



Državni izpitni center



JESENSKI ROK

ANGLJEŠČINA

NAVODILA ZA OCENJEVANJE

Petek, 26. avgust 2005

SPLOŠNA MATURA

Popravljenana moderirana različica

Izpitna pola 1

A: BRALNO RAZUMEVANJE

OSNOVNA IN VIŠJA RAVEN

Pravilni odgovori se točkujejo z eno točko.

<p>OR/VR TASK 1: SHORT ANSWERS <i>An ant's-eye view</i></p> <ol style="list-style-type: none"> 1. Details 2. Its survival at 53°C (in the heat of the desert) / To survive (in such high/tough temperature/conditions) / To survive a high body temperature / They can come out during the day 3. Sun(light) / Polarised light 4. Special cells in eyes 5. Because of the changing position of the Sun / Sunlight varies / To correct any errors / To find the way back / To get back home / If they don't do it they may get lost / To memorise the path 6. When the terrain is flat / has no landmarks 7. In the US Navy / In science/robots / Searching for missiles lost by the US Air Force 	<p>OR/VR TASK 3: TRUE / FALSE / NOT GIVEN <i>Worst storm in 50 years tears into Bermuda</i></p> <ol style="list-style-type: none"> 1. NG 2. T 3. T 4. T 5. T 6. F 7. NG 8. F 9. T
<p>OR TASK 2: MATCHING <i>A real taste of the deep south</i></p> <ol style="list-style-type: none"> 1. F 2. H 3. A 4. D 5. E 6. C 7. B 8. G 9. D 	<p>VR TASK 2: GAPPED TEXT <i>'I wasn't so good at caring for cows'</i></p> <ol style="list-style-type: none"> 1. F 2. J 3. A 4. H 5. B 6. E 7. I 8. D 9. G <p>C = odvečni stavek</p>

- Za slovnične napake in nepravilno napisane besede točk ne odštevamo.
- Napačno napisanih besed, ki se **pomensko razlikujejo** od pravih rešitev, ne upoštevamo.
- Zunanji ocenjevalci bodo po lastni presoji upoštevali tudi smiselno pravilne odgovore, ki niso navedeni v navodilih za ocenjevanje.
- Dolžina odgovorov:
 - a) Če kandidat odgovori s celim stavkom, upoštevamo, če je odgovor pravi.
 - b) Če kandidat odgovori v stavkih, ki jih prepiše iz besedila in slučajno vsebujejo tudi odgovor na zastavljeno vprašanje, odgovora ne upoštevamo kot pravih.

SEŠTEVEK TOČK POLE 1A – OR: 7 + 9 + 9. Največje možno število točk: **25.**

SEŠTEVEK TOČK POLE 1A – VR: 7 + 9 + 9. Največje možno število točk: **25.**

B: POZNAVANJE IN RABA JEZIKA**OSNOVNA IN VIŠJA RAVEN**

V tem delu izpitne pole ocenjujemo predvsem poznavanje in rabo jezika, zato **ne** upoštevamo napačno napisanih besed niti slovnično oporečnih rešitev.

Vsi pravilni odgovori se točkujejo z eno točko. Skrajšane glagolske oblike upoštevamo kot pravilne odgovore.

