ENGLISH

Examination Guide for Persons with International Protection

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1   INTRODUCTON

The Examination Guide for Persons with International Protection – ENGLISH (hereinafter referred to as the *Guide*) defines the English language exam as required by the Decree on the methods and conditions for ensuring the rights of persons with international protection. The aim of the *Guide* is to help candidates prepare for the assessment of English required for enrolment in tertiary education.

Candidates taking the English language exam have to prove that they are capable of achieving the exam objectives as defined by this *Guide*.

The *Guide* is based on the English language syllabus[*] and the *Subject Examination Guide for the General Matura Examination – English* for 2018. The contents and the objectives of the exam correspond to English at Basic Level in upper secondary education.

The *Guide* contains a description of:

- − aims,

- − the structure and marking of the exam, as well as items allowed,

- − the content and objectives of the exam, and

- − reference materials.

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[*] Učni načrt. Angleščina [Elektronski vir]: gimnazija: splošna, klasična, strokovna gimnazija: obvezni ali izbirni predmet in matura (420 ur)/predmetna komisija Vineta Eržen … [et al.]. - Ljubljana: Ministrstvo za šolstvo in šport: Zavod RS za šolstvo, 2008. Sprejeto na 110. seji Strokovnega sveta RS za splošno izobraževanje 14. 2. 2008. http://portal.mss.edus.si/msswww/programi2012/programi/gimnazija/ucni_nacrti.htm

In the English language exam, candidates are expected to demonstrate their ability to communicate in English through the application of the four communication skills, i.e., reading, listening, speaking and writing.

Content related to communication skills is described in detail in the section *Content and objectives*.

► Candidates are expected to show that they:

- − understand the gist, main and individual ideas and also information contained in written texts in English adapted from various sources (e.g., newspapers, magazines, brochures, fiction) as well as areas pertaining to the topic;

- − understand the gist, main and individual ideas and also information in different types of recordings of spoken texts in English, such as news items, reports, interviews, short narratives, announcements, statements;

- − can communicate in everyday speech situations;

- − can describe and express their opinion and feelings when provided with textual or visual prompts;

- − can orally summarise the point of a text written in English;

- − can orally present and discuss any of the topics from the list of topics;

- − can express themselves in writing in one of the conventional forms of written communication;

- − can write an essay in which they express their opinions and interests, as well as present arguments and counter-arguments in connection with the list of topics;

- − can fill in the blanks in written texts with suitable elements depending on the situation/context, the aim of communication and the recipient;

- − can select and apply language tools – both orally and in writing – depending on the situation/context, the aim of communication and the recipient.

The English language exam consists of two parts – the written and the oral part. Both parts are developed and assessed externally, whereby the written part is worth 80% and the oral 20% of the total value of the exam.

WRITTEN PART OF THE EXAM

In the **written part of the exam**, different test question types are used to assess the following skills, competencies and content:

> **reading** (Question Paper 1A),
>
> **use of language** (Question Paper 1B),
>
> **listening** (Question Paper 2),
>
> **writing** (Question Paper 3):
>
> > – a short text in one of the conventional forms of writing, e.g., letters, e-mails, reports, articles, etc. (Question Paper 3A), and
> >
> > – an essay (Question Paper 3B).

ORAL PART OF THE EXAM

In the **oral part of the exam**, candidates' ability to communicate orally is assessed; topics are selected from the list of topics and presented in various forms of prompts in English (pictures, diagrams, tables, original texts or text extracts, etc.) submitted on a sheet of paper.

3.1 Exam format

► Written part

	Question Paper	Time allowed	Weight	Items allowed
1A	**Reading**	35 minutes	20%	a fountain pen or a ballpoint pen
1B	**Use of language**	25 minutes	15%	
2	**Listening**	up to 20 minutes	15%	
3A	**Writing** Short text in one of the conventional forms of writing, e.g., letters, e-mails, reports, articles, etc. (120–150 words)	30 minutes	10%	a fountain pen or a ballpoint pen, and
3B	**Writing** Essay (220–250 words)	60 minutes	20%	English or bilingual dictionaries for word reference
Total		**170 minutes**	**80%**	

The time allowed for the written part is **170 minutes**.

