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 modalităţi de rezolvare corectă a cerinţelor.**
- **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
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 or 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 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.	
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 does not have a relevant effect on the reader.	The text has a negative effect on the reader.	