



Državni izpitni center



JESENSKI IZPITNI ROK

Osnovna in višja raven
ANGLEŠČINA

NAVODILA ZA OCENJEVANJE

Petek, 25. avgust 2023

SPLOŠNA MATURA

Moderirana različica

SPLOŠNA NAVODILA

- Vsak pravilen odgovor je vreden 1 točko.
- Če je pravilen samo del rešitve, ocenjevalec kandidatu dodeli 0 točk.
- Kadar kandidat zapiše dve rešitvi, od katerih je ena napačna in ni ustrezno označena kot taka (tj. prečrtana), ocenjevalec kandidatu dodeli 0 točk.
- Skrajšane glagolske oblike, z izjemo zveze »can't«, se štejejo kot dve besedi.
- Pri navajanju rešitev oklepaj pomeni, da je odgovor pravilen tudi brez tega dela, npr. »having dinner (with Dr Gerada)«; pravilno je torej tako »having dinner with Dr Gerada« kot »having dinner«, poševnica pa pomeni, da je pravilna katerakoli od besed na vsaki strani poševnice, ki sta enakovredni, npr. »visiting/meeting Dr Gerada«; pravilno je torej ali »visiting Dr Gerada« ali »meeting Dr Gerada«.
- Ocenjevalci po lastni presoji upoštevajo tudi smiselno pravilne rešitve, ki niso navedene v *Navodilih za ocenjevanje*.

IZPITNA POLA 1A (Bralno razumevanje) in IZPITNA POLA 2 (Slušno razumevanje)

- Ocenjevalci ne odštevajo točk za slovnične napake in nepravilno napisane besede (npr. »occurr« namesto »occur«).
- Ocenjevalci ne upoštevajo napačno napisanih besed, ki se pomensko razlikujejo od pravih rešitev (npr. »hopping« namesto »hoping«).
- Pri nalogi s kratkimi odgovori (bralno razumevanje OR in VR) ocenjevalci ne bodo upoštevali odgovorov, ki so dolgi šest besed ali več. Skrajšane glagolske oblike z izjemo zveze *can't* se štejejo kot dve besedi.

IZPITNA POLA 1B (Poznavanje in raba jezika)

- V tem delu izpitne pole ocenjujemo poznavanje in rabo jezika, zato ocenjevalci ne upoštevajo napačno napisanih besed niti slovnično oporečnih rešitev.

IZPITNA POLA 1**OR****A) Bralno razumevanje****Task 1: Short answers: *Magical and empty places: a wildlife safari holiday in Scotland***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ An island within/inside/on an island. ♦ (Its) loch with an island. ♦ The structure/geography of the island.	SPREJEMLJIVO: Vsi odgovori, ki povedo, da je na otoku jezero z otokom.
2	1	ena od: ♦ Home of fairy queen. ♦ Because of a (Gaelic) legend / mythology. ♦ It is Queen Mab's seat.	
3	1	ena od: ♦ Different levels of water. ♦ The difference in lakes' altitude/height. ♦ The smaller loch is higher.	NESPREJEMLJIVO: Odgovori, ki ne omenjajo razlike v višini gladine jezer.
4	1	♦ (Saint) Máel Ruba.	
5	1	ena od: ♦ Death of the (holly/money) tree. ♦ (Copper) poisoning of the tree.	
6	1	ena od: ♦ By providing/building breeding/floating/ polystyrene platforms. ♦ They help black-throated divers breed.	
7	1	ena od: ♦ (Building) fish farms. ♦ (Prevalence of) parasites.	
8	1	ena od: ♦ Cold / rainy/wet. ♦ Bad weather.	SPREJEMLJIVO: Vsi pridevniki, ki omenjajo slabo vreme. Zadostuje en pridevnik.
9	1	ena od: ♦ That they carry ticks. ♦ That they infect grouse.	
10	1	ena od: ♦ (Two) eagles. ♦ Another opportunity for good photos.	
Skupaj	10		

