



Državni izpitni center



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JESENSKI IZPITNI ROK

ANGLEŠČINA

NAVODILA ZA OCENJEVANJE

Torek, 27. avgust 2024

POKLICNA MATURA

Moderirana različica

IZPITNA POLA 1

Vsaka pravilna rešitev je vredna 1 točko. Skupno je možno doseči 25 točk.

1. naloga

Vpr.	Rešitev
1	♦ D
2	♦ H
3	♦ C
4	♦ I
5	♦ F
6	♦ A
7	♦ B

2. naloga

Vpr.	Rešitev
8	♦ J
9	♦ A
10	♦ H
11	♦ L
12	♦ C
13	♦ G
14	♦ I
15	♦ D
16	♦ B

3. naloga

Vpr.	Rešitev	Dodatna navodila
17	ena od: ♦ School supplies. ♦ Desks.	
18	ena od: ♦ Her mother and/or grandmother got sick. ♦ To take care of her mother and grandmother.	
19	♦ D	
20	ena od: ♦ Assigning seats. ♦ Enforcing segregation. ♦ Providing separate accommodation. ♦ (The function of) a police officer. ♦ Carrying out provisions (of the code).	Nesprejemljiva rešitev: ♦ Provisions. (premalo natančno)
21	ena od: ♦ A line. ♦ A sign.	
22	♦ Twice.	
23	ena od: ♦ To move the line/sign. ♦ White passengers were standing. ♦ To ask black passengers to give up their seats. ♦ To make room for the white passengers.	Nesprejemljiva rešitev: ♦ The bus was full. ♦ Rosa did not want to stand up. ♦ Because some passengers were standing. (premalo natančno)
24	ena od: ♦ Equality. ♦ The end of segregation.	Nesprejemljiva rešitev: ♦ Segregation.
25	ena od: ♦ She lost her job. ♦ Her husband lost his job. ♦ She became a symbol of the Civil Rights Movement.	

IZPITNA POLA 2

Vsaka pravilna rešitev je vredna 1 točko. Skupno je možno doseči 15 točk.

Del A

Vpr.	Rešitev	Dodatna navodila
1	ena od: ♦ Volunteers. ♦ Students. ♦ Westerners.	Nesprejemljiva rešitev: ♦ Participants. (premalo natnačno)
2	ena od: ♦ Professional development. ♦ To develop/learn new skills.	
3	♦ Not enough time.	
4	♦ They aren't qualified.	
5	ena od: ♦ Making the communities/charities independent (in the long run). ♦ Long-term relationships. ♦ Long-term change.	
6	ena od: ♦ A primary school. ♦ Kids they met last summer.	Nesprejemljiva rešitev: ♦ The locals.
7	ena od: ♦ Build a dining hall. ♦ Send money to the school.	
8	ena od: ♦ The recipients. ♦ The locals. ♦ People in need (in Namibia).	Nesprejemljiva rešitev: ♦ children

Del B

Vpr.	Rešitev
9	♦ C
10	♦ C
11	♦ B
12	♦ C
13	♦ C
14	♦ B
15	♦ A

Transkripciji

Del A

Gap year volunteering – who gains more?