Question Paper 1 is followed by a 10-minute pause during which candidates are not allowed to leave the examination room.

Question Paper 2 is followed by a 30-minute break.

► Oral part

Task	Speaking	Time allowed	Weight
Task 1	Discussion based on a textual or visual prompt		
Task 2	Conversation about a familiar topic (see 4.2)		
Task 3	Interpretation of an extract from a textual prompt and discussion of the topic		
Total		**up to 20 minutes**	**20%**

The time allowed for the oral part is **up to 20 minutes**. Candidates are allowed 15 minutes to prepare.

3.2 Text types, test question types and marking

The English language exam consists of different types of texts and test questions.

3.2.1 Text types

Announcements and warnings;

advertisements and advertising spots;

leaflets, menus, guidebooks, TV and radio listings;

weather forecasts and reports;

forms and questionnaires;

formal, semiformal, informal and private letters, postcards, e-mails;

articles taken from newspapers, magazines and the internet (e.g., popular science articles, reviews, interviews);

extracts from fiction and non-fiction (e.g., anecdotes, extracts from reports, commentaries, notices, discussions).

3.2.2 Test question types

Listed here are all test question types (i.e., types of task) used in assessment of individual skills.

3.2.2.1 WRITTEN PART OF THE EXAM

Question Papers 1A (Reading) and **2 (Listening)**

Closed test questions:

alternative choice (selecting the right answer from a choice of two);

multiple choice questions (selecting the right answer from a choice of more than two);

matching, e.g., matching titles with texts, sentences and paragraphs, matching parts of sentences, matching questions to answers, etc.;

completion, e.g., finishing sentences or gapped sentences, filling in gaps in a text (with missing data), etc.;

editing and sorting, e.g., determining the right sequence of sentences or paragraphs, editing tables, etc.;

short answers (answering in one word or more);

combination of test question types, e.g., short answers + alternative choice or alternative choice + multiple choice questions + short answers, etc.

Question Paper 1B (Use of language)

Candidates' knowledge of the proper use of language is assessed in context in all types of test questions.

Closed test questions:

multiple choice questions (selecting the right answer from a choice of more than two);

completion:
filling in gaps in a text using words or phrases provided or not provided; with words in the correct or required form (verbs, synonyms/antonyms, prepositions, pronouns, word formation, etc.); transformations (direct speech to reported speech or vice versa, paraphrasing, partial translations, etc.).

Question Paper 3 (Writing)

Open-ended test questions (text production):

a short text in one of the conventional forms of writing, e.g., letters, e-mails, reports, CVs, articles, stories, argumentative essay, essay on given topic, etc., based on a prompt;

an essay (argumentative, narrative, descriptive or other types of text).

3.2.2.2 ORAL PART OF THE EXAM

In the oral part, candidates' ability to communicate orally in English is assessed.

Open-ended test questions (text production):

discussion based on a textual prompt;

discussion based on a visual prompt;

conversation about a familiar topic;

interpretation of an extract from a textual prompt and discussion of the topic.

► Written part

Question Paper	Type of task	No. of tasks	Marking
1A	**Closed test questions:** – short answers – alternative choice – multiple choice questions – matching – completion	2–3 (16–20 questions)	1 point for each correct answer 16–20 points
1B	**Open-ended test questions:** – multiple choice questions – completion	2–3 (24–30 questions)	1 point for each correct answer 24–30 points
Question Paper total		**4–6**	**40–50 points**
2	**Closed test questions:** – short answers – alternative choice – completion – multiple choice questions – matching	2 (14–18 questions)	1 point for each correct answer 14–18 points
Question Paper total		**2**	**14–18 points**
3A	**Short text in one of the conventional forms of writing** (letters, e-mails, reports, articles, etc., based on a prompt) One compulsory task	1	20 points
3B	**Essay** (argumentative, narrative, descriptive or other type of text) One task from a choice of two	1	20 points
Question Paper total		**2**	**40 points**

The type and number of tasks as well as the number of questions in individual tasks and the order of tasks in Question Papers 1 and 2 can vary.