Task 2: Matching: *The most controversial moments in the history of photography*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ E	
2	1	♦ A	
3	1	♦ B	
4	1	♦ D	
5	1	♦ D	
6	1	♦ A	
7	1	♦ E	
8	1	♦ A	
9	1	♦ C	
10	1	♦ C	
Skupaj	10		

B) Poznavanje in raba jezika**Task 1: Gap fill: *Human speech evolved from chimpanzee 'lip smacking', says new study***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ in ♦ with ♦ among	
2	1	♦ that	
3	1	♦ one	
4	1	♦ to	
5	1	ena od: ♦ a ♦ their	
6	1	♦ every	
7	1	♦ and	
8	1	ena od: ♦ while ♦ as ♦ when ♦ before ♦ after	
9	1	♦ has	
10	1	♦ was	
11	1	♦ our	
12	1	♦ not	
13	1	ena od: ♦ how ♦ when	
14	1	ena od: ♦ will ♦ can ♦ should	
15	1	♦ the	
Skupaj	15		

Task 2: Gap fill (word formation): *Bishop calls for statue of Henry Morton Stanley to be removed*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ colonisation/colonization ♦ colonialisation/colonialization	
2	1	♦ removal	
3	1	♦ management	
4	1	♦ creation	
5	1	ena od: ♦ prosperous ♦ prospering	
6	1	♦ missionary	
7	1	♦ deserters	
8	1	♦ partnership	
9	1	♦ passionately	
10	1	ena od: ♦ brutality ♦ brutality	
11	1	♦ mistreatment	
12	1	♦ racist	
13	1	ena od: ♦ offence/offense ♦ offensiveness	
14	1	♦ identify	
15	1	♦ symbolic	
Skupaj	15		

Skupno število točk izpitne pole 1 OR: 20 + 30 = 50

VR**A) Bralno razumevanje****Task 1: Short answers: *Control-freak Adele shows there is now no point to celebrity interviews***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: <ul style="list-style-type: none"> ◆ She disapproves of it. ◆ She finds it ridiculous/pathetic. ◆ It is unnecessary. ◆ He is in disbelief. ◆ People have gone mad. 	
2	1	ena od: <ul style="list-style-type: none"> ◆ He missed the e-mail/link. ◆ The e-mail wasn't marked. ◆ Because of carelessness / a slip. 	
3	1	ena od: <ul style="list-style-type: none"> ◆ (29 minutes of) approved nothingness. ◆ Nothingness. ◆ (Yet another) tedious infomercial. 	
4	1	ena od: <ul style="list-style-type: none"> ◆ The interview wasn't aired. ◆ They avoided a boring interview. ◆ Saved from a tedious infomercial / her divorce talk. 	SPREJEMLJIVO: There was no interview. (Sprejmemo, čeprav odgovor ni povsem natančen.)
5	1	ena od: <ul style="list-style-type: none"> ◆ Doran/Adele exaggerated/overreacted. ◆ Doran's/Adele's intense reaction. ◆ Doran was devastated. ◆ There was too much drama. 	
6	1	◆ They themselves conducting the interviews.	
7	1	◆ (An orgy of) greed-driven fakery.	
8	1	◆ She's well-mannered/understanding/ compassionate/kind/flexible/professional.	
9	1	ena od: <ul style="list-style-type: none"> ◆ The interview was paid for. ◆ The (one-million-dollar) contract. 	
10	1	◆ It can be more original/authentic/genuine/real.	
Skupaj	10		

Task 2: Gapped text: *'Travelers who were lost forever': why tourists experience 'India syndrome'*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	◆ C	ODVEČNA STAVKA: D, J
2	1	◆ G	
3	1	◆ E	
4	1	◆ F	
5	1	◆ K	
6	1	◆ L	
7	1	◆ B	
8	1	◆ H	
9	1	◆ A	
10	1	◆ I	
Skupaj	10		

B) Poznavanje in raba jezika

Task 1: Gap fill: 'Will Boris drive a tuk-tuk this time?' ... a comedian relives Johnson's last hilarious India visit