<p>OR TASK 1: GAP FILL <i>When humans walked across the Bering Strait, dogs walked with them</i></p> <hr/> <ol style="list-style-type: none"> 1. have 2. it 3. also/still/nevertheless/even 4. after 5. in/with 6. which/though/although/but/while 7. at/to 8. were 9. well/excellent 10. about/over 11. a/no 12. however/though 13. by 14. with 15. if 	<p>OR/VR TASK 2: GAP FILL <i>British dig uncovers mummies</i></p> <hr/> <ol style="list-style-type: none"> 1. was mummified 2. is believed 3. have/had never found 4. was 5. must have been wrapped 6. went / had gone 7. called 8. indicates/indicated 9. (have) narrowed 10. To find 11. had been immersed / were immersed 12. appears 13. (had) lived 14. have preserved 15. taking 																												
<p>VR TASK 1: GAP FILL <i>Master of the Universe</i></p> <hr/> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. as/while</td> <td style="width: 50%;">15. however/though</td> </tr> <tr> <td>2. has</td> <td>16. then</td> </tr> <tr> <td>3. either</td> <td>17. made/found/noticed</td> </tr> <tr> <td>4. from</td> <td>18. it</td> </tr> <tr> <td>5. have</td> <td>19. the</td> </tr> <tr> <td>6. with</td> <td>20. way/manner</td> </tr> <tr> <td>7. spent/enjoyed</td> <td>21. quite/now/actually/really</td> </tr> <tr> <td>8. Only</td> <td>22. was/got</td> </tr> <tr> <td>9. moved/went/travelled</td> <td>23. by</td> </tr> <tr> <td>10. kills</td> <td>24. selling/with</td> </tr> <tr> <td>11. could/did/can</td> <td>25. read</td> </tr> <tr> <td>12. into</td> <td></td> </tr> <tr> <td>13. those/hard</td> <td></td> </tr> <tr> <td>14. same</td> <td></td> </tr> </table>	1. as/while	15. however/though	2. has	16. then	3. either	17. made/found/noticed	4. from	18. it	5. have	19. the	6. with	20. way/manner	7. spent/enjoyed	21. quite/now/actually/really	8. Only	22. was/got	9. moved/went/travelled	23. by	10. kills	24. selling/with	11. could/did/can	25. read	12. into		13. those/hard		14. same		<p>OR/VR TASK 3: WORD FORMATION <i>Putting the gangs to rights</i></p> <hr/> <ol style="list-style-type: none"> 1. competition 2. proofs 3. powerful 4. armed 5. depressingly 6. political 7. response 8. entertaining 9. lively 10. racism
1. as/while	15. however/though																												
2. has	16. then																												
3. either	17. made/found/noticed																												
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5. have	19. the																												
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12. into																													
13. those/hard																													
14. same																													

SEŠTEVEK TOČK POLE 1B – OR: 15 + 15 + 10. Največje možno število točk: **40.**

SEŠTEVEK TOČK POLE 1B – VR: 25 + 15 + 10. Največje možno število točk: **50.**

Izpitna pola 2

SLUŠNO RAZUMEVANJE

OSNOVNA IN VIŠJA RAVEN

Pravilni odgovori se točkujejo z eno točko.

Del A <i>Attention Deficit Hyperactivity Disorder (ADHD)</i>	Del B <i>The American dollar</i>
1. T	1. (Over / More than) 70 years
2. F	2. (Painful) false teeth / His teeth were hurting
3. F	3. Silver/Metal
4. F	4. The English/British / England
5. T	5. In Boston
6. F	6. The War of Independence / Fight against Britain / (The British/American) Independence
7. F	7. (United) America / United colonies / Unity

- Za slovnične napake in napačno napisane besede točk ne odštevamo.
- Napačno napisanih besed, ki se **pomensko razlikujejo** od pravih rešitev, ne upoštevamo.
- Zunanji ocenjevalci bodo po lastni presoji upoštevali tudi smiselno pravilne odgovore, ki niso navedeni v navodilih za ocenjevanje.

SEŠTEVEK TOČK POLE 2: 7 + 7. Največje možno število točk: **14.**

DEL A

Transkripcija

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

INTERVIEWER: Now, it's really quite common to hear of a boy being diagnosed with ADHD or Attention Deficit Hyperactivity Disorder. Indeed, it is the case that more boys suffer from it than do girls, but of the 5% of children under 16 in Britain who are thought to have it, a third are girls. But they're not always diagnosed and so they don't get help. There's a world conference in Edinburgh this week about living with learning difficulties. One of the speakers will be Svenny Kopp. She is a child psychiatrist in Sweden and she's conducted the first European study of girls with ADHD. Well, she joined us earlier from Gothenburg. Dr Nikos Myttas is a consultant child and adolescent psychiatrist in North London. Katrina Walsh has an 11-year-old daughter Willow who has the condition. She came into our Plymouth studio and I asked her what made her think something was wrong.

KATRINA WALSH: She was about two or three, she was very very very active and originally we put it down to being a very lively toddler. And that progressed and progressed and eventually she she really was far too much to handle.

INTERVIEWER: What sort of things would she do when she was too much to handle?

