M19224124

Osnovna in višja raven
ANGLEŠČINA

NAVODILA ZA OCENJEVANJE

Sreda, 28. avgust 2019

SPLOŠNA MATURA

SPLOŠNA NAVODILA

- Vsak pravilen odgovor je vreden 1 točko.
- Če je pravilen samo del rešitve, ocenjevalec kandidatu dodeli 0 točk.
- Kadar kandidat zapiše dve rešitvi, od katerih je ena napačna in ni ustrezno označena kot taka (tj. prečrtana), ocenjevalec kandidatu dodeli 0 točk.
- Skrajšane glagolske oblike, z izjemo zveze »can't«, se štejejo kot dve besedi.
- Pri navajanju rešitev oklepaj pomeni, da je odgovor pravilen tudi brez tega dela, npr. »having dinner (with Dr Gerada)«; pravilno je torej tako »having dinner with Dr Gerada« kot »having dinner«, poševnica pa pomeni, da je pravilna katerakoli od besed na vsaki strani poševnice, ki sta enakovredni, npr. »visiting/meeting Dr Gerada«; pravilno je torej ali »visiting Dr Gerada« ali »meeting Dr Gerada«.
- Ocenjevalci po lastni presoji upoštevajo tudi smiselno pravilne rešitve, ki niso navedene v *Navodilih za ocenjevanje*.

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

- Ocenjevalci ne odštevajo točk za slovnične napake in nepravilno napisane besede (npr. »occurr« namesto »occur«).
- Ocenjevalci ne upoštevajo napačno napisanih besed, ki se pomensko razlikujejo od pravilnih rešitev (npr. »hopping« namesto »hoping«).
- Pri nalogah s kratkimi odgovori (bralno razumevanje OR in slušno razumevanje OR/VR) ocenjevalci ne upoštevajo odgovorov, ki so dolgi šest besed ali več.
- Pri nalogah dopolnjevanja povedi (slušno razumevanje VR) ocenjevalci ne upoštevajo odgovorov, ki so dolgi štiri besede ali več.

IZPITNA POLA 1B (Poznavanje in raba jezika)

- V tem delu izpitne pole ocenjujemo poznavanje in rabo jezika, zato ocenjevalci ne upoštevajo napačno napisanih besed niti slovnično oporečnih rešitev.

IZPITNA POLA 1

OR

A) Bralno razumevanje

Task 1: Short answers: *Caledonian Sleeper: Why catching the overnight train from London to Scotland is better than flying*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ Only few trains left. ♦ Staff with clipboards. ♦ Staff in uniform. ♦ Staff helps.	
2	1	ena od: ♦ Unchanged routine. ♦ Friendly staff.	
3	1	♦ Socializing/meeting people.	
4	1	ena od: ♦ En-suite rooms and double beds. ♦ En-suite rooms. ♦ Double beds.	
5	1	♦ Describing his favourite rail journey.	NESPREJEMLJIVO: odgovori brez *favourite*
6	1	ena od: ♦ Weak pound. ♦ Brexit. ♦ Low prices.	
7	1	♦ Statistics about emissions/carbon footprint.	
8	1	♦ Budget flights.	
9	1	♦ Fear of flying.	
Skupaj	**9**		

Task 2: Gapped sentences: *The Wonder Women of Botswana Safari*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	♦ F	ODVEČNA STAVKA: ♦ D ♦ I
2	1	♦ J	
3	1	♦ C	
4	1	♦ M	
5	1	♦ K	
6	1	♦ G	
7	1	♦ L	
8	1	♦ B	
9	1	♦ H	
10	1	♦ A	
11	1	♦ E	
Skupaj	**11**		

B) Poznavanje in raba jezika

Task 1: Gap fill: *Bedtime story is key to literacy, says children's writer Cottrell Boyce*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	◆ where	
2	1	ena od: ◆ on ◆ in ◆ inside ◆ for	
3	1	ena od: ◆ when ◆ because ◆ as ◆ once	
4	1	◆ in	
5	1	◆ whose	
6	1	◆ to	
7	1	◆ without	
8	1	◆ What	
9	1	◆ off	
10	1	◆ about	
11	1	◆ Few	
12	1	◆ no	
13	1	◆ for	
Skupaj	**13**		

