

INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

**OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ - 28 FEBRUARIE 2026
CLASA a VII-a**

BAREM VARIANTA 1

Se acorda 10 puncte din oficiu. Se puncteaza orice alta modalitate de rezolvare corecta a subiectelor.

SUBIECTUL I (5 X 5p = 25 points)

1 C

2 A

3 D

4 B

5 C

SUBIECTUL II (10 X 1p = 10 points)

1 strength

6 foolish

2 importance

7 darkness

3 Unfortunately

8 wonderfully

4 disagreement

9 admiration

5 stormy

10 graceful

SUBIECTUL III (10 X 2p = 20 points)

1 plays

6 have received

2 had found

7 is becoming

3 have been playing

8 have only stayed

4 were riding

9 have / have had

5 will be watching

10 am taking/will be taking

SUBIECTUL IV (10 X 1p = 10 points)

1 A (expect)

2 C (as)

3 B (Anyone)

4 D (precise)

5 D (stage)

6 D (called)

7 C (although)

8 B (which)

9 A (in)

10 B (let)

SUBIECTUL V (25 points)

INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

**OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ - 28 FEBRUARIE 2026
CLASA a VIII-a**

BAREM VARIANTA 1

Se acorda 10 puncte din oficiu. Se puncteaza orice alta modalitate de rezolvare corecta a subiectelor.

SUBIECTUL I 5 X 5 p = 25p

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

SUBIECTUL II 10 x 2 p = 20p

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

SUBIECTUL III 5 x 2 p = 10 p

- 1.credibility
- 2.uninteresting
- 3.unemployment
- 4.absence
- 5.confidence

SUBIECTUL IV 5 x 2 p = 10 p

- 1.It is three weeks since Ann **bought** that large red SUV.
- 2. She read the book silently and didn't notice me entering the room.
- 3. He says the guests will have left by the time you **get** there.
- 4. I'm looking forward to **seeing** you at the party next week.
- 5.I prefer reading books **to** watching movies in my free time.

SUBIECTUL V-25 points (MARKING SCHEME)

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Task not attempted 0p
CONTENT	The essay is completely relevant to topic, describing places/ events /characters/atmosphere, reaching climax, including the final reactions of the protagonist. There is a logical connection between the beginning /ending of the narrative and the events described.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to judicious use of linking devices, mechanics, and length requirements. Each paragraph starts with a topic sentence supported by the other sentences in the paragraph.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; fewer common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type of writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; 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 within the essay; 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 effect on the reader is non-relevant.	The effect on the reader is non-relevant.	

INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ 28.02.2026

CLASA a IX-a, SECȚIUNEA A

VARIANTA 2 - ANSWERS

Toate subiectele sunt obligatorii. Se acordă 10 puncte din oficiu. Timpul efectiv de lucru este de 3 ore.

SUBIECTUL A - USE OF ENGLISH (40 points)

I. 10X1p=10p

1. Have you ever felt; 2. did; 3. sat; 4. had given/gave; 5. was missing; 6. rang; 7. opened; 8. saw; 9. are taking; 10. would be/was going to be

II. 10X1p=10p

1	comfortable	6	commuting
2	troublesome	7	unpleasant
3	extensive	8	daily
4	stressful	9	boredom
5	frustration	10	temptation

III. 10X1p=10p

1. for; 2. deal/cope/tackle; 3. to; 4. from; 5. a/one; 6. which; 7. under; 8. was; 9. a; 10. him

IV. 5X2p=10p

1. are not/aren't capable of doing
2. did she become a
3. can/ will make you buy
4. were/was better, he could be
5. haven't seen each other

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. 5X1p=5p

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

II. LETTER OF APPLICATION - 45p

MARKING SCHEME - LETTER OF APPLICATION

Analytical criteria	Excellent 9 p	Good 7 p	Adequate 5 p	Weak 3 p	Inadequate 1 p	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; fewer 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.	

OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ
28 FEBRUARIE 2026
CLASA a X-a – SECȚIUNEA A

VARIANTA 1

BAREM

SUBIECTUL A – USE OF ENGLISH 40 points

I. (10 p) 10p = 5x2p

1. had difficulty (in) settling down
2. few/rare cases do patients make
3. the referee had not intervened promptly
4. he had his house burgled
5. how long I had been

II. Choose the correct answer A, B, C or D. (10 p)

10p= 10x1p

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

III. Write one word in each gap. (10 p)

10p= 10x1p

- | | |
|--------------------|-------------------|
| 1 more | 6 if |
| 2 by | 7 how |
| 3 something/places | 8 sharp/keen/good |
| 4 under | 9 reduce/cut |
| 5 on | 10 which |

IV. Write the correct form of the word in CAPITALS to complete the gaps: (10 p)

10p= 10x1p

1. AMAZINGLY
2. VISITORS
3. ENTHUSIASTIC
4. HUMANITY
5. POLITICIANS
6. COMPETITIONS
7. ACHIEVEMENT
8. STRENGTH
9. ENDURANCE
10. FASCINATING

SUBIECTUL B – INTEGRATED SKILLS (50 points)

- I. Read the text below and do the tasks that follow. (5 points)

5 p= 5x1p

1A 2C 3D 4A 5D

- II. 45 points – See marking scheme

REVIEW -MARKING SCHEME

Analytical criteria	Excellent 9p	Good 7p	Adequate 5p	Weak 3p	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/ recommendations 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/formati on 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 a relevant effect on the reader.	The text has a negative effect on the reader.	

INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ

28.02.2026

CLASA a XI-a, SECȚIUNEA A

BAREM DE CORECTARE SI EVALUARE

VARIANTA 1

Se acordă 10 puncte din oficiu. Se punctează oricare altă modalitate de rezolvare corectă a cerințelor.

SUBIECTUL A- USE OF ENGLISH (40 POINTS)

I 10x1p=10 p

1. had told; 2. would have laughed; 3. was accustomed/ had been accustomed; 4. will have spent; 5. did I know; 6. would not have embarked; 7. realised; 8. had; 9. have been working; 10. will have been published/to be published

II 10x1p=10 p

1. dramatically; 2. weakening; 3. togetherness; 4. unreliable; 5. emergence ; 6. indispensable; 7. undeniable; 8. increasingly; 9. readiness; 10. critical

III 10x1p=10 p

1. B had paid/wouldn't have got
2. A be/hadn't been finished
3. B had been walking/were hurting
4. B had I entered/when
5. C had listened/wouldn't be
6. B needn't/would
7. A convincingly/must be
8. A the most selfish/seldom
9. B to read/feeling
10. B yet

IV 10x1p=10 p

1. According
2. few
3. for
4. on
5. have/enjoy
6. otherwise
7. means
8. worth
9. account
10. taking

SUBIECTUL B -INTEGRATED SKILSS (50 POINTS)

READING (5 POINTS)

5x1p=5 p

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

WRITING-REPORT (45 POINTS)

Analytical criteria	Excellent 9p	Good 7p	Adequate 5p	Weak 3p	Inadequate 1p	Task not attempted 0p
Task achievement	The report is completely relevant to the task, fully developing all content points; the format of the report is fully observed; the purpose of the report is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn	The report covers the requirements of the task but the content points could be more fully extended; The format of the report is observed; the purpose of the report is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated	The report 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 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 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 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.	

OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ

28 FEBRUARIE 2026

CLASA a XII-a - SECȚIUNEA A

BAREM VARIANTA 1

Nota: Se acordă 10 puncte din oficiu. Se punctează oricare altă modalitate de rezolvare corectă a cerințelor.

SUBIECTUL A - USE OF ENGLISH 40 points

I. 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 three and six words, including the word given. (10 p)

5x2p=10p

1. time/point were we required to
2. prevented the delegates (from) arriving/being in/on
3. would rather he didn't/ did not drive
4. to put up with (any/ this) rudeness
5. circumstances should you have/keep

II. Choose the correct answer A, B, C or D. (10 p) 10x1p=10p

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

III. Write one word in each gap. (10 p) 10x1p=10p

1 into 2 for 3 get 4 It 5 to 6 until/ before/ unless/ till 7 as 8 is 9 not 10 when

4. Write the correct form of the word in CAPITALS to complete the gaps: (10 p) 10x1p=10p

1. PLEASURE
2. DISADVANTAGES
3. PREFERABLY
4. PURSUIT
5. FORTUNATELY
6. DEFICIENCY/ IES
7. REQUIREMENT
8. REASONABLE
9. HAZARDOUS
10. UNINTERRUPTED

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. 5X1p=5p

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

II. ARTICLE – 45 p (MARKING SCHEME)

Analytical criteria	Excellent 9p	Good 7p	Adequate 5p	Weak 3p	Inadequate 1p	Task not attempted 0p
Task achievement	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; a title, introduction and conclusion are present.	The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; a title, introduction, and conclusion are present but not fully linked to the topic	The article 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 does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included	The article 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.	