KATRINA WALSH: Climbing on shelves, swinging from light fittings; basically everything that a three- or four-year-old shouldn't be doing. Anything that was dangerous she had a real fixation for and it wasn't just a toddler intuition, it was it was much more than that she's, you know, she was actually at one point quite dangerous to herself.

INTERVIEWER: And how worried were you then at this stage?

KATRINA WALSH: I was extremely worried for Willow's safety, but I was actually also very very worried that authorities would turn around and basically say, you know, that we'd hurt Willow or we'd done something to Willow, but obviously, you know, I was concerned that (a) she was gonna hurt herself very badly and (b) she's gonna tar herself with a brush that is gonna be very difficult for her to lose in later life.

INTERVIEWER: So what did you do?

KATRINA WALSH: Originally we did very very little. Willow was very fortunate to be granted an assisted place in a local private school. She seemed to be doing very very well to start with. Intellectually, she is very very capable, but her behaviour was disintegrating before their eyes and to be quite honest we tried all the local remedies, the homeopathic remedies and basically the school had had come to a dead end and said that something has got to give... Basically you know, we felt kind of backed into a situation and Willow was then medicated with Ritalin. This after an awful long battle to get her diagnosed.

INTERVIEWER: How how did you get your diagnosis?

KATRINA WALSH: I actually had to self-refer in the end. Willow's school had employed an independent child psychologist who had actually only spent a couple of hours with my daughter and assessed although she was flighty that there was nothing else actually wrong, the only continuation there was that we had to self-refer ourselves. Now with the help of our health visitor, we were able to do that, but that still took an awful long time.

INTERVIEWER: And how's life with her at home now?

KATRINA WALSH: Absolutely chaotic. Willow is very very very much to handle. And my mum and I both share responsibility for her during the school time, basically, you know, she comes to our house for all of the holidays, every weekend and every Wednesday, so it's in a way, we kind of share Willow because she is too much for one person to handle.

INTERVIEWER: Even though she is taking medication?

KATRINA WALSH: Even on medication. Without medication, she is totally totally uncontrollable.

DEL B

Transkripcija

THE AMERICAN DOLLAR

REPORTER: That's right. It's the American dollar, more of which have been produced than anything else anywhere ever. Seven trillion dollars, that's an awful lot of noughts, are currently in existence, fourteen billion of which are in paper bills. Unlike everyone else's currencies whose appearance, names even, change seemingly with the seasons, the dollar has looked more or less the same for more than 70 years. And do you know why George Washington looks so grumpy on dollar bills? It's apparently because when he had his portrait painted he'd just had a new pair of false teeth and they were hurting. All this you'll be fascinated to know comes from a new book Greenback by Jason Goodwin.

Outlook's Paddy McGuire spoke to him and found out more.

JASON GOODWIN: The dollar comes from Bohemia, from modern Czech Republic. There was a place in the 16th century, 1520's, called Joachimsthal, and the count who owned mining rights in that valley decided to produce from the silver mines there, cause the whole area was a big silver mining district, a big coin. This large coin was very successful and it was known from Joachimsthal as the Joachimsthaler. The Austrians and the Spaniards made it a model for their coin and at that point it became known as the Reichstaler which in England was known as the Reichsdollar.

PADDY McGUIRE: And so began the story of one of the world's most powerful currencies, the almighty dollar. It was in 1690 in Boston that the Americans invented paper money for the western world. By replacing hard currency, the silver dollar, with paper currency the colonisers demonstrated their common purpose in building a community based on trust. They would take the paper version as a substitute for the real thing. Besides being a symbol of faith in their emerging nation these continental dollars were issued to fund the fight against the British for American independence.

JASON GOODWIN: What was interesting about those dollars was that were issued in 1775 and they really were the only symbol of a united America. You know there was no flag, there was no old glory with stars and stripes, there was no president, July the 4th was a meaningless date, the Liberty Bell hadn't been rung. I mean there was nothing there, really, to bring all these different colonies together in a symbolic, iconic way except this continental dollar bill which was the money.

Izpitna pola 3**OSNOVNA RAVEN****VODENI SPIS – PISMO****VSEBINA**

Kandidat/ka mora:

- a) **opisati** nesrečo ter
- b) **opisati poškodbe** in **zahtevati** odškodnino.

