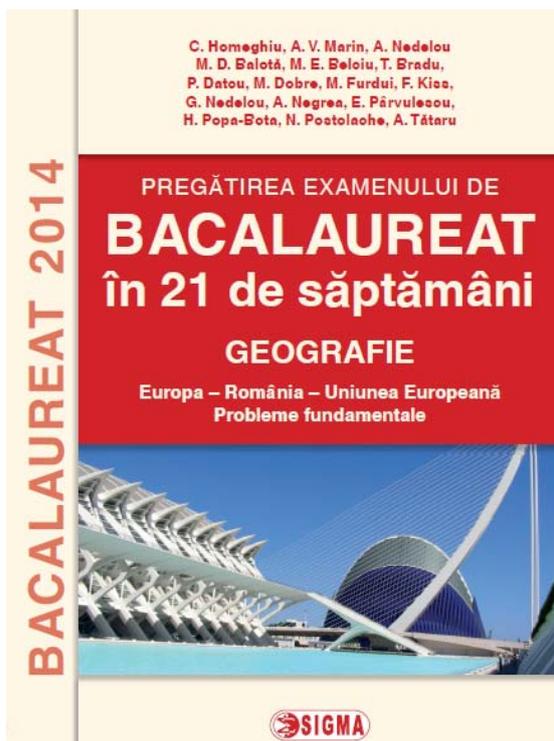


HOMEGHIU Cătălina, MARIN Alin Viorel, NEDELICU Adrian - coordinators (2013). *Pregătirea examenului de bacalaureat în 21 de săptămâni: Geografie, Europa-România-Uniunea Europeană. Probleme fundamentale* [Baccalaureate Preparation in 21 Weeks: Geography, Europe-Romania-European Union. Fundamental Issues]. București: Sigma, 263 p., ISBN 978-973-649-879-4.



Exams raise many pedagogical and managerial issues, other than the issues of the current evaluation made in class by teachers. This situation is explained by the fact that the examinations represent the most "visible" part of the evaluation of school results, held annually at the same dates, awaited with hope, but also with fear by both students and parents, determining most of the time a young person's career. In all modern systems of education, the completion of a training cycle has greater importance than the admission into a higher level. Along with the onset of the genuine reform measures in Romanian education, this trend is becoming present in the examination system by giving a certain weight to the Baccalaureate

results for accessing higher education. Thus, the Baccalaureate, as a national exam, has a double role: to certify the knowledge and basic capacities proved by students at the end of upper secondary school and to provide one of the criteria for admission in higher education.

To help both students and teachers who prepare the Baccalaureate exam in 2014, Sigma Publishing House continues publishing in the *Preparation Guide for the Baccalaureate* collection a work of an outstanding quality for the Geography discipline. *Europe - Romania - European Union. Fundamental Issues*, with the philosophy that the way to improve students' performance requires at least two conditions: hard work and a good planning. However, it is not enough! Students need more tests elaborated according to the schedule exam and the structure provided by the National Assessment and Examination Centre, tests that will help them summarize what they learned and accumulated until then. In addition, by solving those tests, students can see their minuses, and according to them, they can plan the following revision. Only so, students reach the second condition, without which they cannot taste the joy of success.

This book, written by a group under the supervision of several highly experienced teachers, has six chapters: I. Glossary of geographical terms; II. Geographical Summaries; III. Bacalaureate subjects from 2013; IV. Weekly planning of the exam syllabus; V. Weekly test models for recapitulation; VI. Final test models for the Bacalaureate). In the first chapter, they defined 75 geographical terms, with concrete examples of terms that are in alternative Geography textbooks for the 12<sup>th</sup> grade, necessary for a better understanding of the theoretical geographical summaries, presented in detail in the second chapter and made by the authors in accordance with the syllabus of the exam. The third chapter is devoted to the subjects given at the Bacalaureate exam in 2013, both in the summer session (June-July) and in the autumn session (August-September) and the scoring and evaluation scales, much more developed than the official versions. The next chapter shows, in the form of a chart, the planning program for the 21 weeks of revision through as many preparation tests and in which are recorded the previously studied topics.

The novelty of the volume is represented, therefore, precisely by the 21 variants of weekly tests, presented in a separate chapter, in a consistent manner (one test for each major theme included for the national Bacalaureate exam), structured on the model of the National Centre for Evaluation and Examination and concerning the already covered subjects. Their purpose is to familiarize students with the national assessment requirements, but also with the various types of items (with short answer, multiple-choice, comparison, structured essay or problem solving). All the 21 weekly tests are equipped with exceptional graphic and cartographic support materials, made by the authors for all three categories of topics (Europe, Romania, elements of Physical and Human Geography in the European continent and the European Union) and gradually structured until the typical form of the national examination. For the third subject of the weekly tests, the authors sometimes use climate diagrams for representative weather stations in Europe, which present both major weather events, and elements of geographical position (altitude, latitude, longitude), elements that can influence the others, thus stimulating their correlative thinking.

To this, we add the 15 final tests presented in the last chapter that through solving provide students with the possibility to control their own results and to identify the level of their acquired competences. The interest in completing the assessment tests is amplified by the extremely wide range of graphic and cartographic geographical elements, marked with numbers and letters, which have to be identified, interpreted, and explained.

This book is a really necessary and useful material for students, but also an offer with a guiding value for Geography teachers. This is why we invite both students and Geography teachers to study carefully its contents, so they would familiarise themselves with the specific assessment standards of the national Bacalaureate exam.

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