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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

**Torek, 27. avgust 2013**

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**SPLOŠNA MATURA**

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Moderirana različica

**IZPITNA POLA 1****OR****A) Bralno razumevanje****Task 1: Sentence completion: Iten: At the highland home of the fastest people in the world**

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ their poverty/poorness ♦ lack of money ♦ financial problems ♦ low income ♦ struggling	Sprejmemo vse odgovore, ki omenjajo pomanjkanje denarja/finančne težave. <b>NE SPREJMEMO</b> (6 besed): ♦ Live with 2\$ a day ♦ Surviving on £1.30 a day
2	1	♦ neighbour (Abel Kirui) (and family)	
3	1	ena od: ♦ compete for any European team ♦ be/join in any European team ♦ success in Europe ♦ become a great runner	
4	1	ena od: ♦ enter the village ♦ come to Iten/there ♦ arrive into town ♦ are told anything else	Sprejmemo vse odgovore, ki povedo, da se ponos vaščanov kaže že pred vstopom v vas. <b>NE SPREJMEMO</b> , če kandidat napiše samo: ♦ arrive/come ♦ see/reach it
5	1	ena od: ♦ similar ♦ compared ♦ comparable	<b>NE SPREJMEMO:</b> quasi.
6	1	ena od: ♦ the altitude/heights ♦ Kenya's Highlands ♦ 7875ft high (ne sprejmemo brez high) ♦ thin air level	Sprejmemo vse odgovore, ki omenjajo višino in/ali redek zrak.
7	1	ena od: ♦ skinnier calves/legs ♦ their structure ♦ their bodies ♦ physiology ♦ being skeletal	<b>NE SPREJMEMO:</b> ♦ physical abilities
8	1	♦ (High altitude/Iten) training centre/camp	
9	1	ena od: ♦ communal spirit ♦ community ♦ moral support (and confidence) ♦ good relationship with people	
10	1	ena od: ♦ does not want to ♦ refuses to	Sprejmemo vse odgovore, ki povedo, da vlada ne investira v mesto. Slovničnih napak NE upoštevamo (npr. napačna izbira časa)
<b>Skupaj</b>	<b>10</b>		

- Za slovnične napake in nepravilno napisane besede točk ne odštevamo.
- Napačno napisanih besed, ki se pomensko razlikujejo od pravilnih rešitev, ne upoštevamo.
- Ocenjevalci bodo po lastni presoji upoštevali tudi smiselno pravilne odgovore, ki niso navedeni v navodilih za ocenjevanje.
- Ocenjevalci ne bodo upoštevali odgovorov, ki so dolgi 6 besed ali več.

- Če kandidat zapiše dva odgovora, od katerih je en napačen in ni ustrezno označen (tj. prečrtan), se odgovor točkuje z 0 točkami.
- Če je pravilen samo del odgovora, za ta odgovor kandidatu dodelimo 0 točk.
- Vsi popravki morajo biti označeni v skladu z navodili.

**Task 2: Matching: *Confessions of a bridge addict***

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

**B) Poznavanje in raba jezika****Task 1: Gap Fill: *Is my dog barking?***

<b>Vpr.</b>	<b>Točke</b>	<b>Rešitev</b>	<b>Dodatna navodila</b>
1	1	♦ a	
2	1	ena od: ♦ any ♦ that ♦ this	
3	1	ena od: ♦ as ♦ when	
4	1	♦ been	
5	1	ena od: ♦ himself ♦ itself	
6	1	ena od: ♦ about                   ♦ around ♦ at                         ♦ before	
7	1	ena od: ♦ almost                 ♦ just                     ♦ now                     ♦ really ♦ becoming             ♦ like                     ♦ quite                   ♦ more	
8	1	ena od: ♦ by ♦ with	
9	1	ena od: ♦ any                     ♦ good                   ♦ many ♦ enough               ♦ great                   ♦ with	
10	1	ena od: ♦ that ♦ who	
11	1	ena od: ♦ absolutely             ♦ mostly                 ♦ probably ♦ definitely             ♦ not                     ♦ quite ♦ just                     ♦ now                     ♦ really	
12	1	ena od: ♦ when ♦ where ♦ why	
13	1	♦ for	
14	1	♦ the	
15	1	ena od: ♦ to ♦ towards	
<b>Skupaj</b>	<b>15</b>		

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 2 besedi.

