



Državni izpitni center



JESENSKI IZPITNI ROK

Osnovna in višja raven
ANGLEŠČINA

NAVODILA ZA OCENJEVANJE

Sobota, 30. avgust 2014

SPLOŠNA MATURA

Moderirana različica

SPLOŠNA NAVODILA

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

- Za slovnične napake in nepravilno napisane besede točk ne odštevamo.
- Napačno napisanih besed, ki se pomensko razlikujejo od pravih rešitev, ne upoštevamo.
- Ocenjevalci bodo po lastni presoji upoštevali tudi smiselno pravilne odgovore, ki niso navedeni v navodilih za ocenjevanje.
- Pri nalogi s kratkimi odgovori 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.
- Če je pravilen samo del odgovora, za ta odgovor kandidatu dodelimo 0 točk.
- Če kandidat zapiše dva odgovora, od katerih je en napačen in ni ustrezno označen (tj. prečrtan), se odgovor točkuje z 0 točkami.

IZPITNA POLA 1B (Poznavanje in raba jezika)

V tem delu izpitne pole ocenjujemo poznavanje in rabo jezika, zato ne upoštevamo napačno napisanih besed niti slovnično oporečnih rešitev. Skrajšane glagolske oblike z izjemo zveze *can't* se štejejo kot dve besedi.

IZPITNA POLA 1**OR****A) Bralno razumevanje****Task 1: Short answers: *Jolly lodgers: community tourism in Thailand***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ Sung in different languages.	
2	1	♦ Family wedding.	
3	1	♦ As human safaris.	
4	1	♦ Tourists.	
5	1	ena od: ♦ Make a ball. ♦ Make bases.	
6	1	♦ They are offered Western food.	
7	1	♦ Air conditioning.	
8	1	♦ He was wearing flip-flops.	
9	1	♦ With a festive outfit.	
10	1	ena od: ♦ For more comfort. ♦ For privacy.	
Skupaj	10		

Task 2: Gapped sentences: *Croc monsieur: Meet the man who loves crocodiles so much he's built a zoo for them*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ H	D = odvečni stavek
2	1	♦ B	
3	1	♦ E	
4	1	♦ C	
5	1	♦ J	
6	1	♦ G	
7	1	♦ F	
8	1	♦ K	
9	1	♦ A	
10	1	♦ I	
Skupaj	10		

B) Poznavanje in raba jezika**Task 1: Gap fill: *Cliffhanger: Mountains of adventure in Bhutan***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ to	
2	1	ena od: ♦ many ♦ them ♦ those	
3	1	♦ what	
4	1	♦ up	
5	1	♦ had	
6	1	♦ no	
7	1	ena od: ♦ be ♦ get ♦ have	
8	1	♦ the	
9	1	♦ There	
10	1	♦ to	
11	1	ena od: ♦ that ♦ who	
12	1	♦ by	
13	1	♦ been	
14	1	♦ which	NESPREJEMLJIVO: that
15	1	ena od: ♦ one ♦ part	
Skupaj	15		

Task 2: Multiple choice: *The Great Edwardian Cunard ocean liners: The Lusitania, the Mauretania and the Aquitania*

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

Skupno število točk izpitne pole 1 OR: 20 + 25 = 45

VR**A) Bralno razumevanje****Task 1: Sentence completion: *A voyage among forests and meadows***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ makes no difference ♦ doesn't help much ♦ doesn't matter	
2	1	♦ offering overnight accommodation	
3	1	ena od: ♦ writers ♦ literature ♦ famous people ♦ books	
4	1	♦ feels cut off from	SPREJEMLJIVO: Vsi odgovori, ki povejo, da se potniki počutijo izolirane ali da pozabijo na svet.
5	1	ena od: ♦ getting stuck in the mud ♦ mud	
6	1	ena od: ♦ Model boats (in the windows) ♦ Models in the windows ♦ Old boats in the windows	
7	1	ena od: ♦ of the locks ♦ of the narrow waterway ♦ of the narrowing canal	
8	1	ena od: ♦ remembered his childhood ♦ looked at the toys	Glagola <i>remember</i> in <i>look</i> sta lahko tudi v sedanjiku.
9	1	ena od: ♦ expresses his dislike for ♦ ignores	
10	1	♦ falling into water	
Skupaj	10		

Task 2: Gapped text: *Henning Mankell: Mystery man opens a new chapter*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ D	F = odvečni stavek
2	1	♦ H	
3	1	♦ E	
4	1	♦ C	
5	1	♦ J	
6	1	♦ A	
7	1	♦ B	
8	1	♦ K	
9	1	♦ G	
10	1	♦ I	
Skupaj	10		

B) Poznavanje in raba jezika**Task 1: Gap fill: *A head injury made me a musical prodigy***