Task 2: Gap fill (verbs): *Adult ADHD: The diagnosis that changed my life*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ⬧ might have ⬧ may have	
2	1	⬧ putting	
3	1	⬧ giving	
4	1	⬧ was	
5	1	ena od: ⬧ to be known ⬧ being known	
6	1	⬧ was bullied	
7	1	⬧ being chained	
8	1	ena od: ⬧ would set up ⬧ was going to set up	
9	1	⬧ assuming	
10	1	⬧ led	
11	1	ena od: ⬧ has recently been recognised ⬧ has been recently recognised ⬧ was recently recognised	
12	1	⬧ having	
13	1	⬧ could see	
14	1	⬧ treats	
15	1	ena od: ⬧ is growing ⬧ has grown	
Skupaj	**15**		

Skupno število točk izpitne pole 1 OR: 20 + 28 = 48

VR

A) Bralno razumevanje

Task 1: Multiple choice questions: The Way of Wyrd – *Introduction*

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

Task 2: Gapped text: *The History of* The Guardian*, one of the most distinguished British daily newspapers*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	◆ I	ODVEČNI POVEDI:
2	1	◆ B	◆ A
3	1	◆ K	◆ L
4	1	◆ D	
5	1	◆ M	
6	1	◆ E	
7	1	◆ H	
8	1	◆ J	
9	1	◆ F	
10	1	◆ C	
11	1	◆ G	
Skupaj	**11**		

B) Poznavanje in raba jezika

Task 1: Gap fill: *Shanaze Reade: A girl in a hurry*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	⬧ where	
2	1	⬧ would	
3	1	⬧ in	
4	1	⬧ as	
5	1	⬧ and	
6	1	⬧ no	
7	1	⬧ had	
8	1	⬧ who	
9	1	⬧ the	
10	1	⬧ another	
11	1	⬧ than	
12	1	⬧ about	
13	1	⬧ far	
14	1	ena od: ⬧ because ⬧ since ⬧ as	
Skupaj	**14**		

Task 2: Gap fill (word formation): *Kazuo Ishiguro, appreciation: The Nobel Prize-winner's approach to the English language is of a connoisseur, a collector*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	⬧ modesty	
2	1	⬧ acquisition	
3	1	ena od: ⬧ precision ⬧ preciseness	
4	1	⬧ moderation	
5	1	⬧ undoubtedly	
6	1	⬧ imaginary	
7	1	⬧ minimalism	
8	1	⬧ restraint	
9	1	ena od: ⬧ subjectivity ⬧ subjectiveness	NESPREJEMLJIVO: ⬧ subjectivism
10	1	ena od: ⬧ deceptions ⬧ deceits	
11	1	⬧ habitual	
12	1	ena od: ⬧ revelation ⬧ revealing	
13	1	⬧ involuntary	
Skupaj	**13**		

Skupno število točk izpitne pole 1 VR: 20 + 27 = 47

IZPITNA POLA 2

Slušno razumevanje

OR

Section A: True/False: *Jennifer Egan*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	⬥ F	
2	1	⬥ F	
3	1	⬥ T	
4	1	⬥ F	
5	1	⬥ F	
6	1	⬥ T	
7	1	⬥ F	
8	1	⬥ T	
9	1	⬥ F	
Skupaj	9		

VR

Section A: Sentence completion: *Jennifer Egan*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	⬥ historical	
2	1	⬥ allied	
3	1	⬥ female	
4	1	⬥ abandons her	
5	1	⬥ shipbuilding metropolis	
6	1	ena od: ⬥ war zone ⬥ vulnerable place	
7	1	⬥ water	
8	1	⬥ ship repair	
9	1	⬥ no evidence	
Skupaj	9		