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ to	
2	1	♦ like	
3	1	♦ so	
4	1	♦ it	
5	1	ena od: ♦ made ♦ hit ♦ dominated ♦ topped	
6	1	♦ they	
7	1	ena od: ♦ however ♦ though	
8	1	♦ how	
9	1	ena od: ♦ that ♦ who(m)	
10	1	♦ its	
11	1	ena od: ♦ were ♦ was	
12	1	♦ wedding	
13	1	♦ too	
14	1	♦ no	
15	1	♦ even	
Skupaj	15		

Task 2: Gap fill (word formation): Covid has changed the way we work and there's no going back

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ confinement ♦ confines	
2	1	♦ employees	
3	1	♦ economic	
4	1	♦ timely	
5	1	♦ dramatically	
6	1	♦ tension(s)	
7	1	♦ ease	
8	1	ena od: ♦ capitalist ♦ capitalistic	
9	1	♦ intimacy	
10	1	♦ oppressive	
11	1	ena od: ♦ multiplication ♦ multiplicity	
12	1	♦ conversations	
13	1	♦ inhuman(e)	
14	1	♦ respond	
15	1	♦ intensity	
Skupaj	15		

Skupno število točk izpitne pole 1 VR: 20 + 30 = 50

IZPITNA POLA 2**Slušno razumevanje****OR****Section A: True/False: *Helen Naylor***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ F	
2	1	♦ T	
3	1	♦ F	
4	1	♦ F	
5	1	♦ T	
6	1	♦ F	
7	1	♦ T	
8	1	♦ F	
9	1	♦ F	
Skupaj	9		

VR**Section A: Sentence completion: *Helen Naylor***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ ran a (local) society/organisation/group ♦ ran the ME society/organisation/group	NESPREJEMLJIVO: ♦ joined a local society
2	1	ena od: ♦ her life (dramatically) changed ♦ it dominated her life	
3	1	ena od: ♦ using a stick ♦ wearing a (disabled) badge	
4	1	ena od: ♦ disturb her mother ♦ wake her mother up ♦ make noise	
5	1	♦ a burden	
6	1	ena od: ♦ endangered her (daughter's life) ♦ behaved irresponsibly	
7	1	♦ sparking	
8	1	ena od: ♦ resented ♦ blamed	
9	1	ena od: ♦ her mother was a different person ♦ her mother changed ♦ her mother got well ♦ her mother was full of life/energy ♦ her mother was unstoppable	
Skupaj	9		

OR in VR**Section B: Short answers: *Helene Cooper***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ How war/conflict shapes people's lives.	SPREJEMLJIVO: Vsi odgovori, ki omenjajo, da vojne vplivajo na ljudi.
2	1	ena od: ♦ She used/faked American English. ♦ She used a fake accent. ♦ She pretended to be American. ♦ She hid her past / Liberian accent.	
3	1	ena od: ♦ They founded it/Liberia. ♦ They bought the land. ♦ They were the first settlers. ♦ They were leaders and founders.	NESPREJEMLJIVO: ♦ They were colonizers.
4	1	♦ They were (freed/former) slaves.	
5	1	♦ They bought it.	
6	1	ena od: ♦ They behaved like colonizers. ♦ They became the new elite.	SPREJEMLJIVO: Vsi odgovori, ki omenjajo, da se jim je status izboljšal.
7	1	ena od: ♦ She was privileged. ♦ She was spoilt. ♦ She was lonely.	SPREJEMLJIVO: Vsi pridevniki, ki omenjajo, da je imela srečno otroštvo in/ali je bila razvajena.
8	1	♦ (Social) inequality.	SPREJEMLJIVO: Vsi odgovori, ki omenjajo razliko med revnimi in bogatimi. NESPREJEMLJIVO: samo »poverty«.
9	1	ena od: ♦ She decided to adopt a child / find a playmate (for Helene). ♦ She adopted a child. ♦ She found (her) a playmate.	
Skupaj	9		

Skupno število točk izpitne pole 2 OR: 9 + 9 = 18

Skupno število točk izpitne pole 2 VR: 9 + 9 = 18

Transkripciji

Section A

Helen Naylor

Presenter: Helen Naylor grew up in a small town in the English Midlands. An only child, looking after her two seriously ill parents. Well, her mother, mainly. Her father, who had heart and lung problems, was often out of the house. Mum, Elinor, would spend most of the day in bed, but would rouse herself to run the local ME society for people with a debilitating condition, also known as chronic fatigue syndrome. It's notoriously hard to diagnose, but can leave sufferers bed bound or in a wheelchair with barely enough energy to function. Helen was seven when her mum told her she had ME and from then on, it totally dominated her young life.