Če kandidat/ka ne zadosti zahtevam pod točko **a** ali točko **b**, vsebini ne prisodimo več kot **3 točke**.

OSNOVNA IN VIŠJA RAVEN**DALJŠI PISNI SESTAVEK**

1. The aim of education should be to teach us *how* to think, rather than *what* to think.
2. We do not judge the people we love.

VIŠJA RAVEN**PISNI SESTAVEK NA TEMO IZ KNJIŽEVNOSTI**

Guidelines for external examiners – higher level to be used in conjunction with the assessment criteria for higher level Task B.

Discuss Nick's first visit to Daisy and Tom.**Content**

The answers should mostly/exclusively deal with Nick's visit to Daisy and Tom, i.e. not describe the novel or F. S. Fitzgerald. Various descriptions and evaluations of what happens during this visit are possible and, accordingly, acceptable as answers, since the candidates will reach different opinions about and evaluations of this event depending on their own views of what happens and their particular reading/understanding of the texts. Some candidates may tend to pass a moral judgement or other criticism of individual characters' behaviour/actions. The answer is acceptable as long as it deals with the text, i.e. does not include evidence or statements out of keeping with the text.

A general overview of possible/likely answers

The descriptions of Nick's visit should refer to various segments of Chapter I of the novel. In terms of events they may include Nick's arrival, meeting with Tom, Daisy and Jordan, their conversations and their various actions, the phone call and Nick's departure. They may also include Nick's various perceptions of the place, of individual characters and the emerging relationships, particularly between Tom and Daisy, and his effort to form an idea of the situation. Candidates' evaluations of Nick's visit will probably vary a great deal because of their different views of what is humanly and socially appropriate and their different attitudes to social conventions and also to individual characters. Page references are to the Penguin Popular Classics editions of *The Great Gatsby* (1994 and later impressions).

Nick's description begins on page 12: "And so it happened that on a warm windy evening I drove over to East Egg to see old friends whom I scarcely knew at all. Their house was..."

Nick first meets Tom (and reports some of his past – not strictly relevant for his visit), then he meets Daisy and 'the other girl', i.e. Jordan (again his descriptions of them are not relevant for his visit but only part of his perceptions).

Their conversations circle around where they are living and what they are doing. Jordan mentions Gatsby.

Then they go to a 'rosy coloured porch' for dinner. (18) At the table Daisy is concerned with what to do with their future and Tom speaks about a book he has read. After he goes to answer the phone the tension between him and Daisy becomes visible and Jordan informs Nick that 'Tom's got some woman in New York.' (21) Daisy wants to tell Nick what she said when her daughter was born (23) and later informs him that she would like to arrange a marriage (with Jordan) for him. He tells her that he is too poor (26) to marry and leaves soon afterwards.

Candidates' discussion of Nick's first visit may be 'coloured' by their reading of the entire text and evaluated in accordance with it. They may also include the explanations of Nick's relationship with Daisy and Tom and explanations of the phone call.