**Task 2: Gap Fill (Word Formation): *Who sends their sick child to school?***

<b>Vpr.</b>	<b>Točke</b>	<b>Rešitev</b>	<b>Dodatna navodila</b>
1	1	♦ fifth	
2	1	♦ unsure	
3	1	ena od: ♦ hardworking ♦ working	
4	1	♦ irritation(s)	
5	1	ena od: ♦ recovering ♦ recovery	
6	1	ena od: ♦ tearful ♦ tearing ♦ tearless	
7	1	♦ absence	
8	1	♦ surprisingly	
9	1	♦ commitment(s)	
10	1	♦ nursery	
<b>Skupaj</b>	<b>10</b>		

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

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

**VR****A) Bralno razumevanje****Task 1: Sentence completion: Alan Bennett on libraries of a lifetime**

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ female ♦ women	
2	1	♦ damaging library books	Sprejmemo vse odgovore, ki povedo, da so knjige uničevali/poškodovali. <b>NE SPREJMEMO:</b> ♦ ČE JE SAMOSTALNIK BOOK RABLJEN V EDNINI; ♦ despairing books
3	1	ena od: ♦ paying tuppence ♦ low membership price ♦ one-time payment ♦ (reader's) ticket	
4	1	♦ pessimistic	Sprejmemo vse odgovore, ki izražajo avtorjevo zaskrbljenost ali skepso.
5	1	ena od: ♦ pictures ♦ visual material	
6	1	ena od: ♦ in an instant ♦ easily ♦ brother's comics ♦ by watching his brother ♦ difficult texts ♦ from his brother's books	Sprejmemo vse odgovore, ki povedo ♦ KAJ je avtor zmožal brati, in/ali ♦ NA KAKŠEN NAČIN se je avtor naučil brati.
7	1	♦ unpleasant	Sprejmemo vse odgovore, ki povedo, da je bila atmosfera v knjižnici neprijetna/zastrašujoča za otroke. <b>NE SPREJMEMO:</b> ♦ inappropriate
8	1	ena od: ♦ British Legion commissionaire ♦ the librarian ♦ General Hindenburg ♦ a British soldier	
9	1	♦ hard life	Sprejmemo vse odgovore, ki povedo, da so se preselili zaradi težkega življenja. <b>NE SPREJMEMO</b> odgovorov, ki se nanašajo na bombardiranje.
10	1	♦ find the public library	
<b>Skupaj</b>	<b>10</b>		

- Za slovnične napake in nepravilno napisane besede točk ne odštevamo.
- Napačno napisanih besed, ki se pomensko razlikujejo od pravih rešitev, ne upoštevamo.
- Ocenjevalci bodo po lastni presoji upoštevali tudi smiselno pravilne odgovore, ki niso navedeni v navodilih za ocenjevanje.
- Ocenjevalci ne bodo upoštevali odgovorov, ki so dolgi 6 besed ali več.
- Če kandidat zapiše dva odgovora, od katerih je en napačen in ni ustrezno označen (tj. prečrtan), se odgovor točkuje z 0 točkami.
- Če je pravilen samo del odgovora, za ta odgovor kandidatu dodelimo 0 točk.
- Vsi popravki morajo biti označeni v skladu z navodili.

**Task 2: Gapped text: *Tinnitus: When the music stops***

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

**B) Poznavanje in raba jezika****Task 1: Gap Fill: Leonard Cohen: 'All I've got to put in a song is my own experience'**

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ bigger ♦ greater ♦ more	
2	1	♦ like	
3	1	ena od: ♦ did                   ♦ smiled ♦ performed       ♦ would	
4	1	ena od: ♦ it ♦ out ♦ so	
5	1	ena od: ♦ helps ♦ to ♦ will	
6	1	ena od: ♦ a                   ♦ one               ♦ the ♦ his               ♦ some	
7	1	♦ for	
8	1	♦ that	
9	1	ena od: ♦ but ♦ just ♦ though	
10	1	ena od: ♦ as ♦ so	
11	1	ena od: ♦ all                   ♦ most               ♦ those ♦ many               ♦ people	
12	1	ena od: ♦ after               ♦ despite           ♦ in ♦ before             ♦ during	
13	1	♦ neither	
14	1	♦ because	
15	1	ena od: ♦ a ♦ no ♦ the ♦ zero	
16	1	ena od: ♦ whom ♦ who	
<b>Skupaj</b>	<b>16</b>		

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 2 besedi.