Helen Naylor: I remember her telling me that she was ill and very quickly she started using a stick and she got a disabled badge and she would no longer be able to take me out or do the sort of normal things that mums do. There was a huge emotional responsibility placed on me. And this idea that I had to kind of make sure everything was OK for mum. Every afternoon, for instance, my mum would go to bed, my dad would go out, and I would just be left to entertain myself. And I had to be really quiet, I couldn't disturb mum. I'd be creeping around the house, watching the TV on mute, not daring to put any lights on or anything.

Presenter: What would happen if you did disturb your mum by being noisy?

Helen Naylor: She'd be furious. So, I remember one occasion when I was just bored, basically. And I'd obviously disturbed her in some way and she was furious at me and was sort of shouting at me, "Well, I suppose I'm going to have to take you out then if you're going to be this disruptive," sort of thing. And there was a real feeling that I was a burden to her. And things would happen, like when I was around ten, again, me and my friend were playing downstairs, my mum was in bed, my dad was out and we heard this noise in the kitchen, so we went to investigate what it was. And the whole kitchen was filled with smoke. The washing machine was sparking. And so, I shouted for mum and I told her what'd happened and she shouted at me to go back down into the kitchen and turn off the washing machine.

Presenter: Which was sparking?

Helen Naylor: Yeah. So, she told two primary school children to go back into the room filled with smoke and a sparking electrical appliance and turn it off. And touch it. And it was that sort of responsibility that I, and I saw it as my responsibility, I didn't see anything strange about me having to do that.

Presenter: So you didn't resent your mum for sort of leaving you to look after yourself and having to sort of, as you say, isolate yourself in such a way?

Helen Naylor: No, not at all. I thought, obviously, I knew it wasn't normal as in the way some of my friends' childhoods were because I knew my parents were disabled, but I thought they were doing the absolute best that they could and that I needed to do these things. There was no sort of resentment on my part. I absolutely would have said that I was having a good childhood.

Presenter: There were signs that something wasn't right. There was that summer, for instance, when Helen was 16 and the family had a rare holiday – a fortnight in the United States. Her mum needed a wheelchair to get onto the plane. But as soon as they arrived, she was a different person.

Helen Naylor: She didn't have a rest. She didn't stop. We had two weeks of just going from one activity to the next to the next to the next...

Section B***Helene Cooper***

Presenter: So let's start with Helene Cooper. Helene is a high flyer in the world of American journalism. She's the Pentagon reporter for The New York Times, covering stories about defence policy and the US military. And when she's writing articles about military intervention, Helene has first-hand experience of how war and conflict can shape a person's life. She left her home in the West African country of Liberia after her harrowing experience of a military coup. She then arrived in the US as a child refugee, but having to fit in to an American high school as a teenager, she tried to hide her past.

Helene Cooper: I think at that age you're so obsessed with seeming like all the other kids, that's all you care about. Even though I was still dreaming in Liberian English, and when I spoke with my family at home, I was speaking Liberian English. At school, I definitely faked the American accent.

Presenter: Because not only are you from Liberia, but your ancestors were actually the founders of the country. Can you explain a little bit about the history of the country?

Helene Cooper: Liberia was founded by freed American Blacks and freed slaves in 1822. In 1821, my great-great-great-great-grandfather, Elijah Johnson, was on the first ship that sailed from New York Harbor to West Africa. There were 88 of them on the ship and they were looking for land to settle and after about a year ended up buying a patch of land that would become Liberia from the native Africans who lived there.