► Oral part

Type of task	Marking
Discussion based on a textual or visual prompt	
Conversation about a familiar topic (see 4.2)	
Interpretation of an extract from a textual prompt and discussion of the topic	
Total	**20 points**

3.2.3 Criteria for assessment

3.2.3.1 WRITTEN PART OF THE EXAM

► Question Papers 1 in 2

A predetermined number of points is given for each correct answer.

► Question Paper 3

Short text in one of the conventional forms of writing

Candidates are assessed on the following criteria:

1. content,
2. communicative achievement,
3. vocabulary and register (= adequate degree of formality + appropriate choice of words),
4. language.

Content

Points	Description
5	Content is fully relevant, prompts are fully developed, arguments are thoroughly convincing.
4	Content is relevant, prompts are mostly developed, arguments are convincing.
3	Approximately one half of the content is relevant, prompts are not fully developed. OR Approximately one half of the prompts are not developed. OR A part of the text is lifted from the instructions. If the text is shorter than 100 words, no more than 3 points will be awarded for each of the other criteria.
2	Content is mostly irrelevant, prompts are mostly undeveloped. OR The text is almost entirely lifted from the instructions.
1	Content is barely relevant, prompts are undeveloped. If the candidate is awarded 1 point for the content, no more than 3 points will be awarded for each of the other criteria.
0	Content is completely irrelevant as the candidate did not follow the instructions. The text is shorter than 50 words. If the candidate is awarded 0 points for the content and the text is longer than 50 words, no more than 1 point will be awarded for each of the other criteria.

Communicative achievement

Points	Description
5	Communicative achievement is complete, and the effect on the target reader is positive. The text completely meets the text type requirements, including its layout.
4	Communicative achievement is good, and the effect on the target reader is mostly positive. The text mostly meets the text type requirements, including its layout.
3	Communicative achievement is sufficient, and the effect on the target reader is generally positive. The text generally meets the text type requirements, including its layout.
2	There is some communicative achievement, and the effect on the target reader is somewhat positive. The text roughly meets the text type requirements, including its layout.
1	There is little communicative achievement, and the effect on the target reader is rarely positive. The text generally does not meet the text type requirements, including its layout.
0	There is no communicative achievement, and the effect on the target reader is completely negative. The text does not meet the text type requirements, including its layout. The text is shorter than 50 words.

Vocabulary and register

Points	Description
5	Vocabulary is entirely appropriate, extensive, often rich. Fully appropriate register and formal tone.
4	Vocabulary is mostly appropriate, extensive, often rich. Mostly appropriate register and formal tone.
3	Vocabulary is mostly appropriate but average, partially repeats itself. OR Vocabulary is merely lifted from the prompts. Partially inappropriate register and informal tone.
2	Vocabulary is frequently inappropriate, average. OR Vocabulary is frequently limited. Mostly inappropriate register and informal tone. Understanding the text is difficult in some places.
1	Vocabulary is mostly inappropriate, limited. Mostly inappropriate register and informal tone. Understanding the text is difficult.
0	The text is shorter than 50 words.

Language

Points	Description
5	Use of complex grammatical structures; almost no errors.
4	Use of complex grammatical structures; few errors.
3	Use of complex grammatical structures; several errors. OR Use of basic grammatical structures; almost no errors.
2	Use of complex grammatical structures; frequent errors. OR Use of basic grammatical structures; fairly frequent errors. Understanding the text is difficult in some places.
1	The majority of grammatical structures are inaccurate. Understanding the text is difficult.
0	The text is shorter than 50 words.

Essay

Candidates are assessed on the following criteria:

1. content,
2. vocabulary,
3. language,
4. organisation and coherence.