**Task 2: Gap Fill (Word Formation): *The long shadow line: History and the war on drugs***

<b>Vpr.</b>	<b>Točke</b>	<b>Rešitev</b>	<b>Dodatna navodila</b>
1	1	♦ settlement	
2	1	♦ countless	
3	1	♦ substances	
4	1	♦ destructive	
5	1	ena od: ♦ stabilisation ♦ stabilization ♦ stability	
6	1	ena od: ♦ bloodily ♦ bloody ♦ cold-blooded	
7	1	♦ survivors	
8	1	♦ growing	
9	1	ena od: ♦ originally ♦ originating	
10	1	♦ governmental	
11	1	ena od: ♦ enraged ♦ rageful ♦ outraged	
<b>Skupaj</b>	<b>11</b>		

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

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

**IZPITNA POLA 2****Slušno razumevanje****OR****Section A: An interview with Isobel Talks**

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

**VR****Section A: An interview with Isobel Talks**

<b>Vpr.</b>	<b>Točke</b>	<b>Rešitev</b>	<b>Dodatna navodila</b>
1	1	♦ F	
2	1	♦ F	
3	1	♦ F	
4	1	♦ T	
5	1	♦ F	
6	1	♦ T	
7	1	♦ F	
8	1	♦ F	
9	1	♦ T	
10	1	♦ T	
<b>Skupaj</b>	<b>10</b>		

**OR** in **VR****Section B: An interview with Shirley Williams**

Vpr.	Točke	Rešitev	Dodatna navodila
1	1	ena od: ♦ The house is brighter. ♦ More light. ♦ Colour change.	Sprejmemo vse odgovore, ki povedo, da je hiša svetlejša.
2	1	ena od: ♦ It was quiet. ♦ Calm streets.	Sprejmemo vse odgovore, ki povedo, da je bila ulica mirna.
3	1	ena od: ♦ In 1931. ♦ At one. ♦ One year old.	
4	1	ena od: ♦ Left. ♦ Labour (party). ♦ Liberal. ♦ liberal father (and) feminist mother. (v tem primeru, mora omeniti oba starša)	<b>NE SPREJMEMO:</b> ♦ democrat
5	1	ena od: ♦ High profile. ♦ They were respected. ♦ They were intellectual/famous. ♦ A good one. ♦ Success.	
6	1	ena od: ♦ Because of speaking tours. ♦ Business/Job. ♦ Because of book release. ♦ Book selling. ♦ She spoke about feminism. ♦ Because of fame.	Sprejmemo vse odgovore, ki povedo, da je potovala zaradi svojega dela/pisanja.
7	1	ena od: ♦ Being candid/honest. ♦ Frank. ♦ Unable to lie. ♦ Not tactful. ♦ Direct attitude.	
8	1	ena od: ♦ Reserved for the adults. ♦ It wasn't for children. ♦ Wasn't allowed in. ♦ Parents were (always/too) busy.	
<b>Skupaj</b>	<b>8</b>		

- Za slovnične napake in nepravilno napisane besede točk ne odštevamo.
- Napačno napisanih besed, ki se pomensko razlikujejo od pravilnih rešitev, ne upoštevamo.
- Ocenjevalci bodo po lastni presoji upoštevali tudi smiselno pravilne odgovore, ki niso navedeni v navodilih za ocenjevanje.
- Ocenjevalci ne bodo upoštevali odgovorov, ki so dolgi 6 besed ali več.
- Če kandidat zapiše dva odgovora, od katerih je en napačen in ni ustrezno označen (tj. prečrtan), se odgovor točkuje z 0 točkami.
- Vsi popravki morajo biti označeni v skladu z navodili.

