

**INSPECTORATUL ȘCOLAR JUDEȚEAN COVASNA**  
**OLIMPIADA DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ – CLASA a VIII-a**  
**BAREM DE CORECTARE ȘI NOTARE**  
**31 ianuarie 2026**

**Total: 100 de puncte**

***Se acordă 10 puncte din oficiu.***

**I. READING (25 POINTS)**

- 1. Match the following headings (1-5) to the correct paragraphs (A-D). There is one extra heading that you do not need to use. (4 items x 2.5p = 10 points)**

Paragraph A: **4** (The Humble Beginnings)

Paragraph B: **5** (A New Era of Storytelling)

Paragraph C: **1** (A Modern Tool for Learning and Work)

Paragraph D: **2** (The Dark Side and the Benefits) (*Extra heading: 3*)

- 2. Choose the correct answer (a, b, c, or d) for each question based on the text. (5 items x 3p = 15 points)**

- 1. c** (In the 1950s)
- 2. b** (Because of the invention of 3D graphics and home consoles)
- 3. c** (Competitive gaming with a large audience)
- 4. c** (Not getting enough sleep)
- 5. d** (Enjoy games but keep a balance with other activities)

**II. USE OF ENGLISH (40 POINTS)**

**A. Put the verbs in brackets into the correct tense (20 items x 1p = 20 points)**

- |                       |                           |                      |
|-----------------------|---------------------------|----------------------|
| 1. drinks             | 6. were watching/ was     | 12. are examining    |
| 2. are arguing        | finishing                 | 13. haven't seen     |
| 3. was walking/ found | 7. doesn't often go       | 14. is going to rain |
| 4. have you ever      | 8. are having             | 15. rains            |
| visited               | 9. had                    | 16. Did you do       |
| 5. have known         | 10. had already completed | 17. weren't          |
|                       | 11. have been learning    | 18. will win         |

**B. Each of the following sentences contains ONE error (spelling, grammar, or an extra word). Identify and correct it. (10 items x 1p = 10 points)**

- |                            |                    |
|----------------------------|--------------------|
| 1. most tallest -> tallest | 6. good-> well     |
| 2. built it -> built       | 7. than -> as      |
| 3. are spoken -> is spoken | 8. meet -> meeting |
| 4. is-> are                | 9. isn't -> wasn't |
| 5. busyer-> busier         | 10. from -> of     |

**C. Use the word given in capitals to form a word that fits in each gap:  
(10 items x 1p = 10 points)**

- |               |               |
|---------------|---------------|
| 1. CHILDHOOD  | 6. HAPPILY    |
| 2. ATTRACTION | 7. REALLY     |
| 3. ITALIAN    | 8. BEAUTIFUL  |
| 4. UNTIDY     | 9. JOURNALIST |
| 5. INCORRECT  | 10. FIFTH     |

**III. WRITING (25 POINTS)**

**Write a narrative composition (a story) of between 150-180 words that ends with the following sentence:**

***“Looking back, I realized that everything happened for a reason.”***

## MARKING SCHEME FOR THE NARRATIVE ESSAY, 25 POINTS

| Analytical criteria              | Exemplary<br>5 POINTS                                                                                                                                                       | Proficient<br>4 POINTS                                                                                                                                                                | Partially Proficient<br>3 POINTS                                                                                                                                                                  | Weak<br>2 POINTS                                                                                                                                                                    | Incomplete<br>1 POINT                                                                                                                             | Task not Attempted<br>0 points |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>CONTENT</b>                   | The essay is completely relevant to topic, describing places/events/characters/atmosphere / reaching climax, including the final reactions of the protagonist.              | 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.                                                              |                                |
| <b>ORGANIZATION AND COHESION</b> | There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.                                           | 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.                                     |                                |
| <b>VOCABULARY</b>                | 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. | A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formatting are possible; spelling is well controlled with occasional slips. | The range of vocabulary is adequately used in the essay; errors in word choice/formatting are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. | A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. | A very narrow range of vocabulary is present; errors in word choice/formatting predominate; spelling errors can make the essay obscure at times.  |                                |
| <b>STRUCTURES</b>                | 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. |                                |
| <b>EFFECT ON TARGET READER</b>   | 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 non-relevant                                                                                                                                               | The effect on the reader non-relevant.                                                                                                            |                                |