I think that volunteer projects could be a really positive thing as they create a certain awareness and can bring about beneficial change for both volunteers and recipients. But when 80 percent of international volunteers are doing manual tasks that local residents are able to do themselves, I think there is a problem. Because this is where it becomes more one-sided about and more about the Westerner developing skills as opposed to being of use. A study from George Washington University showed that the number one reason for volunteering abroad was for professional development. Now, is this the way we should be looking at it? Yes, brilliant, if people can develop as a person and gain skills in a really active way like this. But should that be the intention that they go with and how is it gonna help the community if the people we're sending over don't have the skills required to help in the first place? I thought we were supposed to be transforming their lives not ours. I think that there's [sic] so many students coming out of university with high skills and qualifications that they could really use these to improve a charity in the long run. However, to do this would require them to stay there for a long, sustained period of time. Currently, students looking to go on gap years are looking for trips to last about two to three weeks, and so they can move on to the next place, and obviously companies have to cater for this this in order to keep business running, despite whether or not they actually feel comfortable with it. Instead of using their skills more and more, we're seeing volunteers standing up to teach children in classrooms when they're not actually qualified to teach. In the UK, it would be completely illegal to have someone unqualified standing up in our classrooms. In order to guarantee that we're really gonna help a charity, I believe we need to be developing long-standing relationships. This way it's not just a one-off donation or occasional appearance from volunteers, but actually a scheme that supports all year round, with the aim of making the charity or community independent. That is why there's a group of us in year 12 who are really trying to get off school more involved in supporting a concrete primary school all year round instead of just turning up once a year. At the moment, we're trying to send over enough money to build a dining hall for the kids that we met last summer. So, to conclude, I'd like to ask you to really consider who is benefiting from these trips when you see them advertised. Because I believe that it's crucial that they are ethical and transformational to the recipients. Thank you.

(Vir: <https://www.youtube.com/watch?v=cF5-K6TcU48>. Pridobljeno: 8. 1. 2023.)

Del B

Success at school vs success in life

We want to do well at school for an obvious reason: because – as we're often told – it's the primary route to doing well at life. Few of us are in love with the A grades themselves – we want them because we're understandably interested in one day having a fulfilling career, a pleasant house and the respect of others.

But, sometimes, more often than seems entirely reassuring, something pretty confusing occurs: we come across people who triumphed at school – but flunked at life. And vice versa. The former stars who once knew exactly how to satisfy their teachers may now be flatlining in a law office, or relocating to a provincial town in the hope of finding something better. The path that seemed guaranteed to lead to success has run into the sand.

We shouldn't actually be surprised: school curricula are not designed by people who necessarily have much experience of, or talent at, the world beyond. School curricula are not reverse engineered from fulfilled adult lives in the here and now. They were intellectually influenced by all kinds of slightly random forces over hundreds of years of evolution – shaped by, among other things, the curricula of Medieval monasteries, the ideas of some 19th-century German educationalists and the concerns of aristocratic court societies.

This helps to explain the many bad habits that schools can inculcate: They suggest that the most important things are already known; that what is, is all that could be. They can't help but warn us about the dangers of originality. They want us to put up our hands and wait to be asked. They want us to keep asking other people for permission. They teach us to deliver on, rather than change, expectations. They teach us to redeploy ideas, rather than originate them. They teach us to respect people in authority – rather than imagine that – in rather inspiring ways – no one actually knows quite what's going on. They teach us everything other than the two skills that really determine the quality of adult life: knowing how to choose the right job for us and knowing how to form satisfactory relationships. They'll instruct us in Latin and how to measure the circumference of a circle long before they teach us these core subjects: Work and Love.

That said, it isn't that all we need to do to succeed at life is flunk school. A good life requires us to do two very tricky things: be a very good boy or girl for 20 years; and simultaneously never really believe blindly in the long-term validity or seriousness of what we're being asked to study. We need to be outwardly entirely obedient while inwardly intelligently and unashamedly rebellious.

(Vir: <https://www.youtube.com/watch?v=-Egxm5QuW9o>. Pridobljeno: 10. 1. 2023.)

IZPITNA POLA 3

A) Krajši pisni sestavek

Vrednotimo:

1. **sporočilnost:** jasnost in razumljivost sporočila, upoštevanje zahtev naloge (npr. utemeljitev izbire med danimi možnostmi, navajanje zahtevanih informacij, odziv na problemsko izhodišče, odgovor na oglas)
2. **jezik in besedišče:** jezikovna pravilnost (pravopisna, oblikoslovna in skladenjska) in raznovrstnost, ustreznost in pravilna raba besedišča
3. **vezljivost:** povezanost na ravni stavka, odstavka

1. Sporočilnost	Točke	Merila
	4	Sporočilo je jasno in utemeljeno. Upoštewane so vse zahteve (iztočnice) iz naloge.
	3	Sporočilo je ustrezno. Upoštewane so vse zahteve (iztočnice) iz naloge. Posamezne utemeljitve so pomanjkljive in/ali nejasne in/ali se ponavljajo.
	2	Sporočilo je pomanjkljivo in/ali nejasno. Niso upoštewane vse zahteve (iztočnice) iz naloge. Posamezne utemeljitve so pomanjkljive in/ali si nasprotujejo.
	1	Sporočilo vsebuje neprimerne informacije. Niso upoštewane vse zahteve (iztočnice) iz naloge. Utemeljitev so nejasne in/ali si nasprotujejo.
	0	Sporočilo je popolnoma neustrezno. Utemeljitev ni.

