



ȘCOALA GIMNAZIALĂ
„OCTAVIAN GOGA”,
BAIA MARE

OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ -
ETAPA LOCALĂ
7 februarie – 2026
CLASA a XI-a - SECȚIUNEA B
BAREM ȘI SOLUȚII



INSPECTORATUL ȘCOLAR
JUDEȚEAN MARAMUREȘ

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

SECTION A – USE OF ENGLISH

(40 points)

I. Reading and language tasks

(10 points)

- A. 1. B, 2. A, 3. C
- B. 1. the more mobile ringtones
2. does Glastonbury/it provide a fascinating social snapshot, but it is also a celebration
3. prevents the film from being overloaded / ensures the film is not being overloaded / avoids the film being overloaded
- C. 1. chronicles, 2. footage, 3. counterculture, 4. Commercialisation

II. Find the right word

(10 points)

0. SENSE, 1. MOVE, 2. FAIR, 3. MISSED, 4. TERMS

III. Error correction

(10 points)

- | | |
|---------|----------|
| 1. been | 6. ✓ |
| 2. with | 7. for |
| 3. ✓ | 8. are |
| 4. only | 9. ✓ |
| 5. all | 10. have |

IV. Translation (Suggested answer)

(10 points)

On the small table between the armchairs, a tray was waiting, with two small plates of jam and two glasses of cold water. The same tray, the same plates, the same teaspoons as in the old days, as if time had stood still. Mrs Rozalia was wearing a pullover and trousers, her hair neatly tied up in a bun. She was smiling calmly. On the phone she had warned me that she was no longer working, so she was probably waiting to see the purpose of my visit. But I wasn't very clear about it myself either. As a result, the conversation dragged on. Somehow, I would have liked to know what she thought about communism, how she saw things. Perhaps, if Aunt Lucretia had still been alive, I would have felt the need to talk to her, but as it was, Mrs Rozalia was the one who resembled her the most. And yet, at the same time, they were so different. Aunt Lucretia had passed away a few years before the revolution. Perhaps I had come here because Mrs Rozalia cared so much – in her own distant way – about Alice. So, I began to tell her about her. When she heard that the “little girl” was going to have a child, Mrs Rozalia blushed.

“My goodness, how time flies...,” she murmured.

The atmosphere relaxed somewhat.

- **Accuracy of meaning** – 4 points
- **Vocabulary range and appropriacy** – 3 points
- **Grammar and structures** – 2 points
- **Fluency and coherence** – 1 point

SECTION B – INTEGRATED SKILLS

(50 points)

I. Gapped text

(10 points)

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

II. Writing – ARTICLE

(40 points)

Marking scheme:

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 8p	Good 7p	Adequate 6p	Weak 4p	Inadequate 2p	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.	