



Državni izpitni center



A 1 9 0 2 4 1 1 4

ANGLEŠKI JEZIK

NAVODILA ZA OCENJEVANJE

Vzorec

IZPIT ZA OSEBE Z MEDNARODNO ZAŠČITO

IZPITNA POLA 1**A) Bralno razumevanje**Task 1: Multiple choice questions: *Caged Johnson*

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

Task 2: Matching: *Customer reviews*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ E ♦ G	Če je prvi odgovor E, je drugi lahko samo G.
2	1	ena od: ♦ E ♦ G	Če je drugi odgovor E, je prvi lahko samo G.
3	1	ena od: ♦ B ♦ E	Če je tretji odgovor B, je četrti lahko samo E.
4	1	ena od: ♦ B ♦ E	Če je četrti odgovor B, je tretji lahko samo E.
5	1	ena od: ♦ D ♦ F	Če je peti odgovor D, je šesti lahko samo F.
6	1	ena od: ♦ D ♦ F	Če je šesti odgovor D, je peti lahko samo F.
7	1	♦ C	
8	1	♦ D	
9	1	♦ F	
10	1	♦ B	
11	1	♦ A	
Skupaj	11		

B) Poznavanje in raba jezika**Task 1: Gap fill: *Fabrice Muamba: Adopted son who thrived in the face of adversity***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ no ♦ bad ♦ broken ♦ little ♦ poor	SPREJEMLJIVO: Samo negativni izrazi (zaradi veznika <i>but</i>).
2	1	ena od: ♦ who ♦ that	
3	1	♦ a	
4	1	ena od: ♦ which ♦ whom	
5	1	ena od: ♦ and ♦ yet	
6	1	♦ how	
7	1	♦ for	
8	1	♦ as	
9	1	♦ their	
10	1	♦ in	
11	1	♦ have	
12	1	♦ despite	NESPREJEMLJIVO: ♦ after ♦ on
13	1	♦ than	
14	1	ena od: ♦ any ♦ a ♦ every ♦ the	
15	1	♦ the	
Skupaj	15		

Task 2: Gap fill (verbs): *Running with the Kenyans*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ stood ♦ had been standing ♦ had stood ♦ standing ♦ were standing	
2	1	♦ could be heard	
3	1	♦ run	
4	1	ena od: ♦ winning ♦ having won	
5	1	ena od: ♦ surrounds ♦ has been surrounding ♦ has surrounded ♦ is surrounding	
6	1	♦ to discover	
7	1	ena od: ♦ were not ♦ weren't ♦ was not ♦ wasn't	
8	1	ena od: ♦ have never visited ♦ had never visited	
9	1	ena od: ♦ was going to be ♦ would be ♦ is ♦ was	
10	1	♦ looking	
11	1	ena od: ♦ makes ♦ has been making ♦ has made ♦ is making	
12	1	ena od: ♦ sampling ♦ having sampled	
Skupaj	12		

Skupno število točk izpitne pole 1: 19 + 27 = 46

IZPITNA POLA 2**Slušno razumevanje****Section A: True/False: *An interview with Nicola Benedetti***