Presenter: But a divide existed on that land from the beginning. The American contingent became known as the Congo people and were associated with the rich elite, whereas the Africans already living on the land were called the country people.

Helene Cooper: These freed American Blacks and freed American slaves went to Liberia and set up the same sort of antebellum society that they had fled from, except this time, they were the educated colonisers and the, the native Liberians became sort of the labour in the fields. There wasn't slavery because these people were paid, but there was definitely a two-tiered system.

Presenter: So for you growing up not only as a so-called Congo person, but also as a descendant of the founders of Liberia, what did your life look like? Were you quite privileged?

Helene Cooper: By Liberian standards, I grew up as a spoiled little brat, you know. My dad built a big house on the beach. The house at Sugar Beach. My father was in business. We vacationed in Europe and the United States. You know, I didn't pay a lot of attention to what was going [on] around me, which was, I was a rich little girl in a very, very poor country that was increasingly starting to notice this, you know, the 150 years of inequality that had persisted in Liberia.

Presenter: And members of your family still held quite powerful positions, like your uncle Cecil, for example. He was Minister for Foreign Affairs.

Helene Cooper: Yes, he was. My father had been in the government, but he had resigned, but I had another uncle, who had worked in the government as well. So, we definitely had people in high levels of government service.

Presenter: Helene had a younger sister, Marlene, and several other brothers and sisters who were not always around. She was often quite lonely, which is how a so-called country child called Eunice ended up moving in with the family.

Helene Cooper: We moved to this big house on the beach and I was afraid to sleep by myself, even though I was so excited about having my own room. And my mom decided that, you know, I needed a playmate and so she went off and put the word out that her seven-year-old daughter at the time needed a playmate and she was willing to sort of rear or adopt a girl close to my age and she would send that child to school and we'd...

IZPITNA POLA 3**OR****A) Pisni sestavek (v eni od stalnih sporočanjskih oblik)****Vsebina**

Kandidat/-ka mora napisati elektronsko sporočilo, dolgo od 120 do 150 besed.

Kandidat/-ka mora v krajšem pisnem sestavku lastnici/lastnikom hišnih ljubljencev napisati elektronsko sporočilo, v katerem se prijavi za počitniško delo.

B) Daljši pisni sestavek

Kandidat/-ka mora napisati pisni sestavek, dolg od 220 do 250 besed.

Vsebina**1. Oversharing on social media can have negative consequences**

Kandidat/-ka mora v pisnem sestavku razpravljati o tem, ali ima objavljane osebne vsebine na socialnih omrežjih lahko negativne posledice.

2. Students benefit more from extracurricular activities than from school subjects

Kandidat/-ka mora v sestavku razpravljati o tem, ali so izvenšolske dejavnosti za dijake/-inje koristnejše od šolskih predmetov.

VR**A) Pisni sestavek (v eni od stalnih sporočanjskih oblik)****Vsebina**

Kandidat/-ka mora napisati poročilo, dolgo od 150 do 180 besed.

Kandidat/-ka mora v krajšem pisnem sestavku napisati poročilo o udeležbi na Evropskem mladinskem parlamentu, kjer je sodeloval/-a pri delavnicah.

B) Pisni sestavek na temo iz književnosti

Kandidat/-ka mora napisati pisni sestavek, dolg od 250 do 300 besed.

Vsebina**1. Discuss Simon's role in William Golding's *Lord of the Flies*.**

Kandidat/-ka mora v daljšem pisnem sestavku razpravljati o Simonovi vlogi v romanu *Lord of the Flies*.

2. Discuss Kathy's role as a carer in Kazuo Ishiguro's *Never Let Me Go*.

Kandidat/-ka mora v daljšem pisnem sestavku razpravljati o Kathyjini vlogi v romanu *Never Let Me Go*.

