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**Državni izpitni center**

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JESENSKI IZPITNI ROK

**Osnovna in višja raven**  
**ANGLEŠČINA**

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**NAVODILA ZA OCENJEVANJE**

**Petek, 28. avgust 2015**

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**SPLOŠNA MATURA**

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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 rešitve, ki niso navedene v Navodilih za ocenjevanje.
- Pri nalogi s kratkimi odgovori (slušno razumevanje OR in VR) 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 rešitve, za to rešitev kandidatu dodelimo 0 točk.
- Če kandidat zapiše dve rešitvi, od katerih je ena napačna in ni ustrezno označena (tj. prečrtana), se rešitev 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: Multiple choice: *The Obituary*

| Vpr.          | Točke     | Rešitev | Dodatna navodila |
|---------------|-----------|---------|------------------|
| 1             | 1         | ♦ B     |                  |
| 2             | 1         | ♦ B     |                  |
| 3             | 1         | ♦ D     |                  |
| 4             | 1         | ♦ A     |                  |
| 5             | 1         | ♦ D     |                  |
| 6             | 1         | ♦ B     |                  |
| 7             | 1         | ♦ A     |                  |
| 8             | 1         | ♦ C     |                  |
| 9             | 1         | ♦ B     |                  |
| 10            | 1         | ♦ A     |                  |
| <b>Skupaj</b> | <b>10</b> |         |                  |

Task 2: Matching: *Why we all love a crossword*

| Vpr.          | Točke    | Rešitev | Dodatna navodila |
|---------------|----------|---------|------------------|
| 1             | 1        | ♦ H     |                  |
| 2             | 1        | ♦ G     |                  |
| 3             | 1        | ♦ B     |                  |
| 4             | 1        | ♦ F     |                  |
| 5             | 1        | ♦ A     |                  |
| 6             | 1        | ♦ D     |                  |
| 7             | 1        | ♦ E     |                  |
| 8             | 1        | ♦ B     |                  |
| 9             | 1        | ♦ C     |                  |
| <b>Skupaj</b> | <b>9</b> |         |                  |

**B) Poznavanje in raba jezika****Task 1: Gap fill: Was Marina Chapman really brought up by monkeys?**

| <b>Vpr.</b>   | <b>Točke</b> | <b>Rešitev</b>                                      | <b>Dodatna navodila</b>  |
|---------------|--------------|---|--------------------------|
| 1             | 1            | ♦ to  |                          |
| 2             | 1            | ♦ herself   |                          |
| 3             | 1            | ♦ all   |                          |
| 4             | 1            | ♦ before  |                          |
| 5             | 1            | ♦ was   |                          |
| 6             | 1            | ♦ a   | NESPREJEMLJIVO:<br>♦ the |
| 7             | 1            | ♦ there   |                          |
| 8             | 1            | ♦ where   |                          |
| 9             | 1            | ena od:<br>♦ could<br>♦ might<br>♦ would            |                          |
| 10            | 1            | ♦ to  |                          |
| 11            | 1            | ena od:<br>♦ although<br>♦ but<br>♦ though<br>♦ yet |                          |
| 12            | 1            | ♦ at  |                          |
| 13            | 1            | ena od:<br>♦ how<br>♦ that                          |                          |
| 14            | 1            | ena od:<br>♦ beside<br>♦ near<br>♦ with             |                          |
| 15            | 1            | ♦ their   |                          |
| <b>Skupaj</b> | <b>15</b>    |   |                          |

