

### MARKING SCHEME - FORMAL LETTER OF APPLICATION

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
<b>TASK ACHIEVEMENT</b>	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.		
<b>ORGANIZATION AND COHESION</b>	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.		
<b>VOCABULARY &amp; STRUCTURES</b>	A wide range of vocabulary/grammatical structures is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling and punctuation are very well controlled, the register is appropriate throughout.		A range of vocabulary/grammatical structures is used accurately with some flexibility; occasional errors are possible; spelling and punctuation are well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.		The range of vocabulary is adequate; a mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; spelling and punctuation can be faulty at times; there are inconsistencies in register.		A limited range of vocabulary/grammatical structures is present; complex language is rare and may be often faulty; spelling and punctuation errors can make text understanding difficult; there are major inconsistencies in register.		A very narrow range of vocabulary/grammatical structures is present; errors predominate; spelling and 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 text has not a relevant effect on the reader.		The text has a negative effect on the reader.		

### MARKING SCHEME - REVIEW

Analytical criteria	Excellent	9p	Good	7p	Adequate	5p	Weak	3p	Inadequate	1p	Task not attempted
	10p		8p		6p		4p		2p		0p
<b>TASK ACHIEVEMENT</b>	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/ 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/ 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/recommendation are missing or totally irrelevant; many irrelevant details are included		The review does not relate to the task		
<b>ORGANIZATION AND COHESION</b>	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.		
<b>VOCABULARY &amp; STRUCTURES</b>	A wide range of vocabulary/ grammatical structures is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling and punctuation are very well controlled, the register is appropriate throughout.		A range of vocabulary/ grammatical structures is used accurately with some flexibility; occasional errors are possible; spelling and punctuation are well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.		The range of vocabulary is adequate; a mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; spelling and punctuation can be faulty at times; there are inconsistencies in register.		A limited range of vocabulary/ grammatical structures is present; complex language is rare and may be often faulty; spelling and punctuation errors can make text understanding difficult; there are major inconsistencies in register.		A very narrow range of vocabulary/grammatical structures is present; errors predominate; spelling and 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 text has not a relevant effect on the reader.		The text has a negative effect on the reader.		



**OLIMPIADA DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
28.02.2026  
CLASA a IX-a  
SECȚIUNEA A  
ANSWER KEY**

**Varianta 1**

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the text below and put the words in brackets into a suitable tense/form. (10x1p=10 points)**

1. WOKE UP
2. WAS SHINING
3. HAD JUST FINISHED
4. HAD BEEN TALKING
5. GOING
6. DIDN'T WANT
7. HAVE BEEN LOOKING
8. HAS BEEN
9. WILL VISIT
10. SITS

**II. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. (10X1p=10 points)**

1. SCIENTISTS
2. AMBITIOUS
3. PARTICULARLY
4. DISLIKED
5. ENTRANCE
6. UNABLE
7. MEMORISE
8. FAMOUS
9. SOLUTIONS
10. ACHIEVEMENTS

**III. Read the text below and decide which answer A, B, C or D best fits each space. (10x1p=10p)**

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

**IV. Rewrite the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given. You must use between two and five words, including the word given. (5x2p=10p)**

1. time I saw John // was
2. not tall enough // to be
3. is it // since you started
4. such lovely // weather
5. came up // with the idea

**SUBIECTUL B - INTEGRATED SKILLS – 50 points**

**I. For each question choose the correct letter A, B, C or D. (5x2p=10 points)**      **II. Letter of application (40 points)**

1. B    2. A    3. C    4. C    5. D

**BAREM DE EVALUARE ȘI DE NOTARE**

Olimpiada de Limba Engleză – Etapa locală

Clasa a IX-a – Secțiunea B

- Se punctează orice variantă corectă.
- Se acordă 10 puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)****I. Reading & Language Tasks – 10 points****A. Choose the right synonym (3 × 1p = 3 points)**

1. **probe** → b) **examine closely**
2. **fosters** → c) **encourages and develops**
3. **adept** → c) **skilful**

**B. Rephrasing (3 points)**

1. **No sooner had** she spoken **than** she realised the consequences.
2. The murderer **may have acted** alone.
3. I **wish I had paid** attention to the warning signs..

**C. Summary gap-fill (4 points) (4 × 1p = 4 points)**

1. **talent**
2. **curiosity**
3. **solutions**
4. **adapt**

**II. Word Formation (10 points)**

1. **unbelievable**
2. **depth**
3. **width**

4. illegal
5. disappearance
6. inability
7. confident
8. involvement
9. connections
10. successful

**III. (10 points)**

- 1 the
- 2 had
- 3 of
- 4 ✓
- 5 ✓
- 6 have
- 7 up
- 8 ✓
- 9 visited
- 10 the

**IV. – Error Correction (10 points)**

1. ✓
2. as soon as she got
3. and you do, too
4. I wish you were here
5. information
6. ✓
7. may have been
8. would be
9. few
10. it is getting darker and darker

**SUBIECTUL B – INTEGRATED SKILLS (50 points)****I. Gapped Text (10 points)**

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

**Paragraful nefolosit: F****✓ Verificare logică rapidă (pe scurt):**

- (1) **B** – explică ideea de *perspective complexe* menționată înainte
- (2) **A** – continuă logic ideea despre *streaming vs cinema*
- (3) **D** – leagă direct *tehnologia* de *filmmaking*
- (4) **C** – dezvoltă *impactul emoțional*
- (5) **E** – concluzie clară despre *relevanța culturală*

**II. Writing – Review (40 points)**

Se evaluează conform MARKING SCHEME – REVIEW.

**OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ****28.02.2026****CLASA a VII-a****ANSWER KEY****Se acordă 10 p din oficiu.****SUBIECTUL A – USE OF ENGLISH- 40 points**

I ( 10 x 2p= 20 points) 1. is 2. discovered 3. was scrolling 4. has had 5. takes 6. has been experimenting/has experimented 7. didn't go 8. was waiting 9. saw 10. will share	II. (10x1 p= 10 points) 1. confidence 2. unhappy 3. fantastically 4. sight 5. childish 6. politely 7.solve 8. harmless 9. illegal 10. life	III. (5x2 p= 10 points) 1. that 2. don't 3. more 4. to 5. being
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**SUBIECTUL B – READING COMPREHENSION – 25 points**

I. (5x2 p= 10 points) 1. B 2. F 3. C 4. D 5. A	II. (5x3 p= 15 points) 1. B 2. B 3. C 4. C 5. B
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**SUBIECTUL C – WRITING – 25 points**

**OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ**  
**28 FEBRUARIE 2026**  
**CLASA a VIII-a – VARIANTA 1**  
**ANSWER KEY**

**Se acordă 10 puncte din oficiu**

**SUBIECTUL A – USE OF ENGLISH 40 points**

I. Verb Tenses  
**(10 X 2 = 20 points)**

1. spent
2. plays
3. decided
4. is looking
5. will take part
6. will win
7. had
8. will help
9. will have saved
10. had not discovered /  
hadn't discovered

II. Word Formation  
**(10 X 1 = 10 points)**

1. daily
2. completely
3. warmth
4. retirement
5. expectations
6. advisable
7. wisdom
8. departure
9. choice
10. precision

III. Unnecessary word  
**(10 X 1 = 10 points)**

1. was
2. been
3. will
4. for
5. hardly/not
6. more
7. has
8. the
9. their
10. than

**SUBIECTUL B – READING COMPREHENSION-25 POINTS**

a) Matching headings(5x2p=10 p)

1. C – Learning while playing
2. B – Why short videos are so popular
3. F – Games as a social activity
4. D – The influence of online challenges
5. A – Games as a future career

b) Multiple Choice (5x 3p= 15 p)

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

**SUBIECTUL C – WRITING- 25 points**

**OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ**  
**28.02.2026**  
**CLASA a X-a**  
**SECȚIUNEA A****Varianta 1****SUBIECTUL A – USE OF ENGLISH (40 points)**

<b>I.</b> <b>(10 X 1p= 10p)</b>	<b>II.</b> <b>( 10 X 1p= 10p)</b>	<b>III.</b> <b>(10x1p=10p)</b>	<b>IV.</b> <b>(5 x 2p=10 points)</b>
1-youngest	1-FOGGY	1. B	1. ... once he has helped
2- grown	2- FOOLISH	2. A	2. ... take long to drive / to get
3- than	3- VISIBILITY	3. D	3. ... looked up to
4 -to	4- DESCRIPTION	4. C	4. ... has been out of work
5 –much	5- UNFORTUNATELY	5. B	5. ... should not / shouldn't have taken
6- about/only	6- PREPARATIONS	6. B	
7- got	7- DIFFICULTY	7. D	
8- there	8- OCCUPANTS	8. B	
9- to	9- HUNGER	9. C	
10- as	10- SURVIVAL	10. A	

**SUBIECTUL B- INTEGRATED SKILLS (50 points)****I. (5 × 2p = 10 points)**

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

**II. WRITING 40 POINTS**

NOTĂ: Toate subiectele sunt obligatorii!

Punctaj total: 100p.

Timp de lucru 3 ore.

Se acordă 10 puncte din oficiu.

**OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ**  
**28.02.2026**  
**CLASA a X-a**  
**SECȚIUNEA B****Varianta 1****SUBIECTUL A – USE OF ENGLISH (40 points)****I.**  
**(10X1p= 10p)**

1. A/PER
2. OF
3. WERE
4. AND
5. OLDER/UP
6. WHAT
7. INTO
8. THEM
9. WHERE
10. OF

**II.**  
**(10X1 p = 10 points)**

- 1.ACHIEVEMENT
- 2.LEADERSHIP
- 3.DETERMINATION
- 4.INNOVATIONS
- 5.COMPETITIVE
- 6.INTRODUCTION
- 7.ANXIETY
- 8.GROWTH
- 9.OPTIMISTIC
- 10.SOLUTIONS

**III.**  
**(10x1p=10p)**

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

**IV.**  
**(5x2 p=10p)**

1. to give up (eating)
2. has been put off
3. couldn't turn down
4. will stop them from finishing
5. has difficulty (in) expressing

**SUBIECTUL B - INTEGRATED SKILLS – 50 points****I.** (10x1p=10 points)

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

**II. WRITING ( 40 points)****NOTĂ:** Toate subiectele sunt obligatorii.

Punctaj total: 100p.

Timp de lucru 3 ore.

Se acordă 10 puncte din oficiu.

**OLIMPIADA DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**28.02.2026**  
**CLASA a XI-a**  
**SECȚIUNEA A**  
**ANSWER KEY**

**Varianta 1**

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. (10x1p=10 points)**

1. who
2. more
3. for
4. it
5. of
6. to
7. until/till/before/unless
8. is
9. not
10. when

**II. (10x1p=10 points)**

11. A – name
12. D – say
13. A – meaning
14. B – restriction
15. C – wonder
16. C – against
17. C – with
18. D – large
19. B – process
20. D – background

**III. (5x2p=10 points)**

21. in the habit of // buying
22. would rather he // did not drive
23. who made // the suggestion to
24. found it // hard/difficult to follow/following
25. into consideration/account that // Joe is not

**IV. (10x1p=10 points)**

26. EXPLORATION
27. BENEFICIAL
28. DEVELOPMENTS
29. RELATIVELY
30. PROVISION
31. ENRICHED
32. INEDIBLE
33. INHABITANTS
34. ENABLES
35. ONGOING

**SUBIECTUL B – INTEGRATED SKILLS (50 points)**

**I. (5 x 2p = 10 points)**

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

**II. Write a report. (40 points)**

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MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

**OLIMPIADA DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**28.02.2026**  
**CLASA A XI-A, SECȚIUNEA B**  
**VARIANTA 1**  
**KEY**

**SUBIECTUL A – USE OF ENGLISH (40 points)**

<b>I</b> <b>(10 x 1p = 10 points)</b>	<b>II</b> <b>(10x1p= 10 points)</b>	<b>III</b> <b>(5 x 2p = 10 points)</b>	<b>IV</b> <b>(10 x 1p = 10 points)</b>
1 so	11 B – reshaped	21 led to the cancellation.	26 UNDENIABLY
2 as	12 B – completed	22 up winning the race despite	27 IGNORANCE
3 who	13 C – rationale	23 to Anne's surprise the/her company offered	28 UTTERANCE(S)
4 between	14 D – of	24 keep track of (the) time	29 ILLOGICAL
5 in	15 A – pick out	25 knowing how to get	30 INPUT
6 What	16 A – crucial		31 INABILITY
7 by	17 A– leads		32 INSIGNIFICANT
8 of	18 B – demanding		33 MISPRONUNCIATION
9 While/Although/ Though	19 A – benchmark		34 MISLEAD
10 to	20 A – pressing		35 SETBACKS

**SUBIECTUL B – INTEGRATED SKILLS (50 points)****I. (5 x 2p = 10 points)**

- 1.B.
- 2.A.
- 3.F.
- 4.E.
- 5.C.

**II. Write the article. (40 points)**



**OLIMPIADA DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
28.02.2026  
CLASA a XII-a  
SECȚIUNEA A  
ANSWER KEY**

**Varianta 1**

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the text below and fill in the blanks with ONE word only. (10x1p=10 points)**

1. NO
2. AN
3. AS
4. ALTHOUGH
5. ANOTHER
6. ANY
7. DURING
8. MUST
9. THAT/WHICH
10. SUCH

**II. Choose the best option A, B, C or D.**

**(10x1p=10p)**

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

**III. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

**(10x1p=10 points)**

1. UNPARALLELED
2. REVIVAL
3. STRIKING
4. ROUGHLY
5. THREATENED
6. WEALTHY
7. PRODUCTION
8. REGAINED
9. POSSESSIONS
10. TREASURY

**II. Rewrite the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given. You must use between three and six words, including the word given. (5x2=10p)**

1. would rather ('d rather) // not take
2. had some free time, // I would
3. has // gone off
4. was taken aback // by
5. have the // strength (have enough // strength)

**SUBIECTUL B - INTEGRATED SKILLS – 50 points**

**I. For each question choose the correct letter A, B, C or D. (5x2p=10 points)**

1. B    2. A    3. C    4. C    5. D

**II. Article (40 points)**

**OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ  
CLASA a XII-a – SECȚIUNEA B**

28.02.2026

VARIANTA 1

**BAREM DE EVALUARE ȘI 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. Reading comprehension (20 points)**

(4x2p = 8 points)

1. Modern freedom is deceptive because the abundance of choice creates pressure, anxiety and dissatisfaction rather than fulfilment.
2. Digital culture turns identity into a performance measured externally through validation and comparison.
3. The pursuit of authenticity leads to conformity, as individuals adapt themselves to trends.
4. Treating decisions as reversible undermines commitment and deep engagement.

**B. Synonyms (3x2p = 6 points)**

1. a 2. b 3. c

**C. Rephrasing (3x2p = 6 points)**

1. constantly redefining oneself
2. after becoming emotionally exhausted did people stop
3. they felt

**II. Word formation (10x1p = 10 points)**

- |                |                            |
|----------------|----------------------------|
| 1. comparison  | 7. conformity              |
| 2. negotiable  | 8. appearance              |
| 3. dependence  | 9. paralysing / paralyzing |
| 4. performance | 10. stability              |
| 5. exhaustion  |                            |
| 6. commitment  |                            |

**III. (10 points)**

- |   |                |    |            |
|---|----------------|----|------------|
| 1 | ages           | 6  | keep       |
| 2 | enables/allows | 7  | take       |
| 3 | hope/trust     | 8  | part       |
| 4 | unless         | 9  | if/whether |
| 5 | rather         | 10 | owing/due  |

**SUBIECTUL B – INTEGRATED SKILLS (50 points)****I. Gapped text (5x2p = 10 points)**

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

**ANSWER KEY WITH JUSTIFICATION – SENTENCE INSERTION****[1] → B**

**Sentence:** *Today, uncertainty is often framed as something that can and should be avoided.*

**Justification:**

Paragraful discută despre **iluzia predictibilității** și despre credința modernă că viața ar trebui să fie controlabilă. Propoziția B formulează exact această idee și face legătura logică între promisiunea controlului și apariția anxietății.

**[2] → C**

**Sentence:** *In many traditional societies, uncertainty was integrated into everyday life.*

**Justification:**

Paragraful are o perspectivă istorică și explică modul în care comunitățile tradiționale **acceptau și gestionau colectiv incertitudinea**. Propoziția C introduce ideea generală, care este apoi dezvoltată prin exemple (tradiții, religie, legături sociale).

**[3] → F**

**Sentence:** *Media narratives frequently portray uncertainty as a crisis.*

**Justification:**

Paragraful se concentrează pe **expunerea constantă la informație, știri și opinii contradictorii**, care amplifică insecuritatea. Propoziția F completează logic această idee, explicând rolul mass-mediei în intensificarea anxietății.

[4] → D

**Sentence:** *Younger generations frequently perceive older people as out of touch.*

**Justification:**

Paragraful tratează **ruptura dintre generații**, subliniind diferențele de experiență și adaptare la schimbare. Propoziția D reflectă perspectiva tinerilor și se potrivește logic cu ideea de neînțelegere între generații.

[5] → E

**Sentence:** *Teaching young people how to tolerate uncertainty may be more valuable than providing solutions.*

**Justification:**

Paragraful discută rolul educației și necesitatea **dezvoltării rezilienței psihologice**, nu doar a răspunsurilor corecte. Propoziția E formulează concluzia logică a acestui argument și pregătește tranziția spre concluzia textului.

**X Distractor – A**

**Sentence:** *Studies show that people exposed to constant warnings and predictive models tend to overestimate danger.*

**Reason for rejection:**

Deși este tematic apropiată, propoziția este **prea specifică** (studii, modele predictive) și mută accentul de la **discursul general despre media și informație** la cercetare empirică, rupând coerența paragrafului [3].

II. Writing – Proposal (40 points)

### MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p
<b>CONTENT</b>	The essay is <b>completely</b> relevant to topic, describing places/events/characters/creating an atmosphere/ reaching a 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. 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; less 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 writing.
<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.

### MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
<b>TASK ACHIEVEMENT</b>	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 register is appropriate throughout.		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 register is appropriate, although minor inconsistencies are possible.		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; there are inconsistencies in register.		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; there are major inconsistencies in register		The report/ proposal does not relate to the task		
<b>ORGANIZATION AND COHESION</b>	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.		
<b>VOCABULARY &amp; STRUCTURES</b>	A wide range of vocabulary/ grammatical structures is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling and punctuation are very well controlled, the register is appropriate throughout.		A range of vocabulary/ grammatical structures is used accurately with some flexibility; occasional errors are possible; spelling and punctuation are well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.		The range of vocabulary is adequate; a mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; spelling and punctuation can be faulty at times; there are inconsistencies in register.		A limited range of vocabulary/ grammatical structures is present; complex language is rare and may be often faulty; spelling and punctuation errors can make text understanding difficult; there are major inconsistencies in register.		A very narrow range of vocabulary/grammatical structures is present; errors predominate; spelling and 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 text has not a relevant effect on the reader.		The text has a negative effect on the reader.		

### MARKING SCHEME - ARTICLE

Analytical criteria	Excellent		Good		Adequate		Weak		Inadequate		Task not attempted 0p
	10p	9p	8p	7p	6p	5p	4p	3p	2p	1p	
<b>TASK ACHIEVEMENT</b>	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; an introduction/ a conclusion is present; the register is appropriate throughout.		The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; an introduction/ a conclusion is present but not fully linked to the topic; the register is appropriate, although minor inconsistencies are possible		The article addresses the requirements of the task but not all key ideas are relevant; the format may be faulty at times (e.g. the introduction or the conclusion may be missing/ unclear); there are inconsistencies in register		The article does not cover the requirements of the task; the format is faulty (e.g. the introduction and the conclusion are missing or totally irrelevant; many irrelevant details are included; there are major inconsistencies in register		The article does not relate to the task		
<b>ORGANIZATION AND COHESION</b>	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.		
<b>VOCABULARY &amp; STRUCTURES</b>	A wide range of vocabulary/ grammatical structures is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling and punctuation are very well controlled, the register is appropriate throughout.		A range of vocabulary/ grammatical structures is used accurately with some flexibility; occasional errors are possible; spelling and punctuation are well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.		The range of vocabulary is adequate; a mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; spelling and punctuation can be faulty at times; there are inconsistencies in register.		A limited range of vocabulary/ grammatical structures is present; complex language is rare and may be often faulty; spelling and punctuation errors can make text understanding difficult; there are major inconsistencies in register.		A very narrow range of vocabulary/grammatical structures is present; errors predominate; spelling and 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 text has not a relevant effect on the reader.		The text has a negative effect on the reader.		