OR in VR**A) Pisni sestavek (v eni od stalnih sporočanjskih oblik)****Vsebina**

Točke	Merila
5	Vsebina je povsem primerna, iztočnice so temeljito razvite, s povsem ustreznimi podkrepitevami.
4	Vsebina je primerna, iztočnice so dokaj dobro razvite, z ustreznimi podkrepitevami.
3	Približno polovica vsebine je primerna, iztočnice so pomanjkljivo razvite ALI približno polovica iztočnic ni upoštevana ALI del besedila je vzet iz navodil. Če je sestavek krajši od 100 besed (OR) oziroma 120 besed (VR), se v vseh kategorijah dodelijo največ 3 točke.
2	Večina vsebine ni primerna, iztočnice v glavnem niso razvite ALI besedilo je skoraj v celoti vzeto iz navodil.
1	Vsebina je komajda primerna, iztočnice niso razvite. Če je vsebina ocenjena z 1 točko, se v drugih kategorijah dodelijo največ 3 točke.
0	Vsebina je v celoti neprimerna, ker ne sledi navodilom, sestavek je krajši od 50 besed (OR) oziroma 60 besed (VR).
Opomba	Če je vsebina ocenjena z 0 točkami in je sestavek dolg 50 besed (OR) oziroma 60 besed (VR) ali več, se v drugih kategorijah dodeli največ 1 točka.

Sporočilnost

Točke	Merila
5	Sporočilni namen in s tem učinek na ciljnega bralca sta popolnoma dosežena. Sestavek v celoti ustreza zahtevani besedilni vrsti in njeni zgradbi.
4	Sporočilni namen in s tem učinek na ciljnega bralca sta v glavnem dosežena. Sestavek v glavnem ustreza zahtevani besedilni vrsti in njeni zgradbi.
3	Sporočilni namen in s tem učinek na ciljnega bralca sta na splošno dosežena. Sestavek na splošno ustreza zahtevani besedilni vrsti in njeni zgradbi.
2	Sporočilni namen in s tem učinek na ciljnega bralca sta le delno dosežena. Sestavek le delno ustreza zahtevani besedilni vrsti in njeni zgradbi.
1	Sporočilni namen in s tem učinek na ciljnega bralca v glavnem nista dosežena. Sestavek v glavnem ne ustreza zahtevani besedilni vrsti in njeni zgradbi.
0	Sporočilni namen in s tem učinek na ciljnega bralca nista dosežena. Sestavek ne ustreza zahtevani besedilni vrsti in njeni zgradbi. Sestavek je krajši od 50 besed (OR) oziroma 60 besed (VR).

Besedišče in register

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto bogato, s povsem ustreznim registrom in vljudnostnim tonom.
4	Besedišče je v glavnem pravilno, raznoliko, občasno bogato, z večinoma ustreznim registrom in vljudnostnim tonom.
3	Besedišče je v glavnem pravilno, vendar izrazito povprečno, delno se ponavlja ALI besedišče je zgolj prepisano iz danih iztočnic, z delno neustreznim registrom in vljudnostnim tonom.
2	Besedišče je pogosto napačno, izrazito povprečno ALI pogosto omejeno, s pretežno neustreznim registrom in vljudnostnim tonom. Razumevanje besedila je lahko mestoma oteženo.
1	Besedišče je v glavnem napačno, omejeno, s povsem neustreznim registrom in vljudnostnim tonom. Razumevanje besedila je oteženo.
0	Sestavek je krajši od 50 besed (OR) oziroma 60 besed (VR).

Jezikovna pravilnost

Točke	Merila
5	Raba raznolikih jezikovnih struktur, skoraj brez napak.
4	Raba raznolikih jezikovnih struktur, malo napak.
3	Raba raznolikih jezikovnih struktur, z več napakami ALI prevladuje raba osnovnih jezikovnih struktur, skoraj brez napak.
2	Raba raznolikih jezikovnih struktur, s pogostimi napakami ALI prevladuje raba osnovnih jezikovnih struktur, s precej pogostimi napakami. Razumevanje besedila je lahko mestoma oteženo.
1	Večina jezikovnih struktur je napačnih. Razumevanje besedila je oteženo.
0	Sestavek je krajši od 50 besed (OR) oziroma 60 besed (VR).