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

Section B: Short answers: *An interview with Tanya Bunsell*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ (Academic) research. ♦ Her study. ♦ Sociology.	SPREJEMLJIVO: Odgovori, ki omenjajo raziskavo in/ali sociologijo. NESPREJEMLJIVO: ♦ Psychology.
2	1	ena od: ♦ A diet. ♦ Getting up early.	SPREJEMLJIVO: Odgovori, ki omenjajo prehrano in/ali zgodnje vstajanje. Besedi <i>a.m.</i> in <i>o'clock</i> štejemo kot eno besedo.
3	1	ena od: ♦ A diary. ♦ (Diary) notes.	SPREJEMLJIVO: Odgovori, ki omenjajo dnevnik in/ali zapiske.
4	1	ena od: ♦ Annoyed. ♦ Frustrated.	SPREJEMLJIVO: Odgovori, ki povedo, da z rezultati ni bila zadovoljna. NESPREJEMLJIVO: ♦ Frustrating.
5	1	ena od: ♦ Her arms. ♦ Her biceps.	NESPREJEMLJIVO: ♦ Arms and legs.
6	1	ena od: ♦ Injuries. ♦ Rehab. ♦ Recovery. ♦ Alcoholism. ♦ Traumas. ♦ Depression.	NESPREJEMLJIVO: Odgovori, ki omenjajo nosečnost (<i>pregnancy</i>) ali rojstvo, rojevanje (<i>birth</i>).
7	1	ena od: ♦ Power. ♦ Control. ♦ Confidence.	SPREJEMLJIVO: Odgovori, ki omenjajo boljšo samopodobo, večjo moč ali vpliv. NESPREJEMLJIVO: Odgovori, ki omenjajo zgolj človekov videz (sprašujemo po psihološkem učinku).
8	1	♦ Men.	NESPREJEMLJIVO: ♦ Men and women.
Skupaj	8		

Skupno število točk izpitne pole 2: $8 + 8 = 16$

Transkripciji

Section A

An interview with Nicola Benedetti

Presenter: Now, ten years ago, a sixteen-year-old Scottish violinist called Nicola Benedetti won the BBC's prestigious Young Musician of the Year competition. Since then, her career has gone from strength to strength and she's acclaimed as one of the world's leading violinists appearing with major orchestras and in solo concerts. She recently performed at the spectacular opening ceremony for the Commonwealth Games in Scotland. Nicola's latest recording Homecoming – A Scottish Fantasy goes back to her roots, mixing both classical and traditional Scottish folk music. When Nicola joined me in the Outlook studio, she told me who inspired her to pick up her first violin when she was just four years old.

Nicola Benedetti: My sister. It's all her fault, entirely. She is four years older than me and she saw a picture of a violin, actually, when she was around four, so I was just born at that point, uhm, fell in love with the shape and the beauty, the visual beauty of the instrument. Uhm, she just asked persistently and, and eventually my mum gave in when I was four years old and my sister was eight. And we both began playing together and I, I, at that point, and for many years later, we ... I just wanted to do whatever my older sister did, so I was just happy to copy, really ...

Presenter: Did you, did you take to it naturally or was it really hard work from the off?

Nicola Benedetti: I'm left handed, so I picked up the violin the wrong way round, uhm, every time she handed me the violin during my first lesson. I think my second lesson also. I kept ... Just my instinct was to swap things over and put my violin in my right hand. Uhm, and, and, the fact that I kept doing that wrong, I found traumatising, so I was in tears throughout most of the first few lessons. And ... But then, once I got over that initial hurdle, I think, my, my progression was, was really quite, quite fast. By the time I was eight or nine I passed my Grade 8 Exam, so I guessed, uhm ...

Presenter: Which is the highest level of music exams in this country, isn't it?

Nicola Benedetti: Yes, yes, I mean, yeah, the ...

Presenter: And not a lot of students go on to take a degree at that age ...

Nicola Benedetti: Yes, it doesn't mean you've made it as a violinist ...

Presenter: No, but nonetheless, that's a pretty early age to be doing it.

Nicola Benedetti: I think so, yes ...

Presenter: I think that students would be in their teens, or something like that, wouldn't they?

Nicola Benedetti: I think, yes, it's quite, quite young to be, to be doing that. And shortly after I auditioned for the Yehudi Menuhin School, which was a suggestion of my violin teacher, uhm, an amazing thing for a violin teacher to recognise the potential of a, of a, of a student and, and suggest that they go on to study with, with, someone else. So I will forever be, be grateful to her for that suggestion.

Presenter: It must have been incredibly hard work, though. I mean, there must've been hours and hours of practice. Did you enjoy that or was that a chore?