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

**Skupno število točk izpitne pole 2 VR: 10 + 8 = 18**

## Transkripciji

### Section A

#### An interview with Isobel Talks

*Presenter: My next guest was planning her gap year. The decision about where to go wasn't too difficult, because since the age of six Isobel Talks had been yearning to find the rare South American butterfly that'd been named after her in the competition run by the World Wildfile ... er ... Wildlife Fund. As a result, Isobel, now 19, spent much of last year as a volunteer, living and working in different communities in Ecuador when she wasn't tracking down the elusive butterfly *Pronophila Isobelae*. She also visited Bolivia, Peru and the Galapagos Islands. She joins me in the studio. Izzy, first things first, the butterfly. You went to find it in the Podocarpus National Park, which I think it's just ... was just recently designated as such.*

Isobel Talks: Yeah.

*Presenter: What was ... what was the place like?*

Isobel Talks: The Podocarpus park, I mean, it was unlike any I'd been in my life. It was completely remote, it wasn't like a national park in England where you go and there's guards and a big office all set up and is very well looked after. It was in the middle of nowhere, you had to get there sort of using a taxi that wasn't usually going there and the guards there were very friendly, lovely, but I mean in the visitors book there was only about three names and I was one of the only names in it. But that made it more exciting, I think.

*Presenter: And how long did you s..., did you stay there on the quest?*

Isobel Talks: Well, actually I stayed there eight days in the park and a bit in the surrounding area. I only had limited time to find it, but ...

*Presenter: I mean, how did you find it? Is this ... I've got a picture of you as a six year old and now as a 19 year old with the photograph of this, of this wonderful ... er ... wonderful thing. I mean, how did you go about tracking it down in an area as big as a natural park.*

Isobel Talks: Well, I was lucky to have guidance from the explorer Paul Toyne who discovered it back when I was younger, and he gave me some advice on what sort of things to look for. And also at the eco lodge I was staying at, the two people who own in it, Elicio and Orlando, they'd been guides in the Galapagos and they had lots of knowledge of the natural area and of the wildlife there and with their guidance I was able to look for the right kind of plants, the right altitude, the right markings, the right flight patterns cause they just they knew so much and I learnt so much when I was there.

*Presenter: But I haven't realised that there were so many, ... er ... something like 40,000 species of butterfly and moths.*

Isobel Talks: Oh, certainly.

*Presenter: ... er ... there was a huge number and the most of them were in South America.*

Isobel Talks: Yes.

*Presenter: There must have been a lot of false starts as you went a...*

Isobel Talks: Oh, so many false starts. I saw so many brown butterflies, so many, and you just follow them for hours trying to track them down and you get really excited and then you realize, oh, perhaps not actually, that, that spot was in the wrong place.

*Presenter: Oh, wow.*

Isobel Talks: But that kept you excited.

*Presenter: But eventually you found it.*

Isobel Talks: Eventually, I did. Actually on the last day.

*Presenter: What was it like?*

Isobel Talks: Incredible. It's so hard to explain, it was ... the relief of it, the excitement of it, all just came at once and, I just, yeah, it was incredible.

*Presenter: What was it like? What ... would you describe the butterfly?*

Isobel Talks: The butterfly. Well, it's about the size of the palm, of a hand, so quite big but not too big. And it's very well camouflaged, it's very beautiful brown colour, with ... er ... white spots on it and orange tips on the wing, and, yeah, it was really beautiful.

*Presenter: And this is the male of the species. Did you find ...*

Isobel Talks: Yes.

*Presenter: Did you find the female?*

Isobel Talks: Well this is the interesting thing because they haven't actually found the female yet, or not identified it officially anyway, so I could have seen that many times and I've had no idea if I did see the female.

*Presenter: What a wonderful, wonderful quest and a successful outcome. Now, you went to Ecuador to do voluntary work ... er ... with a charity based, that's actually based in the country. What were your first impressions on arriving in ... in Ecuador?*

Isobel Talks: Well I arrived really early in the morning and ... ehm ... the Quito airport was certainly different of airports I had been to and I was welcomed immediately, we went to this hostel that the charity knew very well and were given sort of a tradition ..., a traditional corn dish to eat, which was very interesting and immediately I did feel at home. I have to say the ladies there ...