OR**B) Daljši pisni sestavek****Vsebina**

Točke	Merila
5	Vsebina je povsem primerna, v celoti osredotočena na naslov, podprta s prepričljivimi dokazi, s poglobljenim vpogledom v temo, obravnavano problemsko.
4	Vsebina je v glavnem primerna, osredotočena na naslov, podprta s primernimi dokazi, z dobrim vpogledom v temo, obravnavano dokaj problemsko.
3	Vsebina je na splošno primerna, delno osredotočena na naslov (približno polovica je primerna ALI se ponavlja), podprta z enostavnimi/neizvirnimi dokazi, s površnim vpogledom v temo, obravnavano delno problemsko in delno pripovedno. Če je sestavek krajši od 150 besed, se v vseh kategorijah dodelijo največ 3 točke.
2	Vsebina je v glavnem neprimerna, občasno osredotočena na naslov, pomanjkljivo podprta z dokazi, s površnim vpogledom v temo, obravnavano občasno problemsko in večinoma pripovedno.
1	Vsebina je komajda primerna, ni osredotočena na naslov, s pomanjkljivim vpogledom v temo, ki ni obravnavana problemsko. Če je vsebina ocenjena z 1 točko, se v drugih kategorijah dodelijo največ 3 točke.
0	Vsebina je v celoti neustrezna ALI sestavek je krajši od 100 besed. Če je vsebina ocenjena z 0 točkami in je sestavek dolg 100 besed ali več, se v drugih kategorijah dodelita največ 2 točki.

Besedišče

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto nadpovprečno bogato, z izrazito rabo pristnih kolokacij, s povsem ustreznim registrom.
4	Besedišče je v glavnem pravilno, raznoliko, občasno nadpovprečno bogato, z rabo pristnih kolokacij, z večinoma ustreznim registrom.
3	Besedišče je v glavnem pravilno, toda povprečno, delno se ponavlja, z večinoma neizrazitimi kolokacijami, z delno neustreznim registrom.
2	Besedišče je pogosto napačno, izrazito povprečno, pogosto se ponavlja, je dokaj omejeno, s pretežno neustreznim registrom. Razumevanje besedila je lahko mestoma oteženo.
1	Besedišče je v glavnem napačno, se ponavlja, je zelo omejeno, s povsem neustreznim registrom. Razumevanje besedila je oteženo.
0	Sestavek je krajši od 100 besed.

Jezikovna pravilnost

Točke	Merila
5	Raba raznolikih jezikovnih struktur, skoraj brez napak.
4	Raba raznolikih jezikovnih struktur, malo napak.
3	Raba raznolikih jezikovnih struktur, z več napakami ALI prevladuje raba osnovnih jezikovnih struktur, skoraj brez napak.
2	Raba raznolikih jezikovnih struktur, s pogostimi napakami ALI prevladuje raba osnovnih jezikovnih struktur, s precej pogostimi napakami. Razumevanje besedila je lahko mestoma oteženo.
1	Večina jezikovnih struktur je napačnih. Razumevanje besedila je oteženo.
0	Sestavek je krajši od 100 besed.

Zgradba in vezljivost

Točke	Merila
5	Besedilo je povsem primerno členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); misli so povsem jasno povezane; dobra vezljivost na ravni stavka, odstavka in sestavka.
4	Besedilo je primerno členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); misli so v glavnem jasno povezane; mestoma ohlapna vezljivost na ravni stavka, odstavka in/ali sestavka.
3	Besedilo je delno neprimerno členjeno; misli so deloma nejasno povezane; ohlapna vezljivost na ravni stavka, odstavka in sestavka. Če je sestavek napisan v enem odstavku, se dodelijo največ 3 točke.
2	Besedilo ni primerno členjeno, misli so nejasno povezane; slaba vezljivost na ravni stavka, odstavka in sestavka.
1	Besedilo ni členjeno, misli so samo navržene; vezljivosti ni.
0	Sestavek je krajši od 100 besed.

