

EVALUARE ÎN EDUCAȚIE
Limba Engleză - Etapa a II-a – 20.04.2013

9th year of study (11th grade) – Barem de corectare

<p>I. 5x3=15p.</p> <ol style="list-style-type: none"> 1. B 2. B 3. D 4. A 5. C 	<p>II. 5x2=10p.</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. A 5. B 	<p align="center">III. 1x1p=10p</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Down:</td> <td style="width: 50%;">Across:</td> </tr> <tr> <td>1. Where</td> <td>3. wish</td> </tr> <tr> <td>2. pick</td> <td>4. black</td> </tr> <tr> <td>3. warm</td> <td>5. myself</td> </tr> <tr> <td>4. before</td> <td>8. found</td> </tr> <tr> <td>6. yellow</td> <td></td> </tr> <tr> <td>7. there</td> <td></td> </tr> </table>		Down:	Across:	1. Where	3. wish	2. pick	4. black	3. warm	5. myself	4. before	8. found	6. yellow		7. there	
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6. yellow																	
7. there																	
<p>IV. 10x1=10p.</p> <ol style="list-style-type: none"> 1. there's 2. strong 3. on 4. swallow 5. need 6. no 7. That 8. bear 9. can't 10. share 	<p>V. 10x1=10p.</p> <ol style="list-style-type: none"> 1. noticeable 2. industrial 3. description 4. suspicion(s) 5. unemployed 6. unfriendly 7. childhood 8. reception 9. decision 10. shortage 	<p>VI. 10x1=10p</p> <ol style="list-style-type: none"> 1. by 2. when 3. taking 4. to 5. than 6. a 7. with 8. as 9. but 10. as 	<p>VII. 5x2= 10p</p> <ol style="list-style-type: none"> 1. A 2. B 3. B 4. A 5. B 														
<p>*Se acceptă orice alt răspuns corect.</p>																	

VIII. 25 p

Points	A. Task achievement	B. Language accuracy	C. Register & Vocabulary	D. Organization, cohesion, layout	E. Overall effect
5	<ul style="list-style-type: none"> ▪ coverage of all points required ▪ total relevance to task 	<ul style="list-style-type: none"> ▪ no / very few grammar errors ▪ no / very few spelling errors ▪ wide range of grammar structure 	<ul style="list-style-type: none"> ▪ appropriate register ▪ very varied vocabulary 	<ul style="list-style-type: none"> ▪ very clear structure ▪ many linking devices 	<ul style="list-style-type: none"> ▪ very convincing ▪ very much original output
4	<ul style="list-style-type: none"> ▪ coverage of all points required ▪ partial relevance to task 	<ul style="list-style-type: none"> ▪ few grammar errors ▪ few spelling errors ▪ good range of grammar structure 	<ul style="list-style-type: none"> ▪ appropriate register ▪ varied vocabulary 	<ul style="list-style-type: none"> ▪ very clear structure ▪ enough linking devices 	<ul style="list-style-type: none"> ▪ generally convincing ▪ a lot of original output
3	<ul style="list-style-type: none"> ▪ coverage of most points required ▪ some relevance to task 	<ul style="list-style-type: none"> ▪ some grammar errors ▪ some spelling errors ▪ good range of grammar structure 	<ul style="list-style-type: none"> ▪ mostly appropriate register ▪ somewhat varied vocabulary 	<ul style="list-style-type: none"> ▪ clear structure ▪ some linking devices 	<ul style="list-style-type: none"> ▪ somewhat convincing ▪ some original output
2	<ul style="list-style-type: none"> ▪ coverage of a few points required ▪ little relevance to task 	<ul style="list-style-type: none"> ▪ many grammar errors ▪ many spelling errors ▪ limited range of grammar structure 	<ul style="list-style-type: none"> ▪ mostly appropriate register ▪ basic vocabulary 	<ul style="list-style-type: none"> ▪ unclear structure ▪ few linking devices 	<ul style="list-style-type: none"> ▪ not convincing ▪ little original output
1	<ul style="list-style-type: none"> ▪ coverage of few points required ▪ very little relevance to task 	<ul style="list-style-type: none"> ▪ grammar errors sometimes hinder communication ▪ spelling errors sometimes hinder communication ▪ limited range of grammar structure 	<ul style="list-style-type: none"> ▪ sometimes inappropriate register ▪ basic vocabulary 	<ul style="list-style-type: none"> ▪ unclear structure ▪ very few linking devices ▪ mostly inappropriate linking devices 	<ul style="list-style-type: none"> ▪ not convincing ▪ no original output
0	<ul style="list-style-type: none"> ▪ coverage of few points required ▪ no relevance to task 	<ul style="list-style-type: none"> ▪ grammar errors often hinder communication ▪ spelling errors often hinder communication ▪ very limited range of grammar structure 	<ul style="list-style-type: none"> ▪ mostly inappropriate register ▪ basic vocabulary 	<ul style="list-style-type: none"> ▪ total lack of organization ▪ total lack of linking devices 	<ul style="list-style-type: none"> ▪ message not clearly communicated