Grammar structures	4 points
Vocabulary	4 points
Fluency	2 points

**SUGGESTED ANSWER**

Let me tell you a secret. If you hadn't wanted/Had you not wanted happiness so badly, if you hadn't fought/had you not fought so fiercely for your small, modest share of it, and if you hadn't come/had you not come so close to achieving it, I might never have decided to punish you. I might have forgiven you. For five years I watched you every day. I knew your every move; I saw how hard you worked/toiled. Later, I learned that you were very good at what you



do/you excelled in what you do and that you treated everyone with such kindness. In a way, I was glad you were a good person, and I found myself liking you more and more. I became increasingly convinced that I would forgive you without ever telling you. I planned to leave this city without us ever having met, to allow you to live your life in peace, undisturbed.

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

**I. Five sentences have been removed from the following interview. 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. (5 x 2p= 10p)**

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

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

**Use the Marking Scheme**

**Se acordă 10 puncte din oficiu.**



**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.	