

DRŽAVNA STOPNJA TEKMOVANJA S PODROČJA ANGLEŠČINE ZA UČENKE IN UČENCE 8. RAZREDA OSNOVNE ŠOLE

3. APRIL 2024

8. RAZRED

NALOGA	MOŽNE TOČKE
A. Bralno razumevanje	
1. DISCOVERIES MADE ABOUT HUMAN EVOLUTION IN 2023	10
2. TIMELESS TOYS	9
B. Raba jezika	
1. HISTORICAL FICTION BOOKS THAT WILL OPEN YOUR EYES	9
2. HOW DID THE TRADITION OF BIRTHDAYS BEGIN?	9
C. Pisno sporočanje	
1. LIFE-CHANGING INVENTIONS (OR NOT REALLY)	20
Skupaj:	57

Drage tekmovalke in dragi tekmovalci!

Pred vami je tekmovalna pola z nalogami državne stopnje tekmovanja s področja angleščine. Vsebuje naloge bralnega razumevanja, rabe jezika in pisnega sporočanja.

Rešitve nalog bralnega razumevanja in rabe jezika napišite na dodatni A4 list za odgovore, na katerega prilepite svojo šifro.

Pisni sestavek napišite na največ dva dodatna črtasta A4 lista (pišite le na prvo stran posameznega A4 lista). Na vsakega prilepite svojo šifro.

NA A3 TEKMOVALNO POLO LAHKO PIŠETE, VENDAR DRŽAVNA TEKMOVALNA KOMISIJA NE BO VREDNOTILA TEH ZAPISOV.

Svetujemo vam, da preletite vse tekmovalne naloge in skrbno preberete navodila. Sami se odločite, po kakšnem vrstnem redu jih boste reševali. Pišite čitljivo, z nalivnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom, sicer zapisanega ne bomo vrednotili. Če se zmotite, to prečrtajte in napišite ali označite novo rešitev. Nejasni popravki oziroma rešitve, napisane čez prvotno zapisane rešitve (npr. črke ali besede), bodo vrednoteni kot napačni. Korekturna sredstva niso dovoljena.

Če vam čas dopušča, rešitve vseh nalog in svoje besedilo še preverite. Slovarjev in drugih pripomočkov na tekmovanju ne morete uporabljati. Pojasnila vam lahko poda nadzorni učitelj le pred tekmovanjem, pozneje to ne bo več mogoče.

Za reševanje tekmovalnih nalog imate na voljo **90 minut**. Želimo vam veliko uspeha!

A. Bralno razumevanje

1. DISCOVERIES MADE ABOUT HUMAN EVOLUTION IN 2023

Read the text and choose the missing parts of sentences (A–O) to fill in the gaps (1–10). There are four parts of sentences too many. Write the answers on the answer sheet. One example (0) has been done for you.

Smithsonian paleoanthropologists reveal some of the year's most fascinating findings about human origins.

Neanderthals were the resident gourmands of ancient Eurasia.

Neanderthals are probably the most well-known hominins among our closest relatives. How they lived and ___0___ while modern humans survived is a topic of great scientific and public interest.

New research gives us more clues about how Neanderthals lived, hunted and ___1___. Three studies shed new light on Neanderthal behavior and diet, increasingly showing that our closest extinct relatives are not that different from us.

First up is a study from October by a team headed by Gabriele Russo. Analyzing the bones of a 48,000-year-old cave lion from Siegsdorf in southern Germany, the researchers discovered a clear puncture mark on one of the ribs, three marks ___2___, and multiple cut marks across other bones. The team also analyzed additional cave lion remains from Einhornhöhle in northern Germany and concluded, based on cut marks found on the phalanges, or toe bones, that Neanderthals were hunting cave lions for their skins.

The evidence suggests that Neanderthals were hunting and butchering cave lions, an apex predator, ___3___. The ability of Neanderthals to successfully hunt high-risk prey suggests the potential for communication, planning and cooperation in hunting.

To bring down big game, Neanderthals organized hunting parties.

Speaking of high-risk prey, the second study in February found that 125,000 years ago in central Germany Neanderthals were hunting giant now-extinct elephants.

Sabine Gaudzinski-Windheuser and colleagues studied a massive collection of more than 3,000 bones from 70 individual straight-tusked elephants from the site of Neumark-Nord 1, ___4___. Cut marks on bones from all across the elephants' bodies indicate that Neanderthals were able to get to the meat, brains and even fat from the elephants' foot pads. Most of the elephants butchered were large adult males, ___5___ — so they may have been a lower-risk, higher-return prey target.

Straight-tusked elephants were the largest animals in Europe at the time, growing more than 13 feet tall and weighing up to 13 tons. The researchers estimated that just one large male elephant could have yielded four tons of meat, fed 25 Neanderthals for three months, and taken three to five days for a group that size to process.

This huge amount of meat suggests that Neanderthals may have gathered in larger groups, perhaps seasonally, and had some kind of food storage or preservation techniques. Furthermore, the dating of elephant bones at the site covers a span of about 2,000 years, ___6___.

Gaudzinski-Windheuser's research team published in December additional similar evidence of straight-tusked elephant butchery at two other, contemporaneous Neanderthal sites at Gröbern and Taubach in Germany, __7__. Neanderthals on the North European plain routinely exploited straight-tusked elephants during the Last Interglacial Period.

Neanderthals feasted at a crab roast by the sea.

The next research study, published in February by Mariana Nabais and colleagues, provides evidence for Neanderthals exploiting marine resources — crabs.

While small prey like rabbits, birds and shellfish may not return as many calories per animal as larger prey, these creatures are typically easier to acquire __8__ at different times of year.

At Gruta da Figueira Brava, a cave site in coastal Portugal, the researchers showed that Neanderthals were cooking and eating brown crabs as early as 90,000 years ago. Black burn marks on some of the crab carapaces and pincers indicate that the crustaceans were subjected to temperatures up to 600 to 900 degrees Fahrenheit, indicative of being roasted on coals. The type of fracture on the crab pincers supports this interpretation, __9__ that the Neanderthals there particularly went after larger crabs.

Consumption of marine foods by Neanderthals casts doubt on the hypothesis that eating shellfish led to modern humans in sub-Saharan Africa evolving uniquely large brains. Gathering of marine resources also implies __10__.

A	and it appears
B	and more reliable to access
C	avoiding the danger
D	because they are less visible
E	demonstrating a behavior that continued across generations
F	indicating that Neumark-Nord 1 was not a one-off
G	originally excavated in the 1980s and 1990s
H	potentially left from wooden spears
I	probably used on some bones
J	swimming or knowledge of the tides
K	what monuments they built
L	what they might have eaten
M	which in modern elephant groups often live alone
N	which would have been a dangerous target
O	why they went extinct

(10 points)

Adapted from: <https://www.smithsonianmag.com/smithsonian-institution/thirteen-discoveries-made-about-human-evolution-in-2023-180983512/> (3. 1. 2024)

2. TIMELESS TOYS

Read the text and find the word for each definition. Write the answers on the answer sheet. Do not change the words and mind the spelling. One example (0) has been done for you.

Kids love toys and always have. Here are 10 toys, games, and devices that show how children's play has evolved. They represent more than 200 years of play and joy. Each toy helps children build or reinforce a necessary childhood skill such as imagination, creativity, fine motor skills, and self-control. Many of these toys still exist today, though in an advanced, updated form.

KALEIDOSCOPES

Invented by Scottish scientist David Brewster, the first kaleidoscopes (1817) were made of metal and brass and were all the rage in London, not only with children, but with adults as well. The picture tubes fuelled creativity and allowed people to see wondrous works of art by peering into the tube. Besides being mesmerizing, kaleidoscopes can be used to teach children about scientific principles such as the reflection of light.

0.	<i>having such a strong effect on you that you cannot give your attention to anything else</i>
----	--

RAGGEDY ANN DOLLS

An artist and illustrator, Johnny Gruelle received a patent for the Raggedy Ann doll in 1915. Raggedy Ann and her brother Andy were first brought to the public's attention in 1918 in a series of stories written by Gruelle that taught children lessons about kindness and other timeless values. They encourage children to let their imaginations run wild.

1.	make somebody more likely to do something
----	---

POP-UP BOOKS

While pop-up books have been around since the 14th century (first for adults), S. Louis Giraud and Theodore Brown published the first in a series of pop-ups, the "Daily Express Children's Annual No. 1" in 1929. The books breathed new life into reading by bringing three-dimensionality to young readers everywhere and by making reading more interesting and interactive, they helped building a reading culture from an early age.

2.	that involves people, things, etc. working together or having some effect on each other
----	---

FINGER PAINTS

Ruth Faison Shaw, an American teacher, developed finger painting (1936) as an art education form of child therapy. Her book "Finger Painting, a Perfect Medium for Self-Expression" focused on letting kids be kids even if it was messy. The theory caught on, and finger painting became and remained wildly popular, allowing kids everywhere to express themselves in a creative and fun way.

3.	extremely
----	-----------

LEGOS

First created as a set of red and white blocks that interlocked, Legos (1949) were the idea of Ole Kirk Christiansen, a Danish carpenter. Lego, which means "play well", is taken from the Danish phrase "leg godt". The plastic toys were not actually patented until 1958. Playing with Legos, or other types of blocks, can help children develop fine motor and spatial skills, and experts also

believe block play may serve as a foundation for STEM (science, technology, engineering, and mathematics) learning in formal schooling.

4.	fit together firmly
----	---------------------

FASHION DOLLS

Modern fashion dolls got their start with the German fashion doll Bild Lilli (1955), which was marketed toward adults. Toy company Mattel acquired rights for the doll, renamed her “Barbie” and began selling her in 1959. Although controversy has followed Barbie throughout the years, the doll encourages imaginative play and is even considered to be a role model by many. In the past several years, the doll’s body dimensions and appearance have shifted to become more inclusive, and Barbies with more diverse backgrounds, interests, and accomplishments have been introduced.

5.	got or obtained something
----	---------------------------

PLAY-DOH

Play-doh (1955) accidentally became a bestselling children’s toy that is still immensely popular. Not only does this soft, malleable clay foster creativity and imagination, but it also helps with fine motor skills and muscle development in the fingers and hands.

6.	that can be changed into a new shape
----	--------------------------------------

VIDEO GAME CONSOLES

Atari, a video game console created by Ted Dabney and Nolan Bushnell, and the Magnavox Odyssey were both introduced in 1972. While video game systems remain popular, they often have a bad reputation. Studies have shown, however, that video games actually improve hand-eye coordination and reaction time.

7.	the opinion that people have about someone or something
----	---

RUBIK’S CUBE

Though invented by Ernő Rubik in 1974, this three-dimensional, colour-coded puzzle became iconic in the 1980s. Worldwide cubing competitions still exist, and the puzzle is not just for entertainment. It helps develop spatial awareness, as well as with principles of math and science, and is generally a useful tool in STEM education.

8.	very famous or popular
----	------------------------

TUMBLING TOWERS

With the invention of Jenga (1983), a game where players stack and pull blocks from a tower, kids and parents got to play a fun, though often stressful, game. Other building towers have popped up and even made their way into education. They are particularly useful as a sensory tool to improve fine motor skills and manual dexterity and can help teach kids about self-control and patience.

9.	skill in using your hands or your mind
----	--

(9 points)

Adapted from: <https://stacker.com/tv/evolution-play-how-toys-have-changed-over-time> (17. 1. 2024)

B. Raba jezika

1. HISTORICAL FICTION BOOKS THAT WILL OPEN YOUR EYES

Read the text and choose the correct option (a–d) for each of the gaps (1–10). Circle the correct option for each sentence on the answer sheet. One example (0) has been done for you.

The majority of human history is ugly – __0__ it be the horrors of the Holocaust, or the stains left behind from the era of slavery, the majority of human history isn't pretty. __1__ the upsetting stories, there are a few that remind us of the importance of hope and love. Love is a powerful force and we can see that in many historical stories.

Some of these stories became great works of literature, becoming instant bestsellers __2__ a week! These historical fiction books will open your eyes – to the horrors of the past, and the hope the future gives us!

1. *The Nightingale* by Kristin Hannah: In the quiet village of Carriveau, Vianne survives World War 2 with her stubborn sister, as her husband is locked up in a POW camp. As the war progresses, Vianne can't find any food and starves, and Isabelle and Vianne can't help but __3__ the disappearances of their Jewish friends. After her neighbor is deported, she's forced to hide the neighbor's son, all while a Nazi lives in the house.

Isabelle is tired of watching the horrors of war take away everyone she loves. She then joins a resistance group, "The Nightingale." Her job is to take abandoned pilots across the Pyrenees __4__ hopes of sending them back to their country, so they don't get locked up in a POW camp. *The Nightingale* is a literary masterpiece, a story of motherhood, a story of darkness and love.

2. *The Rose Code* by Kate Quinn: *The Rose Code* is a story of three women. Osla, a wealthy debutante who is __5__ with the dashing Prince Philip. Beth, a village girl who __6__ with self-image and self-esteem. Mab, a woman trying to escape the hardships of London poverty. All three women work as code breakers in Bletchley Park, and all three form valuable friendships.

The Rose Code takes us through the journey of all three women, and teaches us the importance of women in war. But, Bletchley Park isn't __7__ it seems. There's a snitch, there's a spy.

This paranoia plagues Beth, Mab, and Osla and __8__ apart their friendship. It's up to them to find the mole, before it's too late.

3. *The Book Thief* by Markus Zusak: Liesel Meminger is a book thief. Her eccentric foster father, Hans, teaches her how to read with the books she steals. Liesel and her foster family live on the __9__ of Munich, the main center of Nazi Germany. Zusak adds another layer to the story as a Jewish man hides in Hans's basement. *The Book Thief* is a heart-stopping story of fearlessness and hope.

(9 points)

Adapted from: <https://www.theteenmagazine.com/7-historical-fiction-books-that-will-open-your-eyes> (24. 9. 2023)

2. HOW DID THE TRADITION OF BIRTHDAYS BEGIN?

Read the text and fill in the gaps with one word only. Write the answers on the answer sheet. Mind the spelling. One example (0) has been done for you.

Have you ever wondered where the celebration of birthdays started? Birthdays didn't begin 0 calendars were created. Early civilizations had no way to keep track of time other than by using the moon, sun, or some other important event. Ancient people began taking note of the moon's cycles 1 the change in seasons. Marking these changes in time created the first calendars.

The earliest mention of a birthday was around 3,000 B.C.E. in Egypt and was in reference 2 a Pharaoh's birthday. When Egyptian pharaohs were crowned in ancient Egypt, they were considered to have transformed into gods. This was a moment in their lives that became more important than 3 their physical birth.

It is assumed that the Greeks adopted the Egyptian tradition of celebrating the "birth" of a god. They, like many other pagan cultures, thought that days of major change, 4 as these "birth" days, welcomed evil spirits. They lit candles in response to these spirits almost as if they represented a light in the darkness. This implies that birthday celebrations started as a form of protection. Friends and family would gather around the birthday person and protect them from harm with good cheers, thoughts, and wishes. They would give gifts to bring even more good cheer that would chase 5 evil spirits.

Gods and goddesses were a huge part of Greek culture. Greeks offered many tributes and sacrifices to calm these gods. The lunar goddess, Artemis, was no different. As a tribute to her, the Greeks would offer 6 moon-shaped cakes decorated with lit candles to recreate the glowing radiance of the moon and Artemis' perceived beauty. The candles also symbolized the sending of a signal or prayer. Blowing out the candles with a wish is another way of sending that message to the gods.

The ancient Romans were the first to celebrate the birth of the common "man", a non-religious figure. The government created public holidays 7 honour of more famous citizens. Any Roman (man, but not woman) turning 50 years old would receive a special cake. Female birthdays were not celebrated until about the 12th century.

Kinderfeste, which started in the late 18th century, was the name for a German birthday party. German bakers invented the birthday cake, as we know it today. Kids were given one candle atop the cake for each year they had been alive, plus one for the hope of living for at least one more year. Blowing out these candles 8 making a wish was a big part of these celebrations.

In 1893, sisters Patty and Mildred J. Hill, both school teachers, wrote a song called "Good Morning to All" that was published in a book for other school teachers. The original intent of this song was to be sung in class by students 9 starting the day. In 1924, Robert Coleman published a songbook that featured this song with a few extra lyrics. These new lyrics to that popular old tune became what we know as "The Birthday Song" today.

(9 points)

Adapted from: <https://www.pumpitupparty.com/blog/how-did-the-tradition-of-birthdays-begin/> (27. 9. 2023)

C. Pisno sporočanje

1. LIFE-CHANGING INVENTIONS (OR NOT REALLY)

The Internet is no doubt one of the most important inventions of all time. However, although the World Wide Web has certainly affected our lives in many ways, there are other, even more monumental inventions that preceded it.

Write a composition titled “**LIFE-CHANGING INVENTIONS (OR NOT REALLY)**” in which you:

- choose and describe an invention that came before the internet and explain how it influenced people’s lives,
- present an invention that you see as silly, unnecessary or no longer useful and justify your choice,
- imagine you are an inventor and have invented something new that makes life more practical, fun or fulfilling. Describe what it is, how it is used and why it is essential and ground-breaking.

Your composition should contain from **250 to 300 words**. Remember: longer is not necessarily better.

Your writing will be marked on content (5 points), vocabulary and spelling (5 points), grammar (5 points), and organisation (5 points).

You may **plan your draft** here. It will not be marked.

(20 points)

Nalepko s šifro nalepite natančno na to mesto.
Če vam nalepk zmanjka, jo zapišite:

Državna stopnja tekmovanja s področja angleščine za učence in učence 8. razreda osnovne šole – LIST ZA ODGOVORE

8. r.

A.1. DISCOVERIES MADE ABOUT HUMAN EVOLUTION IN 2023 (10 točk)

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
O										

A.2. TIMELESS TOYS (9 točk)

0.	<i>mesmerizing</i>	5.	
1.		6.	
2.		7.	
3.		8.	
4.		9.	

B.1. HISTORICAL FICTION BOOKS THAT WILL OPEN YOUR EYES (9 točk)

0.	a) either	b) if	c) neither	d) whether
1.	a) Although	b) Despite	c) Despite of	d) In spite
2.	a) by	b) for	c) of	d) within
3.	a) not notice	b) notice	c) noticing	d) to notice
4.	a) by	b) for	c) in	d) on
5.	a) enamored	b) enchanted	c) beloved	d) inspired
6.	a) competes	b) fights	c) reasons	d) struggles
7.	a) that	b) what	c) which	d) who
8.	a) falls	b) tears	c) tore	d) wears
9.	a) center	b) outskirts	c) region	d) suburbs

B.2. HOW DID THE TRADITION OF BIRTHDAYS BEGIN? (9 točk)

0.	<i>until</i>	5.	
1.		6.	
2.		7.	
3.		8.	
4.		9.	

DRŽAVNA STOPNJA TEKMOVANJA ZA UČENKE IN UČENCE 8. RAZREDA OSNOVNE ŠOLE S PODROČJA ANGLEŠČINE

3. APRIL 2024

Moderirana navodila za vrednotenje

Ta navodila vsebujejo pravilne rešitve, kriterije z opisniki, točkovnike in dodatna pojasnila.

Nejasne popravke oziroma rešitve, napisane čez prvotno zapisane rešitve (npr. črke ali besede), vrednotimo kot napačne.

A. Bralno razumevanje

1. DISCOVERIES MADE ABOUT HUMAN EVOLUTION IN 2023

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
O	L	H	N	G	M	E	F	B	A	J

Število možnih točk: 10.

Odgovori C, D, I in K so distraktorji.

Pri vsaki postavki je možna samo ena pravilna rešitev. Polovičnih točk ni. Rešitev 0 je primer, ki je že rešen.

2. TIMELESS TOYS

Postavka	Rešitev	Postavka	Rešitev
0.	<i>mesmerizing</i>	5.	acquired
1.	encourage	6.	malleable
2.	interactive	7.	reputation
3.	wildly	8.	iconic
4.	interlocked	9.	dexterity

Število možnih točk: 9.

Pri vsaki postavki je možna ena pravilna rešitev. Rešitev (ena beseda) mora biti pravopisno pravilno zapisana. Vsako postavko ovrednotimo z eno točko. Polovičnih točk ni. Rešitev 0 je primer, ki je že rešen.

B. Raba jezika

1. HISTORICAL FICTION BOOKS THAT WILL OPEN YOUR EYES

0.	a) either	b) if	c) neither	d) whether
1.	a) Although	b) Despite	c) Despite of	d) In spite
2.	a) by	b) for	c) of	d) within
3.	a) not notice	b) notice	c) noticing	d) to notice
4.	a) by	b) for	c) in	d) on
5.	a) enamored	b) enchanted	c) beloved	d) inspired
6.	a) competes	b) fights	c) reasons	d) struggles
7.	a) that	b) what	c) which	d) who
8.	a) falls	b) tears	c) tore	d) wears
9.	a) center	b) outskirts	c) region	d) suburbs

Število možnih točk: 9.

Pri vsaki postavki je možna samo ena pravilna rešitev. Polovičnih točk ni. Rešitev 0 je primer, ki je že rešen.

2. HOW DID THE TRADITION OF BIRTHDAYS BEGIN?

Postavka	Rešitev	Postavka	Rešitev
0.	until	5.	away/off
1.	and/with	6.	up/her
2.	to/ marking/celebrating	7.	in
3.	even	8.	while/when/and/ after
4.	such	9.	before/when/upon (še sprejemljivo: while)

Število možnih točk: 9.

Pri vsaki postavki je možna ena pravilna rešitev (pri nekaterih postavkah sta vsaj dve rešitvi). Rešitev (ena beseda) mora biti pravopisno pravilno zapisana, napak v črkovanju ne toleriramo. Vsako postavko ovrednotimo z eno točko. Polovičnih točk ni. Rešitev 0 je primer, ki je že rešen.

C. Pisno sporočanje

1. LIFE-CHANGING INVENTIONS (OR NOT REALLY)

The Internet is no doubt one of the most important inventions of all time. However, although the World Wide Web has certainly affected our lives in many ways, there are other, even more monumental inventions that preceded it.

Write a composition titled “**LIFE-CHANGING INVENTIONS (OR NOT REALLY)**” in which you:

- choose and describe an invention that came before the internet and explain how it influenced people’s lives,
- present an invention that you see as silly, unnecessary or no longer useful and justify your choice,
- imagine you are an inventor and have invented something new that makes life more practical, fun or fulfilling. Describe what it is, how it is used and why it is essential and ground-breaking.

Your composition should contain from **250 to 300 words**. Remember: longer is not necessarily better.

Your writing will be marked on content (5 points), vocabulary and spelling (5 points), grammar (5 points), and organisation (5 points).

KRITERIJI Z OPISNIKI ZA VREDNOTENJE IN DODATNA POJASNILA

VSEBINA

Št. točk	Opisniki
5	Vsebina je v celoti ustrezna* , tekmovalec vključi in smiselno, jasno in prepričljivo razvije vse zahtevane iztočnice** . Dolžina*** besedila ne odstopa bistveno od predvidene.
4	Vsebina je na splošno ustrezna, tekmovalec vključi in korektno razvije vse zahtevane iztočnice, pri čemer je ena izmed njih slabše razvita. Dolžina besedila ne odstopa bistveno od predvidene.
3	Vsebina je večinoma ustrezna, tekmovalec vključi in/ali razvije dve od treh zahtevanih iztočnic ali pa tri iztočnice razvije le delno. Dolžina besedila je ustrezna in bistveno ne odstopa od predvidene.
2	Vsebina je delno ustrezna, tekmovalec vključi in razvije samo eno zahtevano iztočnico ali pa sicer piše o vseh iztočnicah, vendar jih ne razvije. Besedilo je bistveno krajše od predvidene dolžine.
1	Vsebina je v glavnem neustrezna, nobena iztočnica ni ustrezno razvita. Besedilo je močno prekratko.
0	Vsebina je v celoti neustrezna ali besedila ni oz. je prekratko za presojo.

***ustreznost:** Vsebina je ustrezna, če tekmovalec obravnava vse iztočnice. Pri 3. iztočnici ne zahtevamo, da tekmovalec piše o novem izumu. V kolikor je tekmovalec v 3. iztočnici pisal o tem, kaj bi izumil, če bi bil izumitelj, in ne o tem, kar je že izumil ("... and have invented something ..."), ovrednotimo 3. iztočnico kot delno razvito.

****iztočnice:** Tekmovalec si lahko sam izbere vrstni red iztočnic, pod pogojem, da je besedilo smiselno in koherentno. Tekmovalec vključi iztočnice, če jih samo omeni (skoraj prepíše iz navodil), a jih ne razširi. Iztočnice so razvite, če tekmovalec besedilo obogati s širšim opisom, razlago, utemeljitvijo, primerom ipd. (okvirno vsaj 3–4 povedi, odvisno od njihove dolžine in pričakovane dolžine sestavka).

*****dolžina:** Če je besedilo daljše od predvidenega, a še vedno smiselno in koherentno (tj. tekmovalec ne dolgovezi, ponavlja ipd.), zaradi tega ne odštevamo točk. Če je besedilo krajše od približno 150 besed, ovrednotimo vsebino z 1 točko.

OPOMBE:

Če je vsebina ocenjena z 1 točko, lahko dobi tekmovalec pri drugih kriterijih največ po 1 točko.

Če je vsebina ocenjena z 0 točkami, se celotni sestavek ovrednoti z 0 točkami.

Če tekmovalec ne napiše naslova pisnega sestavka, tega ne »kaznujemo«.

Ocenjevalci ne vrednotijo stališč in vrednot, ki jih izraža tekmovalec, ne glede na to, koliko se strinjajo oz. ne strinjajo z njimi.

BESEDIŠČE IN PRAVOPIS*

Št. točk	Opisniki
5	Besedišče je ustrezno in nadpovprečno bogato. Besedilo je pravopisno pravilno ali pa vsebuje posamezne manjše pravopisne napake.
4	Besedišče je ustrezno, dokaj raznoliko. Besedilo vsebuje nekaj pravopisnih napak.
3	Besedišče je ustrezno, a povprečno (pogosto rabljeno). V besedilu je manjše število pravopisnih napak.
2	Besedišče je večinoma ustrezno, dokaj osnovno in se občasno ponavlja, prisotni so lahko tudi primeri neustrezne rabe. Pravopisne napake so dokaj pogoste.
1	Besedišče je delno ustrezno, ponavljajoče ali pa je večkrat neustrezno rabljeno. Pravopisne napake so precej pogoste.
0	Besedišče je skromno oz. pogosto neustrezno rabljeno, pravopisne napake so zelo pogoste, zato je lahko razumevanje sestavka zelo oteženo.

*Pri kriteriju »besedišče in pravopis« se vrednoti tudi pravilnost zapisa, ki pa ima manjšo težo kot širina oz. bogastvo in ustrezna raba besedišča.

SLOVNICA

Št. točk	Opisniki
5	Besedilo vsebuje raznolike, bogate in tudi zapletene slovnične strukture, napak v rabi in/ali tvorbi skoraj ni.
4	Besedilo vsebuje več raznolikih slovničnih struktur, ki so večinoma pravilno tvorjene in ustrezno rabljene, prisotnih je le nekaj manjših napak* v rabi in/ali tvorbi ¹ .
3	Besedilo vsebuje ustrezno raznolik, a bolj omejen nabor slovničnih struktur. Prisotni so primeri neustrezne tvorbe in/ali rabe.
2	Besedilo vsebuje ozek nabor slovničnih struktur, prisotnih je precej osnovnih* napak v rabi in tvorbi.
1	Besedilo vsebuje zelo ozek nabor slovničnih struktur, osnovne napake so pogoste.
0	Slovnica je zelo slabo tvorjena in/ali rabljena, slovnične napake močno ovirajo razumevanje sestavka oz. je večina slovničnih struktur napačna.

Vrednotita se tako oblikoslovna kot skladenjska ravnina (npr. besedni red, raba priredij/podredij itd.). Izkazano bogastvo uporabljenih struktur oz. jezikovna zapletenost/kompleksnost imajo večjo težo kot jezikovna pravilnost (napake).

***manjša napaka:** neustrezno izbrana raba predloga, občasno napačna tvorba npr. nepravilne množine ipd.

****osnovna napaka:** napačna tvorba in/ali neustrezna raba slovničnega časa ipd.

Napačne rabe sosledja časov ter napačne tvorbe in rabe pogojniov ne štejemo kot napaki.

ZGRADBA

Št. točk	Opisniki
5	Zgradba/struktura besedila je smiselna (logična), misli so jasno izražene in povezane. Vezljivost na ravni povedi, odstavka* