**OLIMPIADA NAŢIONALĂ DE LIMBA ENGLEZĂ, ETAPA LOCALA,2026**

**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. | |