KRITERIJI ZA OCENJEVANJE VODENEGA SPISA

<p style="text-align: center;">Vsebina</p> <p>5 Kandidat popolnoma razvije iztočnice / vsebina popolnoma ustreza. 4 Kandidat dokaj dobro razvije iztočnice / vsebina v veliki meri ustreza nalogi. 3 Kandidat premalo razvije dane iztočnice in/ali splošen vtis vsebinske ustreznosti. 2 Kandidat ne razvije iztočnic in naloga je nepopolna in/ali vsebina ima nekaj neprimernih informacij. 1 Vsebina v glavnem ne ustreza nalogi.</p>	<ol style="list-style-type: none"> 1. Če ima pismo manj kot 80 besed, mu za vsebino ne prisodimo več kot 3 točke. Če je pismo daljše od 120 besed in popolnoma ustrežno, ga ocenimo po merilih za ocenjevanje. 2. Če je kandidat predložil pisni izdelek, ki ne sledi navodilom, vsebina pa je neustrezna, mu točke podelimo le v kategoriji oblika (3, 2 ali 1 točka), v ostalih kategorijah pa mu ne prisodimo nobene točke (0 točk). 3. Če kandidat ne razvije iztočnic, pač pa v svojem pismu zgolj dobesedno ponavlja besedilo iz iztočnic in navodil, za vsebino dobi največ 3 točke.
<p style="text-align: center;">Oblika</p> <p>3 Oblika primerna. 2 Oblika ima eno do dve pomanjkljivosti. 1 Oblika neprimerna. 0 Naloga nima zahtevane funkcionalne oblike (npr. pisma).</p>	<ol style="list-style-type: none"> 1. Če pismo vsebuje in ima pravilno postavljene vse potrebne elemente oblike: oba naslova, brez imena in priimka nad naslovom pošiljatelja, datum, nagovor in pozdrav ter čitljivo napisano ime pošiljatelja na koncu pisma, mu dodelimo 3 točke. 2. Če manjkata, sta nepopolni ali napačno postavljeni ena ali dve sestavini oblike pisma, kandidat ne more dobiti več kot 2 točki. 3. Če manjkajo, so nepopolni ali napačno postavljeni trije elementi, dobi 1 točko. 4. Če manjkajo, so nepopolni ali napačno postavljeni več kot trije elementi, mu dodelimo 0 točk.
<p style="text-align: center;">Register</p> <p>(= stopnja formalnosti + izbira besedišča)</p> <p>5 Register je povsem primeren. 4 Register je na splošno primeren, z enim do dvema spodrsljajema. 3 Splošen vtis primernosti registra / spodrsljaji ne motijo bralca in/ali večina besedila je iz danih iztočnic. 2 Slabo poznavanje registra. 1 Register je neprimeren.</p>	<ol style="list-style-type: none"> 1. Ker gre za uradno oziroma za poluradno pismo, se mora to pričeti z <i>Dear Mr/Mrs/Ms/Miss XY</i> in zaključiti z <i>Yours sincerely</i> ali <i>Yours faithfully</i> ali <i>Yours truly</i>. 2. Sprejememo tudi, če je pismo zaključeno z <i>With kind regards</i> ali <i>Best wishes</i>. 3. Klicaj za <i>Dear XY</i> se kaznuje z odvzemom 1 točke. Dvopičje sodi v ameriško angleščino in je dovoljeno. 4. Če so v izdelku tri ali več okrajšane glagolske oblike, odštejemo 1 točko. 5. Če ima pismo manj kot 80 besed, v tej kategoriji ne dodelimo več kot 3 točke. 6. Če kandidat ne razvije iztočnic, pač pa v svojem pismu zgolj dobesedno ponavlja besedilo iz iztočnic in navodil, za register dobi največ 3 točke. 7. Če se kandidat podpiše zgolj z lastnim imenom, ne pa s priimkom, se napaka kaznuje pri kategoriji register. Podobno je kandidat kaznovan, če namesto podpisa ponudi čačko. 8. Če kandidat za vsebino dobi 1 točko, pri kategoriji register ne more dobiti več kot 3 točke.
<p style="text-align: center;">Jezikovna pravilnost</p> <p>5 Jezikovnih napak skoraj ni. 4 Malo jezikovnih napak. 3 Nekaj jezikovnih napak. 2 Mnogo jezikovnih napak. 1 Jezikovno napačna je večina povedi.</p>	<ol style="list-style-type: none"> 1. Napak, za katere smo točke odšteli že pri ostalih kategorijah, ne smemo ponovno šteti za napake v tej kategoriji. 2. Če se ista napaka ponavlja ves čas, jo štejemo kot eno samo napako. 3. Če je pismo krajše od 80 besed, v tej kategoriji ne dodelimo več kot 3 točke. 4. Če kandidat ne razvije iztočnic, pač pa v svojem pismu zgolj dobesedno ponavlja besedilo iz iztočnic in navodil, za jezikovno pravilnost dobi največ 3 točke. 5. Če kandidat za vsebino dobi 1 točko, pri kategoriji jezikovna pravilnost ne more dobiti več kot 3 točke. <p>Pri izdelku ne smemo iskati samo napak; presoditi moramo, ali raba zapletenejših struktur morda ne odtehta posameznih napak iz površnosti ali celo očitnih lapsusov. Pri točkovanju v tej kategoriji usklajeno merimo dobre in slabe strani izdelka.</p>