2. Jezik in besedišče	Točke	Merila
	4	Jezik in besedišče sta ustrezna in raznovrstna. Napake so redke.
	3	Jezik in besedišče sta večinoma ustrezna in raznovrstna. Napak je nekaj.
	2	Jezik in besedišče sta pogosto neustrezna in osnovna. Napake so pogoste.
	1	Jezik in besedišče sta večinoma neustrezna in skromna. Napake so zelo pogoste.
	0	Jezik in besedišče sta neustrezna oziroma tako skromna, da je besedilo nerazumljivo.

3. Vezljivost	Točke	Merila
	2	Sestavek je smiselno in logično povezan na ravni stavka in odstavka.
	1	Deli sestavka so nepovezani.
	0	Vezljivosti ni.

OPOZORILO: Pisni sestavek je ocenjen z 0 točkami, če je sporočilno in/ali jezikovno/besediščno neustrezen, če je nečitljiv ali če ga kandidat ne napiše.

B) Daljši pisni sestavek – vodeni sestavek

Vrednotimo:

1. **vsebino in sporočilnost:** jasnost in razumljivost sporočila ter upoštevanje zahtev naloge (npr. izražanje lastnih stališč, utemeljitev izbire med danimi možnostmi, navajanje zahtevanih informacij, odziv na problemsko izhodišče, razvijanje misli, ponazoritev s primeri)
2. **jezik:** jezikovna pravilnost (pravopisna, oblikoslovna in skladenjska)
3. **besedišče:** ustreznost in raznovrstnost besedišča, slogovna in funkcijskozvrstna zaznamovanost (v tujejezikovni didaktiki se uporablja tudi izraz »register«)
4. **zgradbo in vezljivost:** upoštevanje značilnosti besedilne vrste, povezanost in razčlenjenost besedila

1. Vsebina in sporočilnost	Točke	Merila
	5	Kandidat upošteva vse iztočnice. Zanesljivo posreduje informacije in utemelji lastna stališča.
	4	Kandidat upošteva vse iztočnice. Dovolj natančno posreduje informacije, toda ne utemelji vseh stališč ali jih utemelji pomanjkljivo oziroma nejasno.
	3	Kandidat upošteva večino iztočnic. Posreduje preproste informacije, ne utemelji vseh stališč ali jih utemelji pomanjkljivo oziroma nejasno.
	2	Kandidat upošteva polovico ali manj iztočnic. Posreduje preproste, včasih neprimerne informacije, ki jih redko utemelji ali jih utemelji pomanjkljivo oziroma nejasno.
	1	Kandidat upošteva polovico ali manj iztočnic. Posreduje preproste, nepovezane ali neprimerne informacije, ki jih ne utemelji oziroma jih utemelji pomanjkljivo ali nejasno.
	0	Kandidat napiše vsebinsko in/ali sporočilno neustrezno besedilo oziroma ga ne napiše.

