

PŘÍLOHA č.3: Obecné zásady opravování maturitních slohových prací:

1. Slohové práce opravují vždy dva učitelé.
2. V případě, že se ve svém opravování učitelé neshodnou, vždy je třeba rozhodnout ve prospěch studenta.
3. Značení chyb je jasné a pochopitelné pro studenta a příp. třetí stranu.
4. Délka slohové práce:

Jako **jedno slovo** se v písemné části maturitní zkoušky počítají:

- Předložky (in, for, from...)
- **!** in front of jsou tři slova
- Spojky (but, so, and...)
- Zájmena
- Členy
- Složeniny (father-in-law, must-see...)
- Vlastní jména víceslovná (the United States of America, Mike Smith) v celém textu se také počítají pouze jednou

Jako **dvě slova** se počítají:

- Stažené tvary (mustn't, isn't...)
- **!** Výjimku tvoří cannot – jedno slovo a to i ve formě can't
- Frázová slovesa (give up, look for, stand up...)

Jako slovo se **nepočítají**:

- Zkratky (e.g., NASA, USA...)
- Řadové číslovky
- Datum
- Adresy
- Číslice
- Opakovaná vlastní jména
- Citoslovce

Opsané zadání práce se jako jednotlivá slova započítá, obecně však není vhodné, zadání opisovat.

5. Posuzuje se i to, jak jsou body rozpracovány s ohledem na požadovanou jazykovou úroveň.
6. **Zásady opravování:**
 - Oprava bude jednotná pro všechny učitele – jednou podtžením chyby
 - Značení chyb: **V** (slovní zásoba), **WO** (pořádek slov, započítáno do gramatiky), **G** (gramatika), **SP** (pravopis, započítáno do gramatiky)
 - K pravopisu se přihlíží v menší míře, pakliže nemění význam slova.
 - Zkratky pro chyby se zahnamenají na okraj dokumentu. Není-li místo značí se přímo do daného řádku.
7. Definice úrovně psaného textu podle CEFR (Common European Framework of Languages)
<https://www.coe.int/en/web/common-european-framework-reference-languages/home>
<https://www.lttc.ntu.edu.tw/Cambridge/MS/Handbook/FCE/en/cambridge-english-first-handbook-2015.pdf>

OVERALL WRITTEN PRODUCTION

C2	<i>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</i>
C1	<i>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i>
B2	<i>Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.</i>
B1	<i>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</i>
A2	<i>Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".</i>
A1	<i>Can write simple isolated phrases and sentences.</i>

Note: The descriptors on this scale and on the two sub-scales which follow (Creative Writing; Reports & Essays) sub-scale have not been empirically calibrated with the measurement model. The descriptors for these three scales have therefore been created by recombining elements of descriptors from other scales

CREATIVE WRITING

C2	<i>Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</i>
C1	<i>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</i>
B2	<i>Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</i>
	<i>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</i>
	<i>Can write a review of a film, book or play.</i>
B1	<i>Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.</i>
	<i>Can write accounts of experiences, describing feelings and reactions in simple connected text.</i>
	<i>Can write a description of an event, a recent trip - real or imagined.</i>
	<i>Can narrate a story.</i>
A2	<i>Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.</i>
	<i>Can write very short, basic descriptions of events, past activities and personal experiences.</i>
	<i>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</i>
	<i>Can write short, simple imaginary biographies and simple poems about people.</i>
A1	<i>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</i>

CEFR level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.