



INSPECTORATUL ȘCOLAR JUDEȚEAN, GALAȚI
OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZA - ETAPA LOCALĂ,
14 februarie 2026
CLASA A VII-A

BAREM

SUBIECTUL I – USE OF ENGLISH (40 p)

I.1 (10 items × 2p = 20 points)

1. has been
2. has been teaching
3. is working
4. has been spending
5. was streaming
6. gave
7. are
8. waste
9. would become
10. will turn

I.2 (5 items × 2p = 10 points)

1. of
2. to
3. also
4. do
5. it

I.3 (5 items x2p = 10 points)

1. insecurity
2. stability
3. respectfully
4. responsibility
5. attractive

SUBIECTUL al II-lea - READING (25 p)

a) Headings

1. B. A peaceful beginning
2. F. Lost among strangers
3. D. Stability through discipline
4. A. Brutality masked as ambition
5. E. Rescue and renewal

b) Multiple-Choice Questions

1. c 2. b 3. c 4. c 5. B

SUBJECT III – WRITING

(25 points)

Criterion	5 points	3–4 points	1–2 points	0 points
1. Task Achievement	Fully fulfils the task: required word limit; clear narrative purpose; accurate and creative use of the given opening; relevant title	Task mostly fulfilled; minor omissions or slight word-limit deviation	Task partially fulfilled; weak link to the given opening or incomplete narrative	Task not fulfilled
2. Organisation & Coherence	Clear overall structure; effective paragraphing; logical progression of ideas; appropriate connectors	Generally well organised; occasional lapses in coherence	Weak organisation; ideas unevenly developed	No logical organisation
3. Vocabulary Range & Appropriacy	Good range of vocabulary; some descriptive language; mostly precise word choice	Adequate vocabulary, though repetitive or occasionally inaccurate	Limited vocabulary; frequent repetition	Inappropriate or very poor vocabulary
4. Grammar & Sentence Control	Mostly accurate grammar; some variety of sentence structures; errors do not affect meaning	Noticeable grammatical errors, but meaning is generally clear	Frequent errors that affect clarity	Serious grammatical errors impede understanding
5. Spelling & Punctuation	Accurate spelling and punctuation throughout	A few minor errors	Numerous errors	Persistent errors affecting comprehension



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CLASA A VIII-A

BAREM

SUBIECTUL I – USE OF ENGLISH (40 p)

I.1 (10 items × 2p = 20 points)

1. spends
2. decided
3. is working
4. has already finished
5. has been preparing
6. was checking
7. had started
8. would have been
9. will have submitted
10. will have completed

I.2 (5 items × 2p = 10 points)

- 1 that
- 2 being
- 3 of
- 4 ✓
- 5 to

I.3 (5 items x2p = 10 points)

1. perception
2. unrealistic
3. critical
4. carefully
5. responsibility

SUBIECTUL al II-lea - READING (25 p)

a) Headings

- 1 **D** – The Digital Age and Human Connections
- 2 **E** – The Evolution of Work and Automation
- 3 **F** – The Changing Nature of Learning
- 4 **A** – The Health Consequences of Technology
- 5 **B** – The Future of Technological Progress

Titlu nefolosit: C

b) Multiple-Choice Questions

- 1 C 2A 3C 4C 5D

SUBJECT III – WRITING

(25 points)

Criterion	5 points	3–4 points	1–2 points	0 points
1. Task Achievement	Fully meets all task requirements: appropriate length; strong narrative development; effective and meaningful integration of the given opening; engaging title	Task largely achieved; minor underdevelopment or slight deviation	Task partially achieved; narrative weak or opening poorly integrated	Task not achieved
2. Organisation & Coherence	Sophisticated organisation; clear paragraphing; smooth transitions; cohesive devices used effectively	Generally coherent; some abrupt transitions or uneven paragraphing	Poor coherence; ideas loosely connected	No coherent structure
3. Vocabulary Range & Precision	Wide and precise vocabulary range; effective descriptive and expressive language	Adequate range; occasional repetition or imprecise use	Limited range; frequent repetition	Inadequate vocabulary
4. Grammar & Sentence Variety	High level of grammatical accuracy; effective use of complex and varied sentence structures	Some errors; limited complexity	Frequent errors; mostly simple structures	Errors seriously hinder comprehension
5. Spelling & Punctuation	Accurate spelling and punctuation throughout	Minor errors only	Frequent errors	Persistent and serious errors



INSPECTORATUL ȘCOLAR JUDEȚEAN GALAȚI
OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA
LOCALĂ CLASA a IX-a, SECȚIUNEA A

14 februarie 2026

Se acordă 10 puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH(40 points)

I. Multiple choice – 10 points

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

II. Open Close- 10 points

1. Will 2. Am/ Was 3. Yet/ However 4. Which (Not: that!) 5. Having 6. For 7. Will
8. Would 9. Long 10. Whatever

III. Word Building- 10 points

1. Performances; 2. Production; 3. Suitable; 4. Actors; 5. Talented; 6. Uncomfortable; 7. Disadvantages; 8. Disbelief; 9. Enjoyment; 10. Entertaining.

IV. Transformations - 10 points (2p x 5 sentences)

1. should /have bought;
2. used to be/ in prison;
3. mistook my client/ for someone;
4. can't afford/ to buy;
5. is a rumour/ that

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

I. Reading – 10 points (2p x 5)

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

II. Writing – 40 points

Content (coverage of the given task, relevant arguments)- 10 points

Language accuracy (grammar and vocabulary)- 10 points

Organisation (specific structure, paragraphs, layout, linking words, cohesive elements)- 10 points

Communicative achievement (cohesion of the ideas, overall impression) - 10 points

MARKING SCHEME - FORMAL LETTER

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
TASK ACHIEVEMENT	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.	
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; 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.	
LANGUAGE	A wide range of vocabulary / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are present; errors in word choice/formation predominate; spelling 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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	



INSPECTORATUL ȘCOLAR JUDEȚEAN GALAȚI
OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA
LOCALĂ CLASA a X-a, SECȚIUNEA A

14 februarie 2026

Se acordă 10 puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH(40 points)

I. Multiple choice – 10 points

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

II. Open Close- 10 points

1. A 2. At 3. To 4. Be 5. It 6. Like 7. Had 8. Are 9. On 10. Which

III. Word Building- 10 points

1. Impressive 2.Safety 3.Effectively 4.Losses 5. Enthusiasts 6. Unsuccessful 7.strengthen
8.improvements 9.Increasing 10.Various

IV. Transformations - 10 points (2p x 5 sentences)

1. wish/ I hadn't sold
2. had never eaten/ such
- 3.is taking care/ of
4. haven't seen Melanie/ since
5. accused Joe/ of stealing

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

I.Reading – 10 points (2p x 5)

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

II. Writing – 40 points

Content (coverage of the given task, relevant arguments)- 10 points

Language accuracy (grammar and vocabulary)- 10 points

Organisation (specific structure, paragraphs, layout, linking words, cohesive elements)- 10 points

Communicative achievement (cohesion of the ideas, overall impression) - 10 points

MARKING SCHEME – REVIEW

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	
LANGUAGE	A wide range of vocabulary / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are present; errors in word choice/formation predominate; spelling errors make the text obscure at times, the register is faulty.	
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.	



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OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ
CLASA a XI-a, SECȚIUNEA A
14 februarie 2026

SUBIECTUL A – USE OF ENGLISH (40 points)

I. MULTIPLE CHOICE - 10 points

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

II. OPEN CLOZE- 10 points

1 more

2 by / in

3 at

4 why

5 took

6 what / how

7 likely / prone

8 as

9 that

10 make

III. WORD BUILDING- 10 points

1 appearance

2 awareness

3 striking

4 maintenance

5 scarcity

6 discontent

7 imaginative

8 conversion

9 recognition

10 reliable

IV. KEY WORD TRANSFORMATIONS - **5x2=10 points**

1. **prides** herself (1) on being able to (1)
2. have global temperatures (1) been **so** high (1)
3. was cancelled (1) on the **grounds** that (1)
4. came **across** (1) as being (1)
5. down (1) our **request** for (1)

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

1.READING (5x2p = 10 p)

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

2.Write a report (40p)

10 points granted

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
TASK ACHIEVEMENT	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	
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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are present; errors in word choice/formation predominate; spelling 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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	



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CLASA a XII-a, SECȚIUNEA A
14 februarie 2026

SUBIECTUL A – USE OF ENGLISH (40 points)

I. MULTIPLE CHOICE - 10 points

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

II. OPEN CLOZE- 10 points

1.common, 2. up, 3.from 4. Only, 5. do, 6. Although, 7. there, 8. however, 9. Despite, 10. It

III. WORD BUILDING- 10 points

1.TRANSATLANTIC 2. EXCLUSIVELY 3. ADMITTEDLY 4. UNEXPECTED
5. UNPREDICTABLE 6. RESIGNEDLY 7. DISSATISFACTION 8. UNFORTUNATE 9.
INADEQUATELY 10. OVERNIGHT

IV. TRANSFORMATIONS - 5x2=10 points

1. was a **lack** of (1) clarity (1)
2. a last **resort** (1) does/do/will the company
3. have developed/acquired/got into (1) the **habit** of (1)
4. with a **view** (1) to becoming (1)
5. yourself (1) be **taken** in by (1)

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

I. Reading (5x2p=10 points)

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

II. ARTICLE- (40 points)

10 points granted

MARKING SCHEME – ARTICLE

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
TASK ACHIEVEMENT	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	
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.	
LANGUAGE	A wide range of vocabulary / grammatical structures 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/ grammatical structures 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 / grammatical structures 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 / grammatical structures 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 / grammatical structures is present; errors in word choice/formation predominate; spelling 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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	