KRITERIJI ZA OCENJEVANJE DALJŠEGA PISNEGA SESTAVKA

<p style="text-align: center;">Vsebina</p> <p>5 Vsebina je bogato razčlenjena in povsem primerna ter podprta z jasnimi dokazi/primeri.</p> <p>4 Vsebina je dobro razčlenjena in primerna ter podprta z dokaj jasnimi dokazi/primeri.</p> <p>3 Vsebina se ponavlja, je dovolj primerna in podprta z zelo stereotipnimi dokazi/primeri.</p> <p>2 Vsebina z nekaj neprimernimi informacijami in/ali podprta z zelo poenostavljenimi dokazi/primeri in/ali esej je prekratek za presojo.</p> <p>1 Vsebina je v glavnem neprimerna.</p>	<ol style="list-style-type: none"> 1. Če je sestavek krajši od 150 besed, mu za VSEBINO, BESEDIŠČE, JEZIKOVNO PRAVILNOST in ZGRADBO ne prisodimo več kot 3 točke. Če je sestavek daljši od 250 besed in popolnoma ustrezen, ga ocenimo po merilih za ocenjevanje. 2. Če predloženi sestavek ni razpravljalni esej, a ustreza naslovu (na primer zgodba, ki ilustrira problem), v kategorijah vsebina in zgradba ne dodelimo več kot 3 točke, ostali dve kategoriji pa ocenimo po kriterijih. 3. Vse kategorije ocenimo z 0 točkami: a) če kandidat eseja ni napisal, b) če je esej napisan s svinčnikom, c) če je esej napisan na konceptnem listu, d) če je esej krajši od 100 besed. 4. Če je kandidat popolnoma zgrešil naslov, mu dodelimo v kategoriji VSEBINA 0 točk; pri vseh ostalih kategorijah, tj. BESEDIŠČE, JEZIKOVNA PRAVILNOST in ZGRADBA, pa ne več kot 2 točki. 5. Če je vsebina ocenjena z 1 točko, eseju ne dodelimo več kot 3 točke v vseh ostalih kategorijah, tj. BESEDIŠČE, JEZIKOVNA PRAVILNOST in ZGRADBA. <p>Pri odločanju o ustreznosti vsebine naslovu je treba biti previden. Različni ljudje mislimo, čustvujemo in seveda pišemo na različne načine. Pomembno je, da se o vsebini sestavka kandidat opredeli iztočnici primerno in se te opredelitve tudi drži. Če to stori, morajo ocenjevalci sprejeti vsak pristop, ne glede na to, ali se z njim osebno strinjajo ali ne. Osebne vrednote, ki jih izražajo kandidati, niso in ne morejo biti predmet ocenjevanja.</p>
<p style="text-align: center;">Besedišče</p> <p>5 Besedišče je primerno, pogosto nadpovprečno bogato.</p> <p>4 Besedišče je primerno, občasno nadpovprečno bogato.</p> <p>3 Besedišče je na splošno primerno, opazimo posamezne napačne rabe.</p> <p>2 Omejeno besedišče.</p> <p>1 Nezadostno besedišče.</p>	<p>V tej kategoriji ocenjujemo raznolikost in bogastvo besednega zaklada ter pravilno rabo besed v ustreznih besednih zvezah.</p> <ol style="list-style-type: none"> 1. Za isto napako ne odštevamo točk še pri kategoriji jezikovna pravilnost. 2. Če je sestavek v celoti napisan stilno neustrezno (v pogovorni angleščini), mu v tej kategoriji ne dodelimo več kot 3 točke. 3. Če so v sestavku tri ali več okrajšane glagolske oblike, odštejemo 1 točko. 4. 2 točki dodelimo za omejeno besedišče, tj. iste besede se večkrat ponovijo; pogoste so napačne rabe besed.
<p style="text-align: center;">Jezikovna pravilnost</p> <p>5 Pogosta raba bolj zapletenih jezikovnih struktur, skoraj ni napak.</p> <p>4 Raba bolj zapletenih jezikovnih struktur, malo osnovnih napak.</p> <p>3 Nekaj bolj zapletenih jezikovnih struktur, občasne osnovne napake.</p> <p>2 Pogoste jezikovne napake.</p> <p>1 Večina povedi je jezikovno napačnih.</p>	<p>V tej kategoriji ocenjujemo pravopis, besedotvorje ter raven in pravilnost uporabljenih slovničnih struktur.</p> <ol style="list-style-type: none"> 1. Za isto napako ne odštevamo točk še pri kategoriji besedišče. 2. Če se ista napaka večkrat ponovi, jo štejemo kot eno napako. <p>Pri izdelku ne smemo iskati samo napak; presoditi moramo, ali raba zapletenejših struktur morda ne odtehta posameznih napak iz površnosti ali celo očitnih lapsusov. Pri točkovanju v tej kategoriji usklajeno merimo dobre in slabe strani izdelka.</p>
<p style="text-align: center;">Zgradba/vezljivost (koherenca)</p> <p>5 Dobra vezljivost na ravni stavka, odstavka in sestavka.</p> <p>4 Besedilo daje vtis vezljivosti.</p> <p>3 Očitne nepovezanosti v zgradbi in/ali pomanjkljiva razčlenjenost (ni odstavkov itd.).</p> <p>2 Slaba vezljivost.</p> <p>1 Vezljivosti ni.</p>	<ol style="list-style-type: none"> 1. Če je esej napisan v enem odstavku, mu dodelimo največ 3 točke. 2. Do pomanjkljive oziroma slabe vezljivosti pride zaradi: <ul style="list-style-type: none"> ♦ zaporedne rabe enostavnih, nepovezanih povedi, ♦ večkratne rabe enostavnih odstavkov, ♦ nelogično povezanih odstavkov, ♦ nepovezanih misli znotraj odstavka, ♦ manjkajočega elementa zgradbe, npr. zaključka.

