



Etapa locală a olimpiadelor școlare- 06.02.2026

Probă scrisă
Limba engleză
Clasa a VIII-a
Barem de corectare

SUBIECTUL I – USE OF ENGLISH (40 points)

1.1. 20 points (10 items x 2p)

1. could 2. had been working 3. had made 4. was shining 5. was admiring 6. had to 7. won't believe
8. had happened 9. am having 10. get

1.2. 10 points (5 items x 2p)

1. PRODUCTION
2. CHOICE
3. ILLEGAL
4. COASTAL
5. ORGANICALLY

1.3. 10 points (10 items x 1p)

1. The car turned over and ended upon **its** side.
2. She likes to go home and relax **herself** after a hard day's work.
3. She doesn't like **anybody/ anyone** except her small circle of friends. Anybody/ anyone
4. ✓ They cannot give him a promotion this year.
5. She created the whole thing **on her own/ by herself**.
6. ✓ She got some advice from a friend of hers.
7. ✓ Did someone leave this bag here by accident?
8. He was accused **of** stealing the old lady's shoulder bag.
9. I always look **forward** to the summer holiday.
10. On being presented with the award, he thanked all the remarkable **women** in his life.

SUBIECTUL II – READING COMPREHENSION (25 points)

II. 1. 10 points (5 items x 2p)

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

II. 2. 15 points (5 items x 3p)

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

SUBIECTUL III – WRITING (25 points)

Se acordă **10 p** din oficiu

Use the Marking Scheme

| Analytical criteria | Exemplary 5p | Proficient 4p | Partially Proficient 3p | 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. | The essay is fairly completed with all the sequencing elements of a narrative. | The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. | The essay is faulty, including serious logical impediments in the sequencing of events. | The essay is incomplete, the sequencing of the narrative moments being inconsistent. | |
| 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 organization 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 rare and may be often faulty; spelling errors can make text understanding difficult. 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. | |



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|--------------------------------|--|---|--|---|---|--|
| 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 non-relevant | The effect on the reader non-relevant | |