2. Jezik	Točke	Merila
	5	Besedilo je jezikovno pravilno in vsebuje tudi zahtevnejše jezikovne strukture. Jezikovne napake se pojavljajo predvsem v zahtevnejših strukturah, a ne povzročijo nesporazuma. Črkovanje in raba ločil sta pravilna, morebitne napake ne ovirajo razumevanja.
	4	Besedilo je jezikovno ustrezno in vsebuje tudi zahtevnejše jezikovne strukture. Jezikovne napake se pojavljajo predvsem v zahtevnejših strukturah, a redko povzročijo nesporazum. Črkovanje in raba ločil sta večinoma pravilna, napake ne ovirajo razumevanja.
	3	Besedilo je jezikovno ustrezno, a vsebuje predvsem osnovne jezikovne strukture. Jezikovne napake se pojavljajo, vendar ne vplivajo bistveno na razumljivost besedila. Pri črkovanju in rabi ločil so napake razmeroma pogoste, a je besedilo razumljivo.
	2	Besedilo je delno jezikovno ustrezno, vsebuje osnovne jezikovne strukture. Jezikovne napake so pogoste in vplivajo na razumljivost besedila. Pri črkovanju in rabi ločil so napake tako pogoste, da je besedilo težje razumljivo.
	1	Besedilo je jezikovno komaj ustrezno, vsebuje osnovne jezikovne strukture. Zaradi številnih jezikovnih napak je besedilo komaj razumljivo. Pri črkovanju in rabi ločil so napake tako pogoste, da bistveno ovirajo razumevanje besedila.
	0	Besedilo je zaradi jezikovnih napak nerazumljivo.

3. Besedišče	Točke	Merila
	5	Besedišče je ustrezno, se redko ponavlja, vsebuje tudi idiomatske izraze in ustreza zvrsti besedila. Napake so redke in ne ovirajo razumevanja.
	4	Besedišče je ustrezno, se mestoma ponavlja, vsebuje tudi idiomatske izraze in večinoma ustreza zvrsti besedila. Napake so redke in ponekod ovirajo razumevanje.
	3	Besedišče je osnovno, se ponavlja, a je večinoma ustrezno. Mestoma ne ustreza zvrsti besedila. Napake so pogoste in večkrat ovirajo razumevanje.
	2	Besedišče je osnovno, pogosto se ponavlja, a je še ustrezno. Pogosto tudi ne ustreza zvrsti besedila. Napak je veliko in večkrat ovirajo razumevanje.
	1	Besedišče vsebuje le ozek nabor izrazov, ki se ponavljajo in so pogosto neustrezni. Večinoma ne ustreza zvrsti besedila. Napak je veliko in bistveno ovirajo razumevanje.
	0	Besedišče je neustrezno, ne omogoča razumevanja oziroma je v celoti neustrezno glede na zvrst besedila.

4. Zgradba in vezljivost	Točke	Merila
	5	Besedilo je smiselno povezano in ustrezno členjeno. Prehodi med stavki, povedmi in odstavki so tekoči in razumljivi, preskakovanja ni.
	4	Besedilo je večinoma smiselno povezano in ustrezno členjeno. Prehodi med stavki, povedmi in odstavki so večinoma tekoči in razumljivi, preskakovanje redko.
	3	Besedilo je mestoma nepovezano in neustrezno členjeno. Prehodi med stavki, povedmi in odstavki so večkrat nepričakovani in nejasni.
	2	Besedilo je pogosto nepovezano in večinoma neustrezno členjeno. Prehodi med stavki, povedmi in odstavki so večinoma nepričakovani in nejasni.
	1	Besedilo je nepovezano in neustrezno členjeno. Prehodi med stavki, povedmi in odstavki so nepričakovani in nejasni.
	0	Besedilo je sestavljeno iz posameznih nepovezanih besednih zvez in stavkov.

OPOZORILO: Pisni sestavek je ocenjen z 0 točkami, če je vsebinsko in/ali jezikovno neustrezen, če je nečitljiv ali če ga kandidat ne napiše.

OPOMBA 1: Primeri tipov napak na ravni besede:

- *hopeing* namesto *hoping* – napaka v črkovanju, upošteva se pri področju jezika;
- *bold* namesto *bald* – napačen zapis spremeni pomen, zato to upoštevamo pri področju vsebine in sporočilnosti;
- *gonna* namesto *going to* v (pol)uradnem pismu – napaka v registru, ki jo upoštevamo pri področju besedišča.

OPOMBA 2: Prvine pisma, kot so datum, pozdrav, podpis itd., vrednotimo pri zgradbi in vezljivosti.