

BAREM**TEST PENTRU ADMITEREA LA GIMNAZIU – CLASA a V-a 2023-2024****31 martie 2023****I. LIMBA ȘI LITERATURA ROMÂNĂ**

- a. Câte **2,5 puncte** pentru notarea fiecărui cuvânt cu același sens (sinonim) pentru cuvântul indicat (de exemplu: *tainică – secretă, misterioasă; se zărește – se vede, a se arăta*).
- b. Câte **2,5 puncte** pentru fiecare enunț în care s-a folosit altă formă decât cea din text a cuvintelor indicate. (de exemplu: *Nicio dată importantă nu a fost omisă. Da, că am destul timp*).
- c. Câte **2,5 puncte** pentru precizarea corectă a părții de vorbire pentru cuvintele indicate (de exemplu: *nu văzuse - verb; vrednic – adjectiv*).
- d. Câte **2,5 puncte** pentru numirea corectă a funcției sintactice a cuvintelor indicate (de exemplu: *vântul – subiect; a aprins – predicat*).

Redactare

- e. - explicarea enunțului: nuanțat și adecvat – **3 puncte**; schematic – 2 puncte; încercare de explicare – 1 punct; lipsa explicării – 0 puncte;
- respectarea normelor de ortografie și de punctuație (0-1 greșeli - **1 punct**; 2 sau mai multe greșeli – 0 puncte;
 - încadrarea în limita de spațiu indicată – **1 punct**.
- f. **10 puncte** pentru conținut (**5 puncte** pentru redactarea unui final al textului, cu folosirea povestirii; respectarea succesiunii logice a evenimentelor și corectitudinea exprimării - 5 puncte; respectarea parțială a succesiunii logice a evenimentelor și corectitudinea exprimării 3 puncte; fără respectarea succesiunii logice a evenimentelor și a corectitudinii exprimării – 1 punct; **2 puncte** pentru introducerea unui alt personaj / 0 puncte pentru lipsa unui personaj; pentru adecvarea conținutului la cerință – în totalitate **2 puncte**; - parțial 1 punct; pentru încadrarea în limita minimă de spațiu - **1 punct**.
- 5 puncte** pentru redactare (**1 punct** pentru exprimare și pentru coerența textului; **3 puncte** pentru respectarea normelor de ortografie și de punctuație (0-1 greșeli – 3 puncte, 2-3 greșeli – 2 puncte, 4 greșeli -1 punct, 5 greșeli – 0 puncte) **1 punct** pentru așezare în pagină și lizibilitate.

II. MATEMATICĂ

4. $50 = 2 + [...] \cdot 6$5p. ;

$3 + (...) \cdot 5 = 8$ 5p;

$2 \cdot a + b = 5$5p .

Soluții : $(a, b) = (0, 5)$, $(a, b) = (1, 3)$, $(a, b) = (2, 1)$ 5p

5. $a+b=203$ si $a-2=b-1$2p
 $a=b+1$2p
 $b=101$ si $a=102$4p
 $a=$ cel mai mare.....2p
6. $100 \cdot a + \overline{bc} = 8 \cdot \overline{bc} + \overline{bc} - 8$ 2p
 $100 \cdot a + 8 = 8 \overline{bc}$ 2p
 $\overline{a08} = 8 \cdot \overline{bc}$ 2p
 $c = 1$ sau $c=6$2p
Soluțiile sunt 451 , 226 , 6762p

III. LIMBA ENGLEZĂ

7. Write definitions for the next places. Use full sentences and answers. (10p)
Restaurant: it is a place where you can order food and eat it.
Theatre: it is a place where you can see a play/actors.
Post office: it is a place where you can go and send a letter/pick up a parcel.
Library: it is a place where you can borrow books.
Tsunami: it is a giant wave caused by earthquakes or volcanic eruptions under the sea.
Earthquake: a sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action.
Volcanic eruption: is when gas and/or lava are released from a volcano—sometimes explosively.
Lightning: the occurrence of a natural electrical discharge of very short duration and high voltage between a cloud and the ground or within a cloud, accompanied by a bright flash and typically also thunder.
Fog: a weather condition in which very small drops of water come together to form a thick cloud close to the land or sea, making it difficult to see.
Storm: natural disaster with heavy rains and wind.

8. Look at the map. Give directions to get to the bus station and to the school. (10p)



a) **bus station:** Go straight ahead on the High Street, take right on the Red Street and at the end of the street, you'll reach your destination.

b) **school:** Go along the Blue Street and at the crossroad, go straight ahead on the High Street, turn left and near the Playground, you'll see the school.

9. Look at the pictures and write about the story in 30 or more words. Use past simple forms. **(20p)**



MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p		Proficient 8p		Partially Proficient 6p		Weak 4p		Incomplete 2p		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 fair 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; 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.		
STRUCTURES	A wide range of grammatical structures is used accurately and		A range of grammatical structures is used accurately		A mix of complex and simple grammatical		A limited range of grammatical structures is present along the essay;		A very narrow range of grammatical		
	flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.		and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.		structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.		complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.		If 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.		