**Task 2: Gap fill (word formation): *How Edward Snowden went from loyal NSA contractor to whistleblower***

| <b>Vpr.</b>   | <b>Točke</b> | <b>Rešitev</b>                       | <b>Dodatna navodila</b> |
|---------------|--------------|--------------------------------------|-------------------------|
| 1             | 1            | ♦ exclusive                          |                         |
| 2             | 1            | ♦ impressive                         |                         |
| 3             | 1            | ♦ anonymously                        |                         |
| 4             | 1            | ♦ helpful                            |                         |
| 5             | 1            | ♦ knowledge                          |                         |
| 6             | 1            | ♦ variously                          |                         |
| 7             | 1            | ♦ security                           |                         |
| 8             | 1            | ♦ astonishing                        |                         |
| 9             | 1            | ♦ personal                           |                         |
| 10            | 1            | ena od:<br>♦ colourful<br>♦ colorful |                         |
| 11            | 1            | ♦ obedience                          |                         |
| 12            | 1            | ♦ signature                          |                         |
| 13            | 1            | ♦ invention                          |                         |
| 14            | 1            | ♦ invasion                           |                         |
| <b>Skupaj</b> | <b>14</b>    |                                      |                         |

**Skupno število točk izpitne pole 1 OR: 19 + 29 = 48**

**VR****A) Bralno razumevanje****Task 1: Multiple choice: *Devices and Desires***

| Vpr.          | Točke    | Rešitev | Dodatna navodila |
|---------------|----------|---------|------------------|
| 1             | 1        | ♦ B     |                  |
| 2             | 1        | ♦ D     |                  |
| 3             | 1        | ♦ D     |                  |
| 4             | 1        | ♦ B     |                  |
| 5             | 1        | ♦ A     |                  |
| 6             | 1        | ♦ C     |                  |
| 7             | 1        | ♦ D     |                  |
| 8             | 1        | ♦ C     |                  |
| 9             | 1        | ♦ C     |                  |
| <b>Skupaj</b> | <b>9</b> |         |                  |

**Task 2: Gapped text: *Chimps are making monkeys out of us***

| Vpr.          | Točke     | Rešitev | Dodatna navodila  |
|---------------|-----------|---------|-------------------|
| 1             | 1         | ♦ B     | C = odvečna poved |
| 2             | 1         | ♦ L     |                   |
| 3             | 1         | ♦ H     |                   |
| 4             | 1         | ♦ E     |                   |
| 5             | 1         | ♦ D     |                   |
| 6             | 1         | ♦ F     |                   |
| 7             | 1         | ♦ A     |                   |
| 8             | 1         | ♦ G     |                   |
| 9             | 1         | ♦ K     |                   |
| 10            | 1         | ♦ I     |                   |
| 11            | 1         | ♦ J     |                   |
| <b>Skupaj</b> | <b>11</b> |         |                   |

**B) Poznavanje in raba jezika****Task 1: Gap fill: *Global greed for ivory that makes widows of poachers' wives***

| <b>Vpr.</b>   | <b>Točke</b> | <b>Rešitev</b>                             | <b>Dodatna navodila</b>                   |
|---------------|--------------|--|---|
| 1             | 1            | ena od:<br>♦ recalls<br>♦ remembers        |   |
| 2             | 1            | ♦ unlike                                   |   |
| 3             | 1            | ♦ in                                       |   |
| 4             | 1            | ♦ one                                      |   |
| 5             | 1            | ena od:<br>♦ less<br>♦ minus<br>♦ without  |   |
| 6             | 1            | ♦ to                                       |   |
| 7             | 1            | ena od:<br>♦ an<br>♦ becoming<br>♦ growing |   |
| 8             | 1            | ♦ which                                    |   |
| 9             | 1            | ♦ to                                       |   |
| 10            | 1            | ena od:<br>♦ just<br>♦ only                | NESPREJEMLJIVO:<br>♦ the                  |
| 11            | 1            | ena od:<br>♦ being<br>♦ getting            |   |
| 12            | 1            | ena od:<br>♦ alone<br>♦ themselves         |   |
| 13            | 1            | ♦ nor                                      |   |
| 14            | 1            | ♦ over                                     |   |
| 15            | 1            | ena od:<br>♦ few<br>♦ no                   | NESPREJEMLJIVO:<br>♦ wanting<br>♦ without |
| <b>Skupaj</b> | <b>15</b>    |  |   |