Content

Points	Description
5	Content is fully relevant, clearly focused on the title, convincing supporting arguments, with a deep insight into the topic.
4	Content is mostly relevant, focused on the title, sufficiently convincing supporting arguments, with a good insight into the topic.
3	Content is generally relevant, partly focused on the title (approximately one half is relevant or repeats itself), rather unconvincing arguments, with a cursory insight into the topic. The topic is presented partly in the form of an argument, partly not. If the essay is shorter than 150 words, no more than 3 points will be awarded for each of the other criteria.
2	Content is generally irrelevant, only occasionally focused on the title, unconvincing arguments, with little insight into the topic. The topic is mostly not presented in the form of an argument.
1	Content is hardly relevant, not focused on the title, with little insight into the topic. The topic is not presented in the form of an argument. If the candidate is awarded 1 point for the content, no more than 3 points will be awarded for each of the other criteria.
0	Content is completely irrelevant. OR The essay is shorter than 100 words. If the candidate is awarded 0 points for the content and the essay is longer than 100 words, no more than 2 points will be awarded for each of the other criteria.

Vocabulary

Points	Description
5	Vocabulary is entirely appropriate, extensive, often exceptionally rich, correct use of collocations. Fully appropriate register.
4	Vocabulary is mostly appropriate, extensive, occasionally exceptionally rich, common use of collocations. Mostly appropriate register.
3	Vocabulary is mostly appropriate but average, partially repeats itself, mostly unremarkable collocations. Partly inappropriate register.
2	Vocabulary is frequently inappropriate, average, often repeats itself, quite limited. Mostly inappropriate register. Understanding the text is difficult in some places.
1	Vocabulary is mostly inappropriate, repeats itself, very limited, fully inappropriate register. Understanding the text is difficult.
0	The essay is shorter than 100 words.

Language

Points	Description
5	Use of complex grammatical structures; almost no errors.
4	Use of complex grammatical structures; few errors.
3	Use of complex grammatical structures; several errors. OR Use of basic grammatical structures; almost no errors.
2	Use of complex grammatical structures; frequent errors. OR Use of basic grammatical structures; fairly frequent errors. Understanding the text is difficult in some places.
1	The majority of grammatical structures are inaccurate. Understanding the text is difficult.
0	The essay is shorter than 100 words.

Organisation and coherence

Points	Description
5	Text is entirely properly structured into clearly visible paragraphs (introduction, body, conclusion); thoughts are clearly connected; coherently organised at sentence, paragraph and/or essay levels.
4	Text is properly structured into clearly visible paragraphs (introduction, body, conclusion); thoughts are mainly clearly connected; some areas of incoherence at sentence, paragraph and/or essay levels.
3	Text is partially improperly structured; thoughts are partly unclearly connected; several areas of incoherence at sentence, paragraph and essay levels. If the essay does not consist of more than one paragraph, no more than 3 points will be awarded for each of the other criteria.
2	Text is not properly structured, thoughts are unclearly connected; very little coherence at sentence, paragraph and essay levels.
1	Text is very poorly structured; thoughts are not connected; lack of coherence.
0	The essay is shorter than 100 words.

3.2.3.2 ORAL PART OF THE EXAM

Candidates are assessed on the following criteria:

1. interaction in conversation, communicative achievement and coherence,
2. vocabulary,
3. language,
4. fluency and pronunciation.

Interaction in conversation, communicative achievement and coherence

Points	Description
5	Independently starts and mostly controls the conversation. Responds very well to all kinds of prompts and expands and develops them most capably. Expresses opinions and points-of-view concisely; arguments are completely convincing. Thoughts are clearly connected.
4	Fairly independently starts and controls the conversation. Responds well to all kinds of prompts and expands and develops them capably. Expresses opinions and points-of-view precisely; arguments are convincing. Thoughts are mainly clearly connected.
3	Needs interlocutor's stimulation, but responds to it adequately. Responds adequately to most prompts and expands and develops them. Opinions and points-of-view are expressed somewhat concisely; arguments are not entirely convincing. Thoughts are partly connected.
2	Mostly only responds to interlocutor's stimulation. Responds inadequately to prompts and expands and develops them poorly. Opinions and points-of-view are not expressed concisely; arguments are hardly convincing. Thoughts are frequently unconnected.
1	Responds ineffectively even to interlocutor's stimulation. Hardly any response to prompts which are neither expanded nor developed. Opinions and points-of-view are not expressed. Thoughts are mostly unconnected.
0	The candidate does not engage in conversation.

The conversation should be a dialogue between the interlocutor and the candidate, not merely a candidate's monologue.