*Presenter: When you say we, were, were there were other ... er ... other volunteers there to meet you?*

Isobel Talks: Yes, there were. I hadn't met them before, but upon arrival there were some other young people from England who'd ... who'd come to volunteer as well and that was great, although quite strange to meet these people early in the morning when you're bit jet lagged and very confused.

*Presenter: Yes, sure.*

Isobel Talks: But we became firm friends, really soon.

*Presenter: But ... but, you, you spread out around the country to get to different communities.*

Isobel Talks: Yes.

*Presenter: Tell us about where you went to.*

Isobel Talks: Well, the first place I went to was the jungle and a small community, sort of ... ehm ... who made their money through, slightly through eco tourism and also through a bit of farming, and that was very, very interesting community. We lived in a hut full of tarantulas and all kinds of bugs and sort of you'd had to help out as you do and our main project there was to build a reserve for rescued animals, and because many of the animals in the surrounding area, as development is going on, were being killed by farmers or sort of sold as pets ...

## Section B

### An interview with Shirley Williams

Shirley was born in 1930 and spent the early part of her childhood in this elegant Chelsea home.

*Presenter: How much has it changed?*

Shirley: Oh, hugely. For one thing, there is very much more light. Houses in those days in Chelsea were mostly quite dark, people hadn't got the idea of opening them out in the way that they have now. Chelsea in those days didn't just pretend to be inhabited by artists. It was inhabited by artists, so, because it was a quiet street, artists used to actually paint with their easels up in the road. And the fun of it would be essentially looking at the curious characters that wandered down the street. I mean, artists who were tremendously showing off by wearing great berets on the side of their heads or there were women artists' huge hats. There was a street life which was very lively. I suspect, now, there's much less of the street life.

*Presenter: As a child Shirley was immersed in political life literally from the age of one, when she was pushed in a pram by her father during his campaign as a Labour candidate in the 1931 election. She became a Labour MP in 1964 and went on to hold ministerial positions in the Wilson and Callaghan governments including Secretary of State for Education, where she is best remembered for her efforts to extend comprehensive schools. In the early 80's she famously resigned from the Labour Party to form the SDP with three other colleagues. Together they became known as The Gang of Four. This year, aged 81, she was instrumental in persuading the government to rethink large elements of its NHS reforms. Shirley grew up with success. The accomplishments of her left-wing intellectual parents, the political scientist George Catlin and the feminist writer Vera Brittain dominated the Chelsea house.*

Shirley: My mother had just written Testament of Youth, which was her most famous book, which sold many millions of copies about The First World War. My father was travelling extensively, lecturing; and so they lived a fairly high-profile life; they were both quite, or she particularly, was quite a famous person.

*Presenter: So, she was the breadwinner. She earned more than your father.*

Shirley: I don't think there was a huge discrepancy but there was certainly a discrepancy. She would go on quite long, roughly, sort of, month-long speaking tours in the United States, wonderfully formal, I mean, she would travel by a Cunard liner. I remember, we, children used to go down on to Southampton to see her off. People would come up, and graciously offered my mother their books to be signed and that kind of things.

*Presenter: The drawing room where we are in now, were there gatherings, parties, where well-known people would gather...?*

Shirley: ...two sets, really, tea was a great place to be hospitable. So quite often you'd have a small gathering, maybe only another friend or three or four friends who would come and arrive at about four. Then you would have party parties which would be at six, cocktail parties. Quite a few people would come to parties here, other writers and so forth. Quite a lot of women were emerging at that time: Phyllis Bentley, Storm Jameson, Rebecca West, well-known names of the thirties. And so my mother's feminism and her being an author mingled, so to speak, the two things came together.

*Presenter: What really struck me, you said in your autobiography that you knew your mother was very well known, very respected, but you weren't sure she was widely liked.*

Shirley: That's right. My mother was very candid. She was somebody who was unable to be anything except honest. Literally unable to be. What that meant was, for example, if she met a fellow author and she thought he'd written a terrible book, she would say so. This is not exactly tactful.