**Task 2: Gap fill (word formation): *History of salt***

| <b>Vpr.</b>   | <b>Točke</b> | <b>Rešitev</b>                              | <b>Dodatna navodila</b> |
|---------------|--------------|---|-------------------------|
| 1             | 1            | ♦ countless                                 |                         |
| 2             | 1            | ♦ historically                              |                         |
| 3             | 1            | ena od:<br>♦ dining<br>♦ dinner             |                         |
| 4             | 1            | ♦ essential                                 |                         |
| 5             | 1            | ♦ effective                                 |                         |
| 6             | 1            | ♦ industrial                                |                         |
| 7             | 1            | ena od:<br>♦ humourous<br>♦ humorous        |                         |
| 8             | 1            | ♦ chemists                                  |                         |
| 9             | 1            | ena od:<br>♦ traditional<br>♦ traditionally |                         |
| 10            | 1            | ♦ significance                              |                         |
| 11            | 1            | ♦ discovery                                 |                         |
| 12            | 1            | ♦ Economically                              |                         |
| 13            | 1            | ♦ exchange                                  |                         |
| 14            | 1            | ♦ religious                                 |                         |
| 15            | 1            | ena od:<br>♦ purity<br>♦ pureness           |                         |
| <b>Skupaj</b> | <b>15</b>    |   |                         |

**Skupno število točk izpitne pole 1 VR: 20 + 30 = 50**



**IZPITNA POLA 2****Slušno razumevanje****OR****Section A: True/False: *Eartha Kitt***

| Vpr.          | Točke    | Rešitev | Dodatna navodila |
|---------------|----------|---------|------------------|
| 1             | 1        | ♦ F     |                  |
| 2             | 1        | ♦ F     |                  |
| 3             | 1        | ♦ F     |                  |
| 4             | 1        | ♦ F     |                  |
| 5             | 1        | ♦ T     |                  |
| 6             | 1        | ♦ T     |                  |
| 7             | 1        | ♦ F     |                  |
| 8             | 1        | ♦ T     |                  |
| <b>Skupaj</b> | <b>8</b> |         |                  |

**OR in VR****Section B: Short answers: *Dinosaurs***

| Vpr.          | Točke    | Rešitev   | Dodatna navodila  |
|---------------|----------|---|---|
| 1             | 1        | ♦ Fossil hunting.   | NESPREJEMLJIVO:<br>♦ Exploring.<br>♦ Learning.<br>♦ Hunting.<br>(V odgovoru morajo biti omenjeni fosili.) |
| 2             | 1        | ena od:<br>♦ Temperature rise.<br>♦ Temperature change.<br>♦ Global warming.                              |   |
| 3             | 1        | ena od:<br>♦ Books.<br>♦ TV.<br>♦ Books and TV.   |   |
| 4             | 1        | ena od:<br>♦ Astronomy.<br>♦ Space (travel).<br>♦ Spaceships.<br>♦ Astronomy and space (travel).          |   |
| 5             | 1        | ♦ They were real.   |   |
| 6             | 1        | ♦ Local.  |   |
| 7             | 1        | ena od:<br>♦ Because of industry.<br>♦ Because of location.<br>♦ A hard rock city.<br>♦ The Granite City. |   |
| <b>Skupaj</b> | <b>7</b> |   |   |

**VR****Section A: True/False: *Eartha Kitt***

| Vpr.          | Točke    | Rešitev | Dodatna navodila |
|---------------|----------|---------|------------------|
| 1             | 1        | ♦ T     |                  |
| 2             | 1        | ♦ F     |                  |
| 3             | 1        | ♦ F     |                  |
| 4             | 1        | ♦ F     |                  |
| 5             | 1        | ♦ F     |                  |
| 6             | 1        | ♦ T     |                  |
| 7             | 1        | ♦ F     |                  |
| 8             | 1        | ♦ T     |                  |
| 9             | 1        | ♦ T     |                  |
| <b>Skupaj</b> | <b>9</b> |         |                  |