Vocabulary

Points	Description
5	Vocabulary is entirely appropriate and often exceptionally rich.
4	Vocabulary is appropriate and occasionally exceptionally rich.
3	Vocabulary is fairly appropriate, occasional incorrect use of words.
2	Vocabulary is limited, but does not impede communication.
1	Vocabulary is inappropriate, impeding communication.
0	The candidate does not engage in conversation.

Language

Points	Description
5	Use of complex grammatical structures; almost no errors.
4	Use of complex grammatical structures; few errors.
3	Use of complex grammatical structures; several errors. OR Use of basic grammatical structures; almost no errors.
2	Use of complex grammatical structures; frequent errors. OR Use of basic grammatical structures; fairly frequent errors. Understanding the text is difficult in some places.
1	The majority of grammatical structures is inaccurate. Understanding the text is difficult.
0	The candidate does not engage in conversation.

Fluency and pronunciation

Points	Description
5	Speech is fluent; excellent pronunciation, accent and intonation.
4	Speech is fairly fluent; fairly good pronunciation, accent and intonation.
3	Speech occasionally hesitant; average pronunciation, accent and intonation without major errors.
2	Speech fairly frequently hesitant; poor pronunciation, accent and intonation, but communication is not impeded.
1	Speech is fairly halting, making communication difficult; poor pronunciation, accent and intonation impede communication.
0	The candidate does not engage in conversation.

No points are deducted if the candidate speaks with natural hesitation.

3.3 Criteria for conversion of percentage points into a descriptive mark

The exam is marked by the Subject Committee for English in absolute and in percentage points. The points are then converted by the Subject Committee for English into a descriptive mark: either 'Pass' or 'Fail'. Candidates pass the exam if they pass the written and the oral parts of the exam, whereby the criteria for 'Pass' in English in the General Matura Examination in the preceding calendar year are used.

4.1 Communication skills

Communication skills in English include the following elements:

1. **language skills:** vocabulary, grammar (morphology and syntax), semantics, phonology, and conventional orthography (spelling);

2. **sociolinguistic skills:** linguistic markers of social relations, social conventions (conventionalised formulae), folk wisdom expressions (proverbs, idioms, collocations), variations in the register, dialects and accents;

3. **pragmatic skills:** organisation, layout and editing of a message (adapting to the situation, starting a conversation, developing a topic of conversation, coherence and cohesion), use of communicative functions (e.g., description, reporting, asking, giving suggestions, persuasion, argumentation) and use of patterns of social communication (e.g., greetings, finding/providing information, question-answer).

4.2 Topics

This section lists topics by which candidates' ability to communicate in English is assessed. They cover different areas, such as personal information, education, society and employment:

> leisure activities,
>
> youth and the contemporary world,
>
> healthy lifestyle,
>
> home environment, family, friends,
>
> the society and the world we live in (Slovenia, Europe, the world),
>
> nature and its constant change,
>
> yesterday, today, tomorrow,
>
> modern communication and the media,
>
> school, studies, work, education and one's plans for the future,
>
> culture, arts and interculturalism,
>
> science, economy and technology,
>
> globalisation, mobility and migrations,
>
> heritage of the past and the achievements of the present.

Topics of tasks in the written part of the exam are taken from the list above; e.g., a text in the Reading section can deal with leisure activities, while a text in the Listening section can deal with problems related to education and science.

In the oral part of the exam candidates have the opportunity to show their skills at spoken English. The objective of the exam is for candidates to show how fluent they are in general English and how well they communicate in this language; the conversation between the candidate and the interlocutor should be therefore as natural as possible based on the list of topics above.

4.3 Linguistic structures

Linguistic knowledge and competencies assessed in the English language exam include elements from the following areas of the English language: vocabulary, grammar (morphology and syntax), semantics, phonology, conventional orthography as well as other dimensions. The knowledge and competencies are used by the candidate in the written and oral expression of topics listed in the *Guide*.

5 REFERENCE MATERIALS

Textbooks and learning tools approved by the Council of Experts of the Republic of Slovenia for General Education are listed in the *Catalogue of Textbooks for Secondary Education* and published on the National Education Institute Slovenia (*Zavod Republike Slovenije za šolstvo*) website www.zrss.si.