VR**B) Pisni sestavek na temo iz književnosti****Vsebina**

Točke	Merila
9–10	Vsebina je povsem primerna, v celoti osredotočena na naslov, podprta s prepričljivimi dokazi, kar kaže na poglobljeno poznavanje umetnostnega besedila.
7–8	Vsebina je v glavnem primerna, osredotočena na naslov, podprta s primernimi dokazi, kar kaže na dobro poznavanje umetnostnega besedila
5–6	Vsebina je na splošno primerna, delno osredotočena na naslov (približno polovica je primerna ALI se ponavlja), podprta z enostavnimi in/ali deloma netočnimi dokazi, kar kaže na površno poznavanje umetnostnega besedila. Če je sestavek krajši od 190 besed, se v kategoriji Vsebina dodeli največ 6 točk, v drugih kategorijah pa največ 3 točke.
3–4	Vsebina je v glavnem neprimerna, občasno osredotočena na naslov, pomanjkljivo podprta z dokazi in/ali z več netočnimi dokazi, kar kaže na pomanjkljivo poznavanje umetnostnega besedila.
1–2	Vsebina je komajda primerna, ni osredotočena na naslov, ni podprta s primeri, kar kaže na slabo poznavanje umetnostnega besedila. Če je vsebina ocenjena z 1 točko, se v drugih kategorijah dodelijo največ 3 točke.
0	Vsebina je v celoti neustrezna, kar kaže na nepoznavanje umetnostnega besedila, ALI sestavek je krajši od 120 besed. Če je vsebina ocenjena z 0 točkami in je sestavek dolg 120 besed ali več, se v drugih kategorijah dodelita največ 2 točki.

Besedišče

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto nadpovprečno bogato, z izrazito rabo pristnih kolokacij, s povsem ustreznim registrom.
4	Besedišče je v glavnem pravilno, raznoliko, občasno nadpovprečno bogato, z rabo pristnih kolokacij, z večinoma ustreznim registrom.
3	Besedišče je v glavnem pravilno, toda povprečno, delno se ponavlja, z večinoma neizrazitimi kolokacijami, z delno neustreznim registrom.
2	Besedišče je pogosto napačno, izrazito povprečno, pogosto se ponavlja, je dokaj omejeno, s pretežno neustreznim registrom. Razumevanje besedila je lahko mestoma oteženo.
1	Besedišče je v glavnem napačno, se ponavlja, je zelo omejeno, s povsem neustreznim registrom. Razumevanje besedila je oteženo.
0	Sestavek je krajši od 120 besed.

Jezikovna pravilnost

Točke	Merila
5	Raba raznolikih jezikovnih struktur, skoraj brez napak.
4	Raba raznolikih jezikovnih struktur, malo napak.
3	Raba raznolikih jezikovnih struktur, z več napakami ALI prevladuje raba osnovnih jezikovnih struktur, skoraj brez napak.
2	Raba raznolikih jezikovnih struktur, s pogostimi napakami ALI prevladuje raba osnovnih jezikovnih struktur, s precej pogostimi napakami. Razumevanje besedila je lahko mestoma oteženo.
1	Večina jezikovnih struktur je napačnih. Razumevanje besedila je oteženo.
0	Sestavek je krajši od 120 besed.

Zgradba in vezljivost

Točke	Merila
5	Besedilo je povsem primerno členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); misli so povsem jasno povezane; dobra vezljivost na ravni stavka, odstavka in sestavka.
4	Besedilo je primerno členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); misli so v glavnem jasno povezane; mestoma ohlapna vezljivost na ravni stavka, odstavka in/ali sestavka.
3	Besedilo je delno neprimerno členjeno; misli so deloma nejasno povezane; ohlapna vezljivost na ravni stavka, odstavka in sestavka. Če je sestavek napisan v enem odstavku, se dodelijo največ 3 točke.
2	Besedilo ni primerno členjeno, misli so nejasno povezane; slaba vezljivost na ravni stavka, odstavka in sestavka.
1	Besedilo ni členjeno, misli so samo navržene; vezljivosti ni.
0	Sestavek je krajši od 120 besed.

Skupno število točk izpitne pole 3 OR: 20 + 20 = 40

Skupno število točk izpitne pole 3 VR: 20 + 25 = 45