Skupno število točk izpitne pole 2 OR:  $8 + 7 = 15$

Skupno število točk izpitne pole 2 VR:  $9 + 7 = 16$

**Transkripciji****Section A*****Eartha Kitt***

*Presenter: Eartha Kitt was born in 1927 in the cotton fields of South Carolina, and she died in Connecticut on Christmas day 2008. Now, she never really knew her parents and was raised by various relatives but found her way to New York and a career that led to Orson Welles famously casting her as Helen of Troy and calling her 'the most exciting woman in the world'. Well, her biographer is John Williams, the author of America's Mistress: The Life and Times of Eartha Kitt. And yes, John, she did also play Catwoman in Batman, but we, we don't really want that to be her epitaph, do we?*

John Williams: Well, no, it's funny. I think she said, later on, that, you know, there's a job she did in one day that's the most famous thing that she's stuck with, you know, playing a cat, as she said, you know. How do you research being a cat? I have no idea. You just find it inside you. But, yeah, there's so much more to Eartha Kitt. It's funny, I mean, I grew up in the sixties and seventies hearing on the radio now and again, and being a singer in *Catwoman*, and I just had no idea where this woman came from, really, was she black or white, was she American, European; she just seemed to come from planet Glamour.

*Presenter: What do we know for sure about her early life?*

John Williams: Well, this is the thing, I was amazed to find that there'd never been a biography written of Eartha Kitt before. And her own autobiography is really vague about the early life. She, you know, she left the South when she was eight, so she just had a strange mix of impressions rather than real memories, so I went down to South Carolina to see what I could find out.

*Presenter: And who did you meet?*

John Williams: I met an old lady called Mildred Amaker who would pick cotton with Eartha when they were six or seven years old. A hundred pounds of cotton a day and you got beaten if you failed to do it and that's a, yeah ... I actually tried picking a piece of cotton while I was there, it practically tears your hand off, so how a child did this, I've no idea, but... I then discovered that, finally, who Eartha's father must have been, that ...

*Presenter: ... And that's believed I think to be the local doctor, is that right?*

John Williams: That's right. Eartha's mother, when she was 16 was working as a maid for the local doctor... And got pregnant. And that was a terrible scandal in the community, so...

*Presenter: ... So, in the end, Eartha was sent away and went to live with another relative in New York, and eventually went to a college and this is an important part of her life, isn't it? This all-black college she went to.*

John Williams: Well, what happened first... Her first... She had a couple of breaks in New York. At first it was a tremendous break being called for by her aunt. Then she went to the Metropolitan High School, which is what became, you know, the famous school, the New York School of Performing Arts. And from there... She just happened to be hanging out in Harlem one day, and met a girl who was in a dance group,

a new dance group called the *Katherine Dunham Company*, which was the first African-American dance company, who really celebrated the African roots of black America, which was something, you know, that most people were ashamed of at the time. And they were a big hit on Broadway. And then in 1948, they came to Europe for the first time, just the same year as the *Empire Windrush*, and they were just this enormous hit. London was completely wowed by this group of fantastically beautiful and talented black dancers and singers.

*Presenter: And how, how soon was it clear that there was something very special about her? When did, when did she become an individual performer?*

John Williams: Well, that's... In... It was really in Europe that she started to make her move. They realised that she could sing as well as dance. She had a solo spot in London and she was a big hit. And then they went to Paris and Paris has a great tradition of loving African-American artists. Josephine Baker had been a huge star there before the war.

## Section B

### Dinosaurs

*Presenter: What's not to love about fossils, particularly, dinosaur fossils? My guest today is Michael Benton, a man who knows more about the subject than most. The seeds for Mike's career as a palaeontologist were sown when, at the tender age of seven, he picked up a book about fossils. Subsequent family holidays near Whitby in Yorkshire were spent fossil hunting. And now, half a century later, he's still at it. His career has taken him around the world to learn and discover more about dinosaurs, what they looked like and how they behaved than anyone thought possible, simply by examining bits of old rock. He's studied some of the most cataclysmic events in Earth's geological history. It's a sobering thought that just a few degrees' rise in global temperature triggered by geological events 250 million years ago led to a mass extinction that wiped out nearly all life on the planet. Alongside his academic research at the University of Bristol, Mike has worked tirelessly to satisfy the public's, both young and old, fascination and enduring love affair with dinosaurs. From children's books to big budget TV documentaries, he knows that science can and should be explained at many different levels. Mike, welcome to The Life Scientific.*

Michael Benton: Hello.

