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

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	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.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout.	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.	The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times; there are inconsistencies in register.	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The text has not a relevant effect on the reader.	The text has a negative effect on the reader.	