OR in VR

Section B: Short answers: *An interview with Patricia Fara*

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	◆ Women could not study there.	NESPREJEMLJIVO: samo *with neutrons*
2	1	ena od: ◆ They were anti-Nazi. ◆ They were pro-Jewish.	
3	1	◆ Bombarding it (with neutrons).	
4	1	◆ Asked Hahn/him to repeat it.	
5	1	◆ Her nephew.	
6	1	ena od: ◆ During Christmas. ◆ While walking. ◆ While sitting on a trunk.	
7	1	◆ Biology.	
8	1	◆ Making the atomic bomb.	
Skupaj	**8**		

Skupno število točk izpitne pole 2 OR: 9 + 8 = 17
Skupno število točk izpitne pole 2 VR: 9 + 8 = 17

Transkripciji

Section A

Jennifer Egan

Presenter: But first the Pulitzer prize winning author of A Visit from the Goon Squad, Jennifer Egan, who I last spoke to seven years ago shortly before she picked up that prize. Past novels have delved into the cruelties of the beauty business, predicted the explosion of smart phones and social media, ran rampage through the music business, and employed fragmentary narrative techniques. Now, proving her versatility, a historical opus set in New York during World War II. Manhattan Beach is dense with detail and sublimely evocative in bringing to life the great ships, crowded bars and lives lived around the Brooklyn Naval Yard, where allied war ships were repaired and constructed. It follows the fortunes of a feisty pioneering young heroine Anna Kerrigan, who becomes the docklands only female diver, and the two men who shape her life: Eddie, the father who abandons her, and Dexter Styles, the suave gangster who once employed him. Jennifer, welcome.

Jennifer Egan: Thank you.

Presenter: First of all, it's a wonderful angle on New York, eschewing this kind of familiarity of Manhattan from Wall Street to Broadway to look outward at the ocean. You evoke a shipbuilding metropolis and the titular shoreside communities of the 1940s. So, what drew you to that period and can you set the scene a bit for our listeners? You'll do it so much better than me.

Jennifer Egan: Well, I think what drew me originally was just curiosity about New York during World War II. Looking back, I think it probably had to do with 9/11. The city felt like a warzone overnight, and there was basically from that point forward a great fear of further attacks and I knew that during World War II there had been a lot of worry about a sea invasion or an air attack.

Presenter: So, that sense of unease…

Jennifer Egan: Yes, the sense of unease and vulnerability. And so I started looking at images of New York during the war and the first thing that struck me was that it was all about the water. And that was really unexpected, because you can live in New York for years, as I had then, and barely experience the water. I mean, now the waterfront is actually sort of coming back and there are beautiful parks and things, but that wasn't so much the case when I moved there in the 80s. So, I really followed the water, I would say, into the various worlds that kind of come together in this book. One of them is the Brooklyn Navy Yard which was an incredibly important place for the Allies. It repaired 5000 ships. Many, many women worked there, as they did in all kinds of industry during the war. Almost 5000 of them at the height of the war.

Presenter: But not many women were divers, were there; were there any?

Jennifer Egan: I don't think there… well, first of all, I had not known, until I was researching the Brooklyn Navy Yard that… that diving was a part of ship repair. Although, of course, it makes sense when you think about it. I learned that there were civilian divers and I had a feeling I was going to send a woman down instead of a man. I don't believe there were any female divers at the Navy Yard; I don't know that there weren't. It's somewhat unlikely that…that a woman would've dived and yet the nature of the war … and this, in a way … what made it such an interesting period to write about is that things were very upside down. You know, for the sake of expedience women were doing all kinds of things they'd never done before.

Section B

An interview with Patricia Fara

Presenter: To find out more about Lise Meitner and what it was like for a woman working as a scientist in early 20th-century Germany, I spoke to historian of science of the University of Cambridge Patricia Fara.

Patricia Fara: From very early on, she felt herself to be an outsider. She was so good at mathematical subjects at school, but, of course, when she was being brought up in Vienna, women couldn't go to university, and then later on, she went to Germany, and again she was on the outside but she was the first woman to become a Professor in Germany. And then, there is, of course, also the fact that she was Jewish, and although she'd converted and become a Protestant, she was very, very much an outsider in 1930's Germany because of that.