*Presenter: So there was this very busy, serious-minded woman. How was she as a mother? Did she have a lot to do with you as a mother?*

Shirley: No, not really. Probably around about six o'clock when my mother stopped working and my father stopped working, we would come up to this drawing room and talked for maybe about half an hour about what was happening at school and about our friends and so on, so I didn't spend an awful lot of time in the drawing room because that was reserved for the adults.

*Presenter: Would it have been possible to have interrupted your mother when she was working?*

Shirley: No.

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

Kandidat mora napisati poročilo, dolgo 100 do 120 besed, za lokalni turistični center, v katerem predstavi najboljšo lokacijo v domačem kraju, kjer lahko mladi obiskovalci nakupujejo, jedo in se zabavajo.

**B) Daljši pisni sestavek****1. What is the use of a house if you do not have a planet to put it on?**

Kandidat mora napisati sestavek na okoljevarstveno temo v skladu z naslovom.

**2. Young people are given answers, but not asked to solve problems.**

Kandidat mora napisati sestavek o tem, da mladi nimajo možnosti samostojnega reševanja problemov. Kandidat mora povezati oba ključna pojma naslova (*are given answers, not asked to solve problems*).

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

Kandidat mora napisati poročilo, dolgo 150 do 180 besed, za lokalni turistični center, v katerem predstavi lokalno zgodovinsko znamenitost. Navesti mora njeno lokacijo, jo opisati in predstaviti njeno zgodovinsko vlogo.

**B) Pisni sestavek na temo iz književnosti**

**Discuss Holden's disappointment with the society.**

Kandidat mora napisati sestavek o Holdnovem razočaranju nad družbo.

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

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

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

Točke	Merila
5	Vsebina je povsem primerna, iztočnice so temeljito razvite, s povsem ustreznimi podkrepitevami.
4	Vsebina je primerna, iztočnice so dokaj dobro razvite, z ustreznimi podkrepitevami.
3	Približno polovica vsebine je primerna, iztočnice so pomanjkljivo razvite ALI ena iztočnica ni upoštevana ALI del besedila je vzet iz navodil; sestavek je krajši od 80 besed (OR) oziroma 120 besed (VR).
2	Večina vsebine ni primerna, iztočnice v glavnem niso razvite ALI besedilo je skoraj v celoti vzeto iz navodil.
1	Vsebina je komajda primerna, iztočnice niso razvite. Če je vsebina ocenjena z 1 točko, se v drugih kategorijah dodelijo največ 3 točke.
0	Vsebina je v celoti neprimerna, ker ne sledi navodilom, sestavek je krajši od 40 besed (OR) oziroma 60 besed (VR). Če je vsebina ocenjena z 0 točkami in je sestavek dolg 40 besed (OR) oziroma 60 besed (VR) ali več, se v drugih kategorijah dodeli največ 1 točka.

**Sporočilnost**

Točke	Merila
5	Sporočilni namen je popolnoma dosežen in ima povsem ustrezen učinek na ciljnega bralca. Sestavek v celoti ustreza zahtevani besedilni vrsti.
4	Sporočilni namen je v glavnem dosežen in ima ustrezen učinek na ciljnega bralca. Sestavek v glavnem ustreza zahtevani besedilni vrsti.
3	Sporočilni namen je na splošno dosežen in ima večinoma ustrezen učinek na ciljnega bralca. Sestavek na splošno ustreza zahtevani besedilni vrsti; sestavek je krajši od 80 besed (OR) oziroma 120 besed (VR).
2	Sporočilni namen je le delno dosežen in ima delno ustrezen učinek na ciljnega bralca. Sestavek le delno ustreza zahtevani besedilni vrsti.
1	Sporočilni namen v glavnem ni dosežen in ima večinoma neustrezen učinek na ciljnega bralca. Sestavek v glavnem ne ustreza zahtevani besedilni vrsti.
0	Sporočilni namen ni dosežen in nima ustreznega učinka na ciljnega bralca. Sestavek ne ustreza zahtevani besedilni vrsti. Sestavek je krajši od 40 besed (OR) oziroma 60 besed (VR).

