

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

10th year of study (12th grade) – Barem de corectare

| | | | | | | | | | | | | | | | | | |
|--|--|---|---|--------|------|-----------|------------|----------|----------|-----------|-----------|--------|---------|----------|--|-----------|--|
| <p>I. 5x3=15p.</p> <ol style="list-style-type: none"> 1. B 2. D 3. D 4. B 5. D | <p>II. 5x2=10p.</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. A 5. B | <p>III. 10x1p=10p.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Across</td> <td style="width: 50%;">Down</td> </tr> <tr> <td>1. honest</td> <td>2. thirsty</td> </tr> <tr> <td>4. handy</td> <td>3. angry</td> </tr> <tr> <td>6. clever</td> <td>5. sleepy</td> </tr> <tr> <td>7. shy</td> <td>9. soft</td> </tr> <tr> <td>8. pushy</td> <td></td> </tr> <tr> <td>10. frank</td> <td></td> </tr> </table> | | Across | Down | 1. honest | 2. thirsty | 4. handy | 3. angry | 6. clever | 5. sleepy | 7. shy | 9. soft | 8. pushy | | 10. frank | |
| Across | Down | | | | | | | | | | | | | | | | |
| 1. honest | 2. thirsty | | | | | | | | | | | | | | | | |
| 4. handy | 3. angry | | | | | | | | | | | | | | | | |
| 6. clever | 5. sleepy | | | | | | | | | | | | | | | | |
| 7. shy | 9. soft | | | | | | | | | | | | | | | | |
| 8. pushy | | | | | | | | | | | | | | | | | |
| 10. frank | | | | | | | | | | | | | | | | | |
| <p>IV. 10x1=10p.</p> <ol style="list-style-type: none"> 1. in 2. by 3. always 4. high 5. hold 6. walk 7. flame 8. clarify 9. gleams 10. share | <p>V. 10x1=10p.</p> <ol style="list-style-type: none"> 1. occupations 2. achievement 3. desirable 4. critical 5. understandable 6. citizenship 7. encourage 8. risky 9. misspell 10. forecast | <p>VI. 10x1=10p.</p> <ol style="list-style-type: none"> 1. a 2. the 3. as 4. from 5. then 6. where 7. during 8. so 9. it 10. had | <p>VII. 5x2= 10p.</p> <ol style="list-style-type: none"> 1. B 2. B 3. A 4. B 5. A | | | | | | | | | | | | | | |
| <p>*Se acceptă orice alt răspuns corect.</p> | | | | | | | | | | | | | | | | | |

VIII. 25p

| 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 |