*Presenter: I think it's true today as it was when we were young that many children get hooked on science by first falling in love either with astronomy and space travel or dinosaurs or both. Why do you think it is that dinosaurs continue to capture the imagination of the young?*

Michael Benton: That's a very tricky one. I remember, for example, after the film *Jurassic Park* there was a great demand for talks and books and everything, and many people said 'Well, this will just be a passing phase and in three or four years' time it'll be all forgotten'. Well, then along came *Walking with Dinosaurs* and then other events, and I think it's solid, I think it's there. And, probably in this country at least, it's existed since the 1850s when Richard Owen set up the first full-scale models, the famous Crystal Palace models of life size dinosaurs made of concrete. Young boys, young girls... I think, probably, they love stories from a young age, miraculous and wonderful beasts and dragons. This is the normal answer. And then they discover at the age of four or five, actually, these dragons were real 'and mummy and daddy can take me to the museum, I can see them'. I suppose it's that, that kind of crossover between the fantastical and the real.

*Presenter: And as I mentioned in the introduction that the seeds for your career in palaeontology were sown when you were very young.*

Michael Benton: Yes, and I suppose... I don't know, I'm sure there must be some children aged seven who hate dinosaurs and good luck to them. I was one of the majority, I suppose, who loved them but unusual in that I didn't grow out of it.

*Presenter: Your obsession with fossils only grew stronger as you got older and you decided to study geology at Aberdeen University. But I gather the course wasn't quite what you'd hoped for.*

Michael Benton: I was born in Aberdeen and the standard expectation in Scotland was you go to your local university. I remember at our school it was more or less at the beginning of Sixth Form: 'Hands up if you want to go to university.' Half the class put their hands up and they handed out application forms for Aberdeen University. At that time UCAS was the standard university entrance system was not as well established as it is now. And that was it. And it's a very good Geology Department, but because of its location and industry pressures it's specialised in what we call hard rocks, granite. It is the Granite City after all. And then as I began my course, it was just at the beginning of the oil boom and they then picked up, and continue today, as very strongly industry oriented, and quite right, too. But that wasn't exactly my interest.

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

Kandidat mora v elektronskem sporočilu, dolgem od 120 do 150 besed, napisati prijavo za delavnico ustvarjalnega pisanja za dijake iz tujine.

**B) Daljši pisni sestavek****Vsebina****1. *Romantic love is a poor basis for marriage.***

Kandidat mora v daljšem pisnem sestavku razpravljati, ali zakon lahko temelji zgolj na romantični ljubezni. V sestavku mora kandidat povezati ključne pojme *romantic love*, *poor basis* in *marriage*.

**2. *Mobile telephony is a contemporary form of slavery.***

Kandidat mora v daljšem pisnem sestavku razpravljati, ali je mobilna telefonija sodobna oblika suženjstva. V sestavku mora kandidat povezati ključna pojma *mobile telephony* in *slavery*.

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

Kandidat mora v članku, dolgem od 150 do 180 besed, razpravljati o smiselnosti uvedbe obveznega predmeta državljanska vzgoja v slovenske srednje šole.

**B) Pisni sestavek na temo iz književnosti****Vsebina*****Discuss how Kismine and Jasmine perceive the world inside and outside their family estate.***

Kandidat mora v pisnem sestavku na temo iz književnosti razpravljati o tem, kako Kismine in Jasmine dojemata svet na svojem družinskem posestvu in zunaj njega.