Nicola Benedetti: I, I couldn't say with my hand on my heart that I enjoyed every minute of those hours of practice. I mean, we started off just five minutes a day that grew into ten, fifteen, then half an hour a day. Uhm, I think, my mum was always incredibly pragmatic and straightforward and unfluffy in her way of thinking and her approach to, to bringing up children, and I think, her feeling was, no matter what it was, we should promise to ... We had to apply some seriousness and repetition and dedication to that thing and that happened to be violin playing. Uhm, so even throughout the entire holiday period, we would never have twenty-four hours without playing. We would always play for a couple of hours, maybe three, sometimes four in the mornings, and then we would have the afternoon, the evening off. And it was just a, a daily part of, of a routine, that, to be honest, I, I look at my, well I look at my life now, and I definitely do appreciate that, that she helped us persevere with that. But I also look at my childhood and I think how much sweeter those hours of playing were after having focused on something.

Section B***An interview with Tanya Bunsell***

Presenter: Now, some people think that images of female body-builders with their broad shoulders and tiny waists, bulging biceps and thighs, often displayed in miniature bikinis, are quite grotesque. But others see the activity as a way of women taking control of their own body image. It's a world that has fascinated the British sociologist Tanya Bunsell since she was a child. So when she decided to carry out academic research into the activity, she started to train as a body-builder herself. She told me about her routine.

Tanya Bunsell: It was quite an obsessive one. I certainly got up at 5 o'clock in the morning because that's when my group of female body-builders trained. I had a very regimented diet so I would eat every couple of hours. Things like sweet potato or rice, bigger main meals.

Presenter: What about the physical training? How much of that did you have to do every day?

Tanya Bunsell: Oh, I'd do a couple of hours of training every day, which was quite intense.

Presenter: 'Cause you got quite drawn into the idea of building your muscles, presumably. You got quite addicted to it, might I say?

Tanya Bunsell: Yes, of course, yes, I think ... I look back ... at certain ... in my diary notes, which are ... frustrated with not being able to get my legs up to the size that I wanted to, and the exasperation and irritation and annoyance that I felt when I didn't embody this ideal image and certainly I was thinking about it all the time. I was hanging around with the female body-builders in the evenings.

Presenter: How big did you get?

Tanya Bunsell: I didn't get that big. As you can see I'm very slight. But I did put on two stone compared to what I am now, of muscle and water.

Presenter: Two stone of extra muscle?

Tanya Bunsell: Yes.

Presenter: Wow. And where did that come? On your biceps, on your arms, on your thighs?

Tanya Bunsell: My arms were a couple of inches bigger. My legs, which are very slim, three inches. So my arms were about fourteen inches, which is, probably ... and defined ... so they were probably bigger than the average guy's arms. So they were enough to make a statement to people outside of the subculture that 'yes, she did some kind of training'.

Presenter: What did you learn about the psychology of the women who were in the sport, or the pursuit, all the time? Why had they started, many of them, to get involved in this?

Tanya Bunsell: There were actually quite diverse reasons. Sometimes it was just they'd had an injury and it was about rehab, or there'd be ... or they found they're actually good at it. A lot of them appreciated the look, they found that very attractive, they wanted to embody those particular traits. Muscles are ... are usually associated with men and masculinity and power and control, and they wanted to embody them themselves but still be seen as very feminine. For others, there were specific events which triggered why they wanted to become a female body-builder.

Presenter: What sort of things?

Tanya Bunsell: Some had problems with alcohol, others, they'd just had a child and wanted to reclaim their body or they'd been in an abusive relationship. So it did vary. Some were extreme events that had happened in people's lives and others, it was just a trickle into this particular lifestyle.

Presenter: Is there an element of what I've heard called body dysmorphia, the sense that some people suffer from a disease or an illness, which means that they're not satisfied with their appearance and they ... they can get quite depressed about their appearance?

Tanya Bunsell: Yes, absolutely, I do think there is body dysmorphia or bigorexia as they commonly like to call it, and something associated with men as not being seen as big enough, and they go to the gym to try and get bigger. And I think with these women there is that as well that their bodies are never good enough. So sometimes they can have pleasure, especially when they're dieting down to competition, and they become very hard and vascular, and ...

IZPITNA POLA 3

The English version of Criteria for assessment is published in the *Examination Guide for Persons with International Protection – English*.

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).

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.

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