**Besedišče in register**

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto bogato, s povsem formalnim registrom in primernim vljudnostnim tonom.
4	Besedišče je v glavnem pravilno, raznoliko, občasno bogato, z dokaj formalnim registrom in primernim vljudnostnim tonom.
3	Besedišče je v glavnem pravilno, vendar izrazito povprečno, delno se ponavlja ALI besedišče je zgolj prepisano iz danih iztočnic, s pretežno ustreznim registrom, s pomanjkljivim vljudnostnim tonom; sestavek je krajši od 80 besed (OR) oziroma 120 besed (VR).
2	Besedišče je pogosto napačno, izrazito povprečno ALI pogosto omejeno (razumevanje besedila je pogosto oteženo), s pretežno ustreznim registrom, z očitnim nevljudnostnim tonom.
1	Besedišče je v glavnem napačno, omejeno (razumevanje besedila je oteženo), z neprimernim ali celo žaljivim tonom.
0	Sestavek je krajši od 40 besed (OR) oziroma 60 besed (VR).

**Jezikovna pravilnost**

Točke	Merila
5	Pogosta raba zapletenih jezikovnih struktur, skoraj brez napak.
4	Občasna raba zapletenih jezikovnih struktur, malo napak.
3	Občasna raba zapletenih jezikovnih struktur z nekaj napakami ALI pretežna raba osnovnih jezikovnih struktur, skoraj brez napak; sestavek je krajši od 80 besed (OR) oziroma 120 besed (VR).
2	Pretežna raba osnovnih jezikovnih struktur, s precej pogostimi napakami (razumevanje besedila je oteženo).
1	Pretežna raba osnovnih jezikovnih struktur, večina povedi je jezikovno napačnih (razumevanje besedila je oteženo).
0	Sestavek je krajši od 40 besed (OR) oziroma 60 besed (VR).

**OR****B) Daljši pisni sestavek****Vsebina**

Točke	Merila
5	Vsebina je povsem primerna, v celoti osredotočena na naslov, podprta s prepričljivimi dokazi, s poglobljenim vpogledom v temo, obravnavano problemsko.
4	Vsebina je v glavnem primerna, osredotočena na naslov, podprta s primernimi dokazi, z dobrim vpogledom v temo, obravnavano dokaj problemsko.
3	Vsebina je na splošno primerna, delno osredotočena na naslov (približno polovica je primerna ALI se ponavlja), podprta z enostavnimi/neizvirnimi dokazi, s površnim vpogledom v temo, obravnavano delno problemsko in delno pripovedno; sestavek je krajši od 150 besed. Če je sestavek krajši od 150 besed, se tudi v drugih 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 kategorijah besedišče, jezikovna pravilnost in zgradba/vezljivost (koherenca) dodelita največ 2 točki.

**Besedišče**

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto nadpovprečno bogato, z izrazito rabo pristnih kolokacij, s povsem formalnim registrom (1–2 spodrsaljaja).
4	Besedišče je v glavnem pravilno, raznoliko, občasno nadpovprečno bogato, z rabo pristnih kolokacij, z dokaj formalnim registrom (nekaj spodrsaljajev).
3	Besedišče je v glavnem pravilno, toda povprečno, delno se ponavlja, z večinoma neizrazitimi kolokacijami, s pretežno ustreznim registrom (več spodrsaljajev).
2	Besedišče je pogosto napačno IN/ALI izrazito povprečno, pogosto se ponavlja, je dokaj omejeno (razumevanje besedila je oteženo), s pretežno ustreznim registrom (pogosti spodrsaljaji).
1	Besedišče je v glavnem napačno, se ponavlja, je zelo omejeno (razumevanje besedila je pretežno oteženo).
0	Sestavek je krajši od 100 besed.



**Jezikovna pravilnost**

Točke	Merila
5	Pogosta raba zapletenih jezikovnih struktur, skoraj brez napak.
4	Občasna raba zapletenih jezikovnih struktur, malo napak.
3	Občasna raba zapletenih jezikovnih struktur z nekaj napakami ALI pretežna raba osnovnih jezikovnih struktur, skoraj brez napak.
2	Pretežna raba osnovnih jezikovnih struktur, s precej pogostimi napakami (razumevanje besedila je pogosto oteženo).
1	Pretežna raba osnovnih jezikovnih struktur, večina povedi je jezikovno napačnih (razumevanje besedila je pretežno oteženo).
0	Sestavek je krajši od 100 besed.

