

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2026

**Probă scrisă
Limba engleză
CLASA a IX-a - SECȚIUNEA A**

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 following text and put the verbs in brackets in the correct form. 10 points

1. was falling, 2. had been waiting, 3. had hoped, 4. would change, 5. happened, 6. had known, 7. would have left, 8. had made, 9. was/had been; 10. be undone

II. Use the word given in capitals to form a word that fits in each sentence. 10 points

1. ILLOGICAL; 2. IMPULSIVENESS; 3. AMBIGUOUS; 4. STRENGTH; 5. THREATENING;
6. MEANINGLESS; 7. PRODUCTIVE; 8. INTENSITY; 9. ACTION; 10. ACCEPTANCE.

III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

5x2p =10 points

1. **wish** I had told;
2. **stopped** talking/speaking;
3. is believed to **have** been;
4. couldn't/could not **carry** on writing
5. in **addition** to being

IV. Translate the following text into Romanian. 10 points

Suggested answer:

grammar structures 4 points

vocabulary 4 points

fluency 2 points

It was the beginning of spring, and everything seemed to breathe differently. The light fell gently over the city, and along the park paths, the still bare trees were slowly coming back to life, as if they were hesitant to believe in rebirth. Ioana ran her fingers over the spine of an old book and smiled for no reason. There was silence, but a meaningful one – as if the universe had paused just so she could remember who she was.

SUBIECTUL B – INTEGRATED SKILLS 60 points

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

5x2= 10 points

II. WRITING

LETTER OF APPLICATION

40 points

MARKING SCHEME - FORMAL LETTER

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	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.	
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.	

**Proba scrisă
Limba engleză
CLASA a X-a –SECȚIUNEA A
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 following text and fill in the blanks with ONE word only. 10 points
(10 x 1p)

1) not, 2) has, 3) more, 4) less, 5) Despite, 6) on, 7) until, 8) may/might, 9) some, 10) being.

II. Use the word given in brackets to form a word that fits in each sentence. 10 points
(10 x 1p)

1) DISCOURAGING, 2) IMPRACTICALITY/ IMPRACTICABILITY, 3) ADVISABLE, 4) STRENGTHEN, 5) DEPARTURE, 6) INDECISIVE, 7) CONFIDENTLY, 8) RELATIONSHIP, 9) MISREPRESENTING, 10) ILLEGALITY.

III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. 10 points
(5 x 2p)

1. was **highly** regarded by everyone
2. John had **left** the previous
3. must have **been** the sound
4. **did** I realize / **did** I know how addictive
5. is going to **have** her

IV. Translate into English. 10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

That evening, however, as soon as she confessed her great past love / love from the past, Ileana changed once again: she began to resemble the woman I had known at the beginning, as though until then she had been uneasy and troubled by a concern unfamiliar to her. Once again, she reminded me how easily I had forgotten my promise to bring her the book. She then asked me whether novelists truly always recounted their own experiences, and to what extent the woman they had loved could be transformed into the heroine of a book. She tried / was trying, in every way / by any means, to divert / steer the conversation into a harmless field / realm – that of neutral facts. I was beginning to come to my senses, and I was glad to find an intelligent woman with whom I could talk about the art and technique of writing.

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. Five sentences have been removed from the article. 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. 10 points
(5 x 2p)

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

II. Review - 40 points

MARKING SCHEME FOR THE REVIEW

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	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.	
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, the register is faulty.	
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 relevant effect on the reader.	The text has a negative effect on the reader.	

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare –2026

Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA A

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 following text and fill in the blanks with ONE word only. 10 points

10 x 1p = 10 points

1. with 2. has 3. as 4. while/though/although 5. far 6. than 7. whether 8. of 9. the/mere 10. at

II. Choose the correct answer A, B, C or D. 10 points

10 1p = 10 points

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

III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

10 points (5 x 2p = 10 points)

1. been put **forward** //to change /for changing
2. (quite) a **reputation** // for being/ as OR the **reputation** //of being
3. few **gaps** // in Tim's knowledge
4. couldn't/didn't **manage** //to get
5. **neither** of which // I liked

IV. Translate into English. 10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER:

The Ballroom had been decorated according to her precise instructions. A hundred little elves had worked for three days and three nights, in several shifts, closely supervised by Mr. Azi/Today, in order to fulfil all her wishes regarding the decorations, the floral arrangements, the menu and the artistic moments. The three members of the band The Leprechauns, now once again without a lead singer, had already taken their places on stage. They were going to play only background music, which was bound to suit Tempus perfectly, as he could not stand loud melodies typical of the Future Rock style.

In the kitchen, all the pastry chefs from Temps d'Amour were busily putting the finishing touches on a four-tier cake — no, five — no, seven — Poimărți simply could not decide on the number! At first, she had asked for one tier for each child, then she decided to include the rest of the extended family in the count, and that was when the confusion began. Consequently, the pastry chefs were working in a state of terrible anxiety, knowing that at any moment they might be asked to add or remove yet another tier.

SUBIECTUL B – INTEGRATED SKILLS (50p)

I. Reading Comprehension: 5x2 points=10 points

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

II. Marking scheme for report - 40 points

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/ 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 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.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2026

Probă scrisă

Limba engleză

CLASA a XII-a - SECȚIUNEA A

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 following text and fill in the blanks with ONE word only.

10 points

10 x 1p = 10 points

1. during 2. by 3. had 4. under 5. to 6. Most / More 7. over 8. no 9. was 10. rather

II. Choose the best option A, B, C or D.

10 points

10 x 1p = 10 points

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

III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

10 points

1. bought it on a **WHIM**
2. the **HEIGHT** of his success
3. rumours had any **GRAIN** of
4. had finished **DID** she admit
5. didn't/did not **COME** off despite

IV. Translate into English.

10 points

grammar structures 4 points

vocabulary 4 points

fluency 2 points

SUGGESTED ANSWER

The next/following morning, Paul, who had woken up late, found Adriana in the yard, writing something in a school notebook. He approached her unnoticed, leaned/bent from behind holding his breath, and with one hand suddenly snatched the notebook from her. The girl let out a short scream/cry. She remained frozen for a moment and then threw herself at her cousin.

"No, no, please, I beg you, give it back. You won't/shall not read it, you mustn't/shouldn't read it, I don't want you to, swear to me that you won't read it."

She spoke quickly, almost without realizing what she was saying. She was pale, her eyes were burning, her hands were pleading, her body was agitated. Paul didn't understand anything. He had tried/ only meant to joke and his little joke had sparked a despair he hadn't expected, which confused him and which he didn't know how to calm.

He put the notebook on the table, without looking at it, and tried to apologize.

"But, Adriana, I only meant to joke..."

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. 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. (10 points) 5 x 2p = 10 points

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

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.	