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ to ♦ towards	
2	1	♦ had	
3	1	♦ like	
4	1	ena od: ♦ although ♦ though ♦ while	
5	1	ena od: ♦ following ♦ next	
6	1	♦ would	
7	1	♦ enough	
8	1	♦ there	
9	1	ena od: ♦ on ♦ with	
10	1	♦ never	
11	1	♦ from	
12	1	♦ since	
13	1	ena od: ♦ go ♦ out	
14	1	♦ who	
15	1	ena od: ♦ best ♦ first ♦ latest ♦ most ♦ only ♦ single	
Skupaj	15		

Task 2: Multiple choice: *Woody Allen and his films*

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

Skupno število točk izpitne pole 1 VR: 20 + 25 = 45

IZPITNA POLA 2**Slušno razumevanje****OR****Section A: The expedition to Antarctica**

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

VR**Section A: The expedition to Antarctica**

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ male	
2	1	♦ sunlight	
3	1	♦ the space travellers	
4	1	♦ and a nurse	
5	1	♦ was not simulated	
6	1	♦ as a tool	
7	1	♦ cold	
Skupaj	7		

OR in VR**Section B: An interview with Sayeeda Warsi**

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ It had a female leader.	
2	1	ena od: ♦ Islamic history. ♦ Razia Sultana. ♦ Stories about the past. ♦ Stories about women.	
3	1	♦ By telling stories (about women).	
4	1	♦ Fairy tales.	
5	1	♦ Wrong preconceptions.	
6	1	♦ In Pakistan.	
7	1	ena od: ♦ Facts. ♦ Factually correct.	
Skupaj	7		

Skupno število točk izpitne pole 2 OR: $7 + 7 = 14$

Skupno število točk izpitne pole 2 VR: $7 + 7 = 14$

Transkripciji

Section A

The expedition to Antarctica

Presenter: No-one really knows what it would be like to live on Mars, but our next guest has more of an idea than most. Dr Alexander Kumar has recently returned from spending eleven months living in some of the toughest conditions in the world. Along with eleven other men and one woman from Italy, France and Britain, he's been enduring the harsh winter at the Concordia research station in Antarctica. Cut off from the outside world braving temperatures of eighty degrees below freezing, they didn't see the sun for three months. The aim was to simulate the conditions which might be faced by astronauts travelling to Mars. When he came to the Outlook studio, Alexander told me more about the members of the team.

AK: I'm a junior doctor and, in fact, I was the only doctor on the station. We had a nurse as well, otherwise there were scientists, a cook, and there were a couple of other technicians and mechanics.

Presenter: And what were you testing? What were the pressures on the people who were there? What were the difficulties that you were trying to see whether you could cope with?

AK: If you look at it from the outside, it's essentially taking a small group of people who don't know one another and, in fact, putting them through one of the worst winters in the world, the nine months of complete isolation in that altered daylight cycle – that's what you'd undergo on long-haul space travel as well. If you're going to go to Mars, it may take eight, eight to ten months, probably around nine – one way. Of course, and you'd have the problems of gravity, so, of course, we don't simulate zero gravity; however, the isolation and the psychology far outweigh the physiology in terms of the challenges and the area of study and the interest it invokes.

Presenter: You said that you hardly knew each other. Had you met at all before you actually ended up on the ice?

AK: We had a short training period together in Paris for four days.

Presenter: And were you sizing each other up, thinking, uhm, I don't know if this person's going to get on my nerves or that person's driving me a bit nuts already?

AK: I think we were all probably still trying to get our heads around the fact that we were going away for a year. In fact, to pack the mind for a year abroad is far far harder than it is to pack, you know, for a week away in the Caribbean.

Presenter: What did you take?

AK: A toothbrush?

Presenter: Ha, ha, ha. The first and most important piece of kit.

AK: Well, I hear the astronauts on board ISS, International Space Station, mended ... did some repair with a plastic toothbrush. You never know.

Presenter: Just describe the conditions in the winter there.

AK: Well, inside the base, the conditions are much the same but you realise it's a bit like flying in a spacecraft. You realise it's night outside when you pull up the shutter on your, you know, aircraft window and it's dark outside. But imagine that goes on for three months, and even you're waking up to that continuously day after day. Going outside the station, in one step you're changing a hundred degrees Celsius – in just one step going from plus twenty to minus eighty degrees below and that's not including the wind chill. Our wind chill far exceeded minus a hundred degrees.

Presenter: My goodness! So, what effect does that have on you when you step outside even if you're wrapped up in the latest kind of thermal clothing?

AK: The longer you spend the higher the risk. So your corneas can freeze, the outer surface of your eye can freeze if you don't look after them. So everything is about prevention, you've got to really dress up almost as if you were going out on an EVA like an astronaut outside of your spacecraft. You've got to zip up, cover each inch of your skin and you've got to be aware that while you're stepping out into ... anything can happen, and down there whatever happens, happens. And as a junior doctor working down there – that was one of the most challenging things. You spend a couple of months trying to figure out, you know, this could happen, what would I do?

Presenter: And if anything had gone wrong during that period, could you've been rescued?

AK: No, I mean, not easily.

Section B

An interview with Sayeeda Warsi

Presenter: Baroness Warsi, whom have you chosen, and, in a nutshell, why?