**Zgradba/vezljivost (koherenca)**

Točke	Merila
5	Besedilo je povsem primerno členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); dobra vezljivost na ravni stavka, odstavka in sestavka; pretežna raba kompleksnih povedi, misli si sledijo v povsem logičnem zaporedju.
4	Besedilo je primerno, členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); raba kompleksnih povedi, vezljivost je mestoma ohlapna (bodisi na ravni stavka, odstavka in/ali sestavka).
3	Besedilo ni povsem primerno členjeno; očitna nepovezanost na ravni stavka, odstavka in sestavka. Če je sestavek napisan v enem odstavku, se dodelijo največ 3 točke.
2	Besedilo ni primerno členjeno, večinoma nejasna in nelogična povezanost na ravni stavka, odstavka in sestavka.
1	Besedilo ni členjeno, misli so navržene.
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; sestavek je krajši od 170 besed. Če je sestavek krajši od 170 besed, se v drugih kategorijah dodelijo 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 100 besed. Če je vsebina ocenjena z 0 točkami in je sestavek dolg 100 besed ali več, se v kategorijah besedišče, jezikovna pravilnost in zgradba/vezljivost (koherenca) dodelita največ 2 točki.

**Besedišče**

Točke	Merila
5	Besedišče je pravilno, raznoliko, pogosto nadpovprečno bogato, z izrazito rabo pristnih kolokacij, s povsem formalnim registrom (1–2 spodrsaljaja).
4	Besedišče je v glavnem pravilno, raznoliko, občasno nadpovprečno bogato, z rabo pristnih kolokacij, z dokaj formalnim registrom (nekaj spodrsaljajev).
3	Besedišče je v glavnem pravilno, toda povprečno, delno se ponavlja, z večinoma neizrazitimi kolokacijami, s pretežno ustreznim registrom (več spodrsaljajev).
2	Besedišče je pogosto napačno IN/ALI izrazito povprečno, pogosto se ponavlja, je dokaj omejeno (razumevanje besedila je oteženo), s pretežno ustreznim registrom (pogosti spodrsaljaji).
1	Besedišče je v glavnem napačno, se ponavlja, je zelo omejeno (razumevanje besedila je pretežno oteženo).
0	Sestavek je krajši od 100 besed.

**Jezikovna pravilnost**

Točke	Merila
5	Pogosta raba zapletenih jezikovnih struktur, skoraj brez napak.
4	Občasna raba zapletenih jezikovnih struktur, malo napak.
3	Občasna raba zapletenih jezikovnih struktur z nekaj napakami ALI pretežna raba osnovnih jezikovnih struktur, skoraj brez napak.
2	Pretežna raba osnovnih jezikovnih struktur s precej pogostimi napakami (razumevanje besedila je pogosto oteženo).
1	Pretežna raba osnovnih jezikovnih struktur, večina povedi je jezikovno napačnih (razumevanje besedila je pretežno oteženo).
0	Sestavek je krajši od 100 besed.

**Zgradba/vezljivost (koherenca)**

Točke	Merila
5	Besedilo je povsem primerno členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); dobra vezljivost na ravni stavka, odstavka in sestavka; pretežna raba kompleksnih povedi, misli si sledijo v povsem logičnem zaporedju.
4	Besedilo je primerno, členjeno na jasno nakazane odstavke (uvod, jedro, zaključek); raba kompleksnih povedi, vezljivost je mestoma ohlapna (bodisi na ravni stavka, odstavka in/ali sestavka).
3	Besedilo ni povsem primerno členjeno; očitna nepovezanost na ravni stavka, odstavka in sestavka. Če je sestavek napisan v enem odstavku, se dodelijo največ 3 točke.
2	Besedilo ni primerno členjeno, večinoma nejasna in nelogična povezanost na ravni stavka, odstavka in sestavka.
1	Besedilo ni členjeno, misli so navržene.
0	Sestavek je krajši od 100 besed.