KRITERIJI ZA OCENJEVANJE PISNEGA SESTAVKA NA TEMO IZ KNJIŽEVNOSTI

<p style="text-align: center;">Vsebina* 10, 9 točk</p> <p>a) Vsebina je povsem primerna, obdelane so skoraj vse možne točke <i>oziroma</i></p> <p>b) Vsebina je povsem primerna, podana je poglobljena interpretacija tistih točk, ki si jih je izbral kandidat.</p> <p style="text-align: center;">8, 7 točk</p> <p>a) Vsebina je primerna, obdelana je večina možnih točk <i>oziroma</i></p> <p>b) Vsebina je primerna, podana je sprejemljiva ali izvirna interpretacija tistih točk, ki si jih je izbral kandidat.</p> <p style="text-align: center;">6, 5 točk</p> <p>a) Vsebina je primerna, obdelane so najpomembnejše točke, včasih se ponavlja in/ali interpretacija je precej površna <i>oziroma</i></p> <p>b) Vsebina je primerna, interpretacija kaže na slabše razumevanje dela.</p> <p style="text-align: center;">4, 3 točke</p> <p>a) Vsebina je včasih neprimerna, kandidat obdela le nekaj točk in/ali interpretacija je zelo poenostavljena <i>oziroma</i></p> <p>b) Vsebina je včasih neprimerna, interpretacija kaže na dokaj slabo razumevanje dela.</p> <p style="text-align: center;">2, 1 točka</p> <p>a) Vsebina je v glavnem neprimerna, kandidat obdela premalo točk <i>oziroma</i></p> <p>b) Vsebina je v glavnem neprimerna, interpretacija kaže na slabo razumevanje ali celo nepoznavanje dela.</p>	<ol style="list-style-type: none"> 1. Če vsebina ne ustreza popolnoma naslovu, vendar kandidat piše o zahtevanem literarnem delu, mu dodelimo v kategoriji VSEBINA 0 točk; pri vseh ostalih kategorijah, tj. BESEDIŠČE, JEZIKOVNA PRAVILNOST in ZGRADBA, pa ne več kot 2 točki. 2. Če je vsebina ocenjena z 1 točko, eseju ne dodelimo več kot 3 točke v vseh ostalih kategorijah, tj. BESEDIŠČE, JEZIKOVNA PRAVILNOST in ZGRADBA. 3. Vse kategorije ocenimo z 0 točkami: <ul style="list-style-type: none"> ♦ če kandidat piše o drugem literarnem delu, kot ga zahteva naslov, ♦ če kandidat eseja ni napisal, ♦ če je esej napisan s svinčnikom, ♦ če je esej napisan na konceptnem listu, ♦ če je esej krajši od 100 besed. 4. Če je sestavek krajši od 170 besed, mu za vsebino ne prisodimo več kot 5 točk, za vse ostale kategorije, tj. BESEDIŠČE, JEZIKOVNA PRAVILNOST in ZGRADBA, pa ne več kot 3 točke (torej skupaj največ 14 točk). Če je sestavek daljši od 250 besed in popolnoma ustrezen, ga ocenimo po merilih za ocenjevanje.
<p style="text-align: center;">Besedišče</p> <p>5 Besedišče je primerno, pogosto nadpovprečno bogato.</p> <p>4 Besedišče je primerno, občasno nadpovprečno bogato.</p> <p>3 Besedišče je na splošno primerno, opazimo posamezne napačne rabe.</p> <p>2 Omejeno besedišče.</p> <p>1 Nezadostno besedišče.</p>	<p>V tej kategoriji ocenjujemo raznolikost in bogastvo besednega zaklada ter pravilno rabo besed v ustreznih besednih zvezah.</p> <ol style="list-style-type: none"> 1. Za isto napako ne odštevamo točk še pri kategoriji jezikovna pravilnost. 2. Če je sestavek v celoti napisan stilno neustrezno (v pogovorni angleščini), mu v tej kategoriji ne dodelimo več kot 3 točke. 3. Če so v sestavku tri ali več okrajšane glagolske oblike, odštejemo 1 točko. 4. 2 točki dodelimo za omejeno besedišče, tj. iste besede se večkrat ponovijo; pogoste so napačne rabe besed.
<p style="text-align: center;">Jezikovna pravilnost</p> <p>5 Pogosta raba bolj zapletenih jezikovnih struktur, skoraj ni napak.</p> <p>4 Raba bolj zapletenih jezikovnih struktur, malo osnovnih napak.</p> <p>3 Nekaj bolj zapletenih jezikovnih struktur, občasne osnovne napake.</p> <p>2 Pogoste jezikovne napake.</p> <p>1 Večina povedi je jezikovno napačnih.</p>	<p>V tej kategoriji ocenjujemo pravopis, besedotvorje ter raven in pravilnost uporabljenih slovničnih struktur.</p> <ol style="list-style-type: none"> 1. Za isto napako ne odštevamo točk še pri kategoriji besedišče. 2. Če se ista napaka večkrat ponovi, jo štejemo kot eno napako. <p>Pri izdelku ne smemo iskati samo napak; presoditi moramo, ali raba zapletenejših struktur morda ne odtehta posameznih napak iz površnosti ali celo očitnih lapsusov. Pri točkovanju v tej kategoriji usklajeno merimo dobre in slabe strani izdelka.</p>
<p style="text-align: center;">Zgradba/vezljivost (koherenca)</p> <p>5 Dobra vezljivost na ravni stavka, odstavek in sestavka.</p> <p>4 Besedilo daje vtis vezljivosti.</p> <p>3 Očitna nepovezanost v zgradbi in/ali pomanjkljiva razčlenjenost (ni odstavkov itd.).</p> <p>2 Slaba vezljivost.</p> <p>1 Vezljivosti ni.</p>	<ol style="list-style-type: none"> 1. Če je esej napisan v enem odstavku, mu dodelimo največ 3 točke. 2. Do pomanjkljive oziroma slabe vezljivosti pride zaradi: <ul style="list-style-type: none"> ♦ zaporedne rabe enostavnih, nepovezanih povedi, ♦ večkratne rabe enostavnih odstavkov, ♦ nelogično povezanih odstavkov, ♦ nepovezanih misli znotraj odstavka, ♦ manjkajočega elementa zgradbe, npr. zaključka.

* Merilo a) uporabimo, kadar se kandidat odloči za širše zasnovano in zato morda manj poglobljeno interpretacijo.
Merilo b) uporabimo, kadar se kandidat odloči za poglobljeno interpretacijo le nekaterih vidikov književnega besedila.