INSPECTORATUL ŞCOLAR JUDEŢEAN COVASNA
OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ – CLASA a VIII-a
BAREM DE CORECTARE ŞI 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
2. are arguing
3. was walking/ found
4. have you ever visited
5. have known
6. were watching/ was finishing
7. doesn't often go
8. are having
9. had
10. had already completed
11. have been learning
12. are examining
13. haven't seen
14. is going to rain
15. rains
16. Did you do
17. weren't
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
2. built it -> built
3. are spoken -> is spoken
4. is-> are
5. busyer-> busier
6. good-> well
7. than -> as
8. meet -> meeting
9. isn't -> wasn't
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
2. ATTRACTION
3. ITALIAN
4. UNTIDY
5. INCORRECT
6. HAPPILY
7. REALLY
8. BEAUTIFUL
9. JOURNALIST
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 5 POINTS	Proficient 4 POINTS	Partially Proficient 3 POINTS	Weak 2 POINTS	Incomplete 1 POINT	Task not Attempted 0 points
CONTENT	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.	
ORGANIZATION AND COHESION	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.	
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.	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 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.	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/formation predominate; spelling errors can make the essay obscure at times.	
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 non-relevant	The effect on the reader non-relevant.	