Varianta 1

OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ
28 FEBRUARIE 2026
CLASA a IX-a, SECȚIUNEA B
BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă 10 puncte din oficiu.

SUBIECTUL A- USE OF ENGLISH (40 points)

I. Read the paragraph below and do the tasks. (20 points)

A. 4x2p=8 points

Suggested answers- any other answers that contain similar ideas will be accepted

1. Historians focused on events connected to the development of their own society, or the society they chose to study. (“...events that had a bearing on the development of their own society, or on the society they decided to study”)
2. Historians often exclude areas when sources are limited and when the topic offers little value for serious research. (“...when sources remain limited, or when the topic offers little benefit for serious research”)
3. Historians adopted a Eurocentric perspective because Europe influenced the rest of the world strongly over the past five centuries through politics, trade, and culture. (“Europe has strongly affected the rest of the world over the last five centuries, through politics, trade, and culture”)
4. Historians can reconstruct these civilisations from evidence produced within the societies themselves, because they left early writing and internal records linked to their state structures. (...they developed early written systems and state structures in their own regions, and historians can analyse them mainly through their internal records)

B. 3x2p=6 points

1. a; 2. c; 3. c

C. 3x2p=6 points

1. Historians had better broaden their focus beyond a Eurocentric view, or they will not succeed in drawing links between periods.
2. Historians are believed to have been more preoccupied with studying civilisations which had more influence on European society.
3. Historians wish they had not ignored societies which left no written record.

II. 10x1p=10 points

1. increasingly; 2. especially/ specially; 3. renewable; 4. efficiency; 5. unreliability; 6. additionally; 7. residents; 8. unspoilt;
9. unsurprisingly 10. maintenance

III. 5x2p=10 points

1. such; 2. apart/ aside; 3. whether; 4. say; 5. long

SUBIECTUL B - INTEGRATED SKILLS (50 points)

I. 5x1p= 5p

- 1 C; 2 B; 3 A; 4 D; 5 B

II. Writing: Review- 45 points

REVIEW -MARKING SCHEME

Analytical criteria	Excellent 9p	Good 7p	Adequate 5p	Weak 3p	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/ recommendations 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 a relevant effect on the reader.	The text has a negative effect on the reader.	

OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ

28 FEBRUARIE, 2026

CLASA a X-a, SECȚIUNEA B

Barem Varianta 1

Se acordă 10 puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

A. 4 X 2 p.= 8 points

1. Social media was originally seen as a "heralded" tool for global liberation and empathy. Over time, this "euphoria" turned into a "cynical reality" where platforms are seen as "fragmented battlefields" designed to exploit and monetise user attention.
2. The writer was dismissive and judgmental, viewing those who used intrusive apps as "narcissistic" or "bored." He/she "sneered" at the possibility of being personally affected or manipulated by such technology.
3. The writer joined because he felt it had become a "professional liability" to remain offline. He/she convinced himself/herself it was a necessary tool for "networking" rather than personal use.
4. The writer realised he/she had lost the ability to perform "deep work" because his attention span had been "shredded." This loss of focus and the feeling of being controlled by a "silent taskmaster" (the phone) prompted the change.

B. 3 X 2p. = 6 points

1. **heralded:** c. acclaimed
2. **euphoria:** a. elation
3. **liability:** b. disadvantage

C. 3 X 2p. = 6 points

Little **did we realize** that these platforms were designed for extraction.

The technology **would stop diminishing us/ would not continue to diminish us** if we were to make a conscious effort to reclaim our mental space.

Through carefully calibrated algorithms, our attention **is being monetised** by these platforms.

II. 10 X 1p. = 10p.

1. AVAILABILITY 2. CONSIDERABLE 3. DEPENDENCE 4. CONSUMPTION 5. UNSUSTAINABLE 6. INVENTORS
7. EFFICIENCY 8. DISADVANTAGES 9. SCARCITY 10. SUBSTANTIAL

III. 5 x 2 = 10P.

- 1 for
- 2 According
- 3 which / that
- 4 Despite / Notwithstanding
- 5 whether / if

Subiectul B- 50 points

I. 5 X 1 = 5p.

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

II WRITING-45 points

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 9p	Good 7p	Adequate 5p	Weak 3 p	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.	

OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ
28 FEBRUARIE, 2026
CLASA A XI-A, SECȚIUNEA B

VARIANTA 1
ANSWERS

SUBIECTUL A - USE OF ENGLISH (40 points)

I. (20 points)

A. (4 x 2p = 8 points) - Suggested answers:

1. She appears to be too cheerful, as opposed to the grim topic of the tour.
2. He occasionally corrects Brenda on minor forensic details.
3. He implies that by analysing the story, the details, the circumstances of a horrific event, by profiling the "monster" behind, one can gain understanding, which helps control the chaos and the fear, providing a sense of safety. / There is a psychological need to turn random horror into a structured and understandable narrative.
4. In the beginning, the writer sees the group as morbidly seeking excitement out of tragedy, but then he realizes that these people actually look for the narrative behind, so that their mind can feel in control and be at peace with the horror and the mystery surrounding it. / From the writer's initial cynicism and superior attitude towards the "dark tourists", he becomes more curious and softer in his views, trying to understand those people's deeper reasons. / While still unsettled by their hobby, he concedes it stems from a valid human impulse.

B. (3 x 2p = 6 points)

1. C
2. D
3. A

C. (3 x 2p = 6 points)

1. with the tour / through the tour
2. you couldn't put / you wouldn't put
3. can I dismiss

II. (10 x 1p = 10 points)

- | | |
|------------------------|------------------|
| 1. ALERTNESS | 6. APPROXIMATELY |
| 2. DEMANDING | 7. DESIGNATED |
| 3. EXECUTIVES | 8. ACCOMPANY |
| 4. MAXIMISE / MAXIMIZE | 9. SLEEPINESS |
| 5. DISORIENTATION | 10. DESPERATION |

III. (10 x 1p = 10 points)

1. from
2. no
3. If
4. out
5. as
6. up
7. more
8. into
9. turned
10. how

II. (45 points) MARKING SCHEME ART

SUBIECTUL B - INTEGRATED SKILLS (50 points)

I. (5 x 1p = 5 points)

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

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 9p	Good 7p	Adequate 5p	Weak 3p	Inadequate 1p	Task not attempted 0p
Task achievement (max 10p)	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; a title, introduction and conclusion are present.	The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; a title, introduction, and conclusion are present but not fully linked to the topic	The article 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 does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included	The article does not relate to the task	
Organization and cohesion (max 10p)	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 (max 10p)	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 (max 10p)	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 (max 5p)	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 PRAHOVA

OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ

2026

**CLASA a XII-a, SECȚIUNEA B
BAREM DE EVALUARE ȘI DE NOTARE**

VARIANTA 1

• *Se punctează oricare alte modalități de rezolvare corectă a cerințelor. Se acordă 10 puncte din oficiu.*

SUBIECTUL A- USE OF ENGLISH (40 points)

I. Read the paragraph below and do the tasks. (20 points)

A. 4x2p=8 points

Suggested answers- any other answers that contain similar ideas will be accepted

1. Because Tai Shan is a juvenile giant panda/baby animal, not a typical figure one would associate with high finance, international diplomacy, governmental oversight, and scholarly curiosity. Despite being just a young panda, he attracts significant attention from all these important/serious spheres, which is unusual/unconventional.
2. It reveals that giant pandas require the most significant fiscal commitment/financial investment of any species kept in zoos. No other animal species is as expensive to maintain in zoos as giant pandas.
3. Their scarcity/rarity amplifies their allure/appeal. The fact that they are exceedingly rare makes them even more captivating.
4. The writer suggests the precision is questionable because giant pandas are elusive by nature and reside in remote, often unapproachable mountainous woodlands, making accurate counting difficult.

B. 3x2p=6 points

1. b) auxiliary 2. d) evasive 3. c) settled

C. 3x2p=6 points

1. Only 1,590 giant pandas are estimated to survive/ in China.
2. Were giant pandas not exceedingly/so rare or Were it not for the extreme/extraordinary/exceeding rarity of giant pandas, they would not captivate so many people.
3. At no time prior to Tai Shan's public unveiling had zoo attendance surged by (up to) 50 percent/such a margin.

II. 10x1p=10 points

1. INTELLECTUAL 2. ADAPTATION 3. CAPTIVITY 4. SPACIOUS 5. DIVERSITY 6. SURVIVAL 7. INBREEDING
8. UNPREDICTABLE 9. RESPONSE 10. FRAGMENTATION

III. 5x2p=10 points

1. break 2. detriment 3. However, / Nevertheless / Yet/ Nonetheless 4. tend 5. than

SUBIECTUL B - INTEGRATED SKILLS (50 points)

I. 5x1p= 5 points

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

II. WRITING: PROPOSAL- 45 points

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 9p	Good 7p	Adequate 5p	Weak 3 p	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.	