Presenter: And right from the outset she began to work with Otto Hahn, the key relationship in her life. What was their relationship like?

Patricia Fara: Well I think, with both Otto Hahn and the younger physicist that Hahn later employed, the man called Strassmann, they were both very anti-Nazi and pro-Jewish, so at the outset, I think, their relationship was very close. It was a very collaborative relationship. He was a chemist, and she was a physicist. And the crucial set of experiments, the one that would prove so formative in both their lives, was when they bombarded uranium with neutrons, and they wanted to see what would happen to the atom of the uranium. And most of the experiments up till then had shown that if you bombard the uranium atom with neutrons, a little bit sort of chips away, and their results completely overturned that assumption. And one of the things that Lise Meitner did was she kept asking Otto Hahn to repeat his experiments, because she couldn't believe the results. She was very sceptical about it at first, and then he did repeat his experiments, and then eventually she and her nephew managed to work out what had been happening.

Presenter: This was the experiment that Hahn and Strassmann did after Meitner had left Germany, where they had these results, and they didn't know how to interpret them, and they sent them to Meitner. What happened then?

Patricia Fara: There is this lovely story. It was one Christmas, and she and her nephew went for a walk, and he was on the skis, and she was walking, and they were discussing this, and they sat down on a tree trunk, and they got a piece of paper out, and started scribbling all the equations, and it was her who worked out the maths of exactly what it was that had happened. And she imagined the nucleus of uranium being like a giant drop, and that somehow the uranium drop had got squeezed into the middle, and then split into two parts. It was like a biological cell splitting into two, and that's why it's called fission. It's called that after the biology. And it was her who did all the physics of all that. But that part that she played was written out of the story.

Presenter: And no one had appreciated before that something like this could happen to an atomic nucleus?

Patricia Fara: No, it just didn't seem to have crossed their minds, and that's why their results were so bewildering. They were all feeling in the dark and nothing like this had ever happened before.

Presenter: Do you think they had any sense when they were doing this work of where ultimately it might lead?

Patricia Fara: They had absolutely no idea that they were leading to nuclear fission. It certainly wasn't an aim. It certainly wasn't an aim as far as Lise Meitner was concerned, because as soon as she realised that enormous amounts of energy could be released through this reaction, she said: "I don't want to have anything to do with an atomic bomb." And she was asked to work on the atomic bomb project, and she refused to do that. But while these experiments were happening, other scientists became aware of the potential, and various people contacted Albert Einstein, and asked him to write to President Roosevelt in America, and urge President Roosevelt to start an atomic bomb programme in America, because these scientists were very worried that the Germans might be developing a bomb.

IZPITNA POLA 3

OR

A) Pisni sestavek (v eni od stalnih sporočanjskih oblik)

Vsebina

Kandidat mora napisati elektronsko sporočilo, v katerem se pritoži letalski družbi zaradi zapletov med poletom.

B) Daljši pisni sestavek

Vsebina

1. *Fake news rules the world.*

Kandidat mora napisati pisni sestavek o tem, ali lažne novice vladajo svetu.

2. *Active engagement in team sports helps develop good character.*

Kandidat mora napisati pisni sestavek o tem, ali sodelovanje pri skupinskih športih pomaga pri oblikovanju značaja.

VR

A) Pisni sestavek (v eni od stalnih sporočanjskih oblik)

Vsebina

Kandidat mora napisati elektronsko sporočilo, v katerem pojasni, zakaj dijaki nasprotujejo uvedbi detektorjev in osebnih pregledov v šolah ter predlaga alternativne ukrepe za preprečevanje oboroženih napadov v šolah.

B) Pisni sestavek na temo iz književnosti

Vsebina

Kandidat mora napisati pisni sestavek o manipulaciji s preteklostjo v delu *Animal Farm.*

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 podkrepitvami.
4	Vsebina je primerna, iztočnice so dokaj dobro razvite, z ustreznimi podkrepitvami.
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 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. 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).
Opomba	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. 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 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. 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. 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