**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.<br>Če je sestavek krajši od 100 besed (OR) oziroma 120 besed (VR), se v vseh kategorijah dodelijo največ 3 točke. |
| 2             | Večina vsebine ni primerna, iztočnice v glavnem niso razvite ALI besedilo je skoraj v celoti vzeto iz navodil.   |
| 1             | Vsebina je komajda primerna, iztočnice niso razvite.<br>Če je vsebina ocenjena z 1 točko, se v drugih kategorijah dodelijo največ 3 točke.   |
| 0             | Vsebina je v celoti neprimerna, ker ne sledi navodilom, sestavek je krajši od 50 besed (OR) oziroma 60 besed (VR).   |
| <b>Opomba</b> | Če je vsebina ocenjena z 0 točkami in je sestavek dolg 50 besed (OR) oziroma 60 besed (VR) ali več, se v drugih kategorijah dodeli največ 1 točka.   |

**Sporočilnost**

| Točke | Merila   |
|-------|--|
| 5     | Sporočilni namen in s tem učinek na ciljnega bralca sta popolnoma dosežena. Sestavek v celoti ustreza zahtevani besedilni vrsti in njeni zgradbi.  |
| 4     | Sporočilni namen in s tem učinek na ciljnega bralca sta v glavnem dosežena. Sestavek v glavnem ustreza zahtevani besedilni vrsti in njeni zgradbi.   |
| 3     | Sporočilni namen in s tem učinek na ciljnega bralca sta na splošno dosežena. Sestavek na splošno ustreza zahtevani besedilni vrsti in njeni zgradbi.   |
| 2     | Sporočilni namen in s tem učinek na ciljnega bralca sta le delno dosežena. Sestavek le delno ustreza zahtevani besedilni vrsti in njeni zgradbi.   |
| 1     | Sporočilni namen in s tem učinek na ciljnega bralca v glavnem nista dosežena. Sestavek v glavnem ne ustreza zahtevani besedilni vrsti in njeni zgradbi.  |
| 0     | Sporočilni namen in s tem učinek na ciljnega bralca nista dosežena. Sestavek ne ustreza zahtevani besedilni vrsti in njeni zgradbi. Sestavek je krajši od 50 besed (OR) oziroma 60 besed (VR). |

**Besedišče in register**

| Točke | Merila   |
|-------|--|
| 5     | Besedišče je pravilno, raznoliko, pogosto bogato, s povsem ustreznim registrom in vljudnostnim tonom.  |
| 4     | Besedišče je v glavnem pravilno, raznoliko, občasno bogato, z večinoma ustreznim registrom in vljudnostnim tonom.  |
| 3     | Besedišče je v glavnem pravilno, vendar izrazito povprečno, delno se ponavlja ALI besedišče je zgolj prepisano iz danih iztočnic, z delno neustreznim registrom in vljudnostnim tonom. |
| 2     | Besedišče je pogosto napačno, izrazito povprečno ALI pogosto omejeno, s pretežno neustreznim registrom in vljudnostnim tonom. Razumevanje besedila je lahko mestoma oteženo.           |
| 1     | Besedišče je v glavnem napačno, omejeno, s povsem neustreznim registrom in vljudnostnim tonom. Razumevanje besedila je oteženo.  |
| 0     | Sestavek je krajši od 50 besed (OR) oziroma 60 besed (VR).   |

**Jezikovna pravilnost**

| Točke | Merila  |
|-------|---|
| 5     | Raba raznolikih jezikovnih struktur, skoraj brez napak.   |
| 4     | Raba raznolikih jezikovnih struktur, malo napak.  |
| 3     | Raba raznolikih jezikovnih struktur, z več napakami ALI prevladuje raba osnovnih jezikovnih struktur, skoraj brez napak.  |
| 2     | Raba raznolikih jezikovnih struktur, s pogostimi napakami ALI prevladuje raba osnovnih jezikovnih struktur, s precej pogostimi napakami. Razumevanje besedila je lahko mestoma oteženo. |
| 1     | Večina jezikovnih struktur je napačnih. Razumevanje besedila je oteženo.  |
| 0     | Sestavek je krajši od 50 besed (OR) oziroma 60 besed (VR).  |

**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.<br>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.<br>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.<br>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.<br>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.<br>Če je sestavek krajši od 190 besed, se v kategoriji Vsebina 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.<br>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.<br>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.<br>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 120 besed.  |

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

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