Clasa a 9-a, secțiunea B - etapa locală 2026

KEY			
Subiectul I – Use of English			
I.	II.	III.	IV.
1 B 2 D 3 A 4 D 5 B 6 A 7 B 8 B 9 A 10 C	1. HAVE 2. SINCE 3. OF/THAN 4. TO 5. MOST 6. CAN/MAY 7. WHICH/THAT 8. WHERE 9. MANY / ALL/MOST/SOME 10. NOT	1.ALONE/LONELY, 2.GROWING, 3.HARMFUL, 4.UNHAPPINESS, 5.UNLIMITED, 6.KNOWLEDGE, 7.CONFIDENCE, 8.MODERATION, 9.DISCUSSION(S), 10.POWERFUL	1 If only // I knew 2 since // we (last) went 3 know // whose bag this 4 - you have your house // repainted - you have someone/somebody // repaint your house? 5 is somebody // whose advice I

KEY
Subiectul II – Integrated skills
I.
1 A 2 B 3 B 4 C 5 D

MARKING SCHEME – REVIEW

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	
LANGUAGE	A wide range of vocabulary / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are present; errors in word choice/formation predominate; spelling errors make the text obscure at times, the register is faulty.	
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.	



Clasa a 10-a, secțiunea B - etapa locală 2026

Subiectul I

I.	II.	III.	IV.
1. A 2. C 3. C 4. B 5. A 6. A 7. D 8. B 9. D 10. B	1. For 2. have 3. each 4. same 5. out 6. by 7. in 8. at/for/into 9. where 10. on	1. GROWTH 2. INVENTIVE 3. INCORPORATION 4. PSYCHOLOGICAL 5. PROXIMITY 6. SUBSTANTIAL 7. SCEPTICAL 8. UNAFFORDABLE 9. ARTISTICALLY 10. COLLABORATIVE	1 IS THE // LEAST INTERESTING 2 OUGHT TO // HAVE COME 3 HAVING EATEN // THE 4 WAS THE ONLY ONE // WHO 5 ABOUT // GETTING RID OF

Subiectul II

I.

1. C

2. C

3. D

4. A

5. B

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
TASK ACHIEVEMENT	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	
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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are present; errors in word choice/formation predominate; spelling 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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	



Clasa a 11-a, secțiunea B - etapa locală 2026

Answer key

SUBIECTUL I – USE OF ENGLISH (40 points)

I.	II.	III.	IV.
1B	1 is	1. ARCHAEOLOGISTS	1. to have avoided
2D	2 with	2. PROOF][revealing/telling/showing/exposing
3C	3 had /	3. CULTIVATION	2. little/nothing to lose][by telling/if
4A	needed /	4. ALCOHOLIC	you tell
5B	used /	5. INHABITANTS	3. are unlikely][to be
6A	tended	6. CONTENT(S)	4. sooner had][they introduced
7A	4 another	7. PRESENCE	5. only serve][to make
8B	5 reach	8. DISTINCTIVE	
9A	6 worth	9. ANALYSES (NOT	
10B	7 until/till	ANALYSIS)	
	8 come	10. MIXTURE	
	9 Since		
	10 doing /		
	conducting		

SUBIECTUL II – INTEGRATED SKILLS (60 points)

I.

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

MARKING SCHEME – ARTICLE

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
TASK ACHIEVEMENT	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	
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.	
LANGUAGE	A wide range of vocabulary / grammatical structures 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/ grammatical structures 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 / grammatical structures 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 / grammatical structures 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 / grammatical structures is present; errors in word choice/formation predominate; spelling 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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	



Clasa a 12-a, secțiunea B - etapa locală 2026

SUBIECTUL I – USE OF ENGLISH (40 points)

KEY			
I.	II.	III.	IV.
1 B	1. TERM/PHRASE/ EXPRESSION	1. DEPENDENCE /DEPENDENCY	1. fell short of convincing
2 A	2. GOING	2. EASE	2. insisted on speaking
3 A	3. AVAILABLE	3. LIMITATIONS	3. so wrapped up in her work
4 D	4. SPEND	4. FLEXIBILITY	4. gave him my word there would
5 C	5. ANOTHER	5. INSECURITY/-IES	5. to seek advice from an
6 A	6. EITHER/ WHETHER	6. UNDERLYING	
7 C	7. BECOME	7. SYMBOLIC	
8 D	8. THAT	8. UNJUSTIFIABLE	
9 B	9. SURE/CERTAIN	9. THOUGHTFUL	
10 B	10. UP	10. DAMAGING	

SUBIECTUL II – INTEGRATED SKILLS (60 points)

READING:

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

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
TASK ACHIEVEMENT	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	
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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are 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 / grammatical structures are present; errors in word choice/formation predominate; spelling 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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	