Baroness Warsi: I've chosen Razia Sultana. She was born around 1205. She ruled around Delhi, in the sultanate around Delhi. She was of Turkish origin, she was Muslim by faith and she was an amazingly radical leader for her time and this was a woman leading, including leading men into battle, 800 years before we had our own great female leader in the UK.

Presenter: The fact is, you described Amar as quite astonishing. When did you first learn about her?

Baroness Warsi: Well, I grew up in lots of stories that Dad told us about Islamic history, about the history of the Indian subcontinent. Uhm, he would...

Presenter: Where did you grow up?

Baroness Warsi: I grew up in West Yorkshire in Dewsbury.

Presenter: Yes yes...

Baroness Warsi: And Daddy would come back from the mills in the evening, we'd all sit down to dinner, family dinner was always important. I was one of five girls, we don't have any brothers, and we grew up really in an environment, where, I think, there was a sense and – possibly my parents felt that they hadn't had their male child, their heir, and – possibly we grew up feeling that somehow, we weren't good enough. And I think, Mom and Dad compensated for that feeling within the community by telling us stories about great leaders from the past, especially great women leaders. But I actually thought, Razia, because she was described as a Turkish princess who ruled in India, I actually thought she was a fairy tale. It was about the same time as reading the brothers Grimm and Hans Christian Andersen. So, I actually thought this was just another fairytale. It was one of a number of fairy tales which my parents told.

Presenter: I suppose a lot of people who are not Muslims would, would imagine that in a Muslim household a story of a woman leader taking a job of a man, wouldn't be the kind of thing that a father would tell his daughter approvingly. Were your family different or do we just have the wrong preconceptions?

Baroness Warsi: I think there is a wrong preconception about Islamic history. Not just within non-Muslim communities. The Muslim community, like many other communities, doesn't have a full and proper understanding of its own history, just like we don't necessarily in this country always have a full and proper understanding of our own history. And there are large parts of it which are forgotten and much of it is very much current and maybe twenty, thirty years from now. But I think ... you know, Dad has, was never... he did the equivalent of A levels before he migrated from Pakistan to here to work. But he was an avid reader, and was a great story teller, and we grew up in a lot of stories about Islamic history and...

Presenter: Do you think, he was trying to encourage you to, to have a sense of independence and of the possibilities, as a woman in life?

Baroness Warsi: He may have been doing, or he may just've been trying to make himself feel better, and say: 'Well, I may not have a male child, but actually, there are women who could do great things as well, and maybe, one of these might turn out to be one of them'. So, whether he was making himself feel better, whether he was just liter[ally] simply passing on knowledge and information or stories, whether he just enjoyed telling stories, or whether he was trying to inspire us, I'm not sure, but something might have worked.

Presenter: Before I bring in our expert witness, can you just try to picture for me the, the mental image that you had of Razia when you were a little girl. How, how did you picture her?

Baroness Warsi: I imagined her in a fairytale gown, possibly pink with lots of jewellery on. And interestingly, I imagined her as being white because I thought that was what princesses look like, with blonde hair, so, I think, if I had to physically imagine Razia Sultana, she was probably the equivalent of what I saw in my fairy tale books. And I genuinely thought it was a fairy tale. I didn't think this was true until many many years later when I realised that so many of the stories that my father was telling me were factually correct.

Presenter: I noticed you call her Razia Sultana, but she liked to call herself Razia Sultan because she wanted to make it clear that she was a sultan rather than the consort of a sultan.

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

Kandidat mora napisati elektronsko sporočilo, dolgo 100–120 besed, v katerem vodstvu šole razloži, zakaj nasprotuje njihovi odločitvi o odstranitvi grafitov, in predlaga rešitev problema.

B) Daljši pisni sestavek**Vsebina****1. The media's images of women promote unacceptable role models for young girls**

Kandidat mora napisati daljši pisni sestavek o tem, da so podobe žensk, ki jih prikazujejo mediji, nesprejemljivi vzori za mlada dekleta.

2. Football players do not deserve the high salaries they get

Kandidat mora napisati daljši pisni sestavek o tem, da si nogometaši ne zaslužijo visokih plač, ki jih prejemajo.

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

Kandidat mora napisati elektronsko sporočilo, dolgo 150–180 besed, v katerem ravnatelju šole razloži, zakaj nasprotuje ukinitvi ekskurzij, se pogaja za ohranitev vsaj ene ekskurzije in predlaga, kako bi šola lahko znižala njene stroške.

B) Pisni sestavek na temo iz književnosti**Vsebina****Discuss the reasons for Holden's self-destructiveness**

Kandidat mora napisati daljši pisni sestavek in v njem razpravljati o razlogih za Holdnovo samouničevalno vedenje.

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

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

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 80 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 40 besed (OR) oziroma 60 besed (VR). Če je vsebina ocenjena z 0 točkami in je sestavek dolg 40 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 40 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 40 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 vrstnih 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 40 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 vsebine 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.
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.