



OLIMPIADA DE LIMBA ENGLEZĂ

ETAPA LOCALĂ

12 FEBRUARIE 2026

CLASA a XII-a

SECȚIUNEA B

BAREM DE CORECTARE ȘI NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.

SUBIECTUL A – USE OF ENGLISH

40 points

I. Read the text below and complete the following tasks.

A. Answer the following questions:

4 points

1. It addresses broader ecological systems.
2. To combat deforestation, mitigate climate change by sequestering carbon.
3. A preference for economic development.
4. Because of the perception that conservation interferes with established practices.

B. Choose the correct synonyms of the underlined words in the text.

3 points

1. a
2. b
3. a

C. 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.

3 points

1. only do initiatives like reforestation projects combat deforestation, but they also mitigate climate change by sequestering carbon.
2. that adaptive measures should be taken/ be taken to allow species migration.
3. the success of conservation ultimately hinges on is international cooperation.



II. For questions 1-10, read the text below and look carefully at each line. Some of the lines are correct and some have a word that should not be there. If a line is correct, put a tick by the number on your answer sheet. If a line has a word which should not be there, write the word down next to the number on your answer sheet. 10 points

1. ever
2. As
3. √
4. out
5. surely
6. of
7. much
8. had
9. √
10. on

III. Use the word given in brackets to form a word that fits each gap. 10 points

- | | | | | |
|--------------|----------------|-----------------|------------------|----------------|
| 1. overall | 2. dietary | 3. encompassing | 4. overnutrition | 5. heightened |
| 6. excessive | 7. convenience | 8. mindful | 9. locally | 10. well-being |

III. Translate into English:

10 points

Suggested answer

Once, when he turned fifteen, he got so mad at his father that he even dressed as a girl. He stole into his freckled sister's room, and found there ladder-proof stockings, a nightgown, a jumper dress imported from Switzerland, and a faded pleated skirt. If his sister had not been so tall and obese, he would have put them on, and he would have run out of the room, imagining he would be able to scour the town like that, and get away with it. A nosey policeman might have spotted the dwarf while he was edging his way along the walls and would have slapped him in the face.

grammar structure: 4 points

vocabulary: 4 points

fluency: 2 points



SUBIECTUL B - INTEGRATED SKILLS

50 points

I. For each question decide which answer (A, B, C or D) fits best according to the text.
10 points

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

II. Writing a proposal (40 p) – See Marking Scheme

TOTAL: 90 POINTS

**NOTĂ: TOATE SUBIECTELE SUNT OBLIGATORII.
SE ACORDĂ 10 PUNCTE DIN OFICIU**



Ministerul Educației
Centrul Național de Politici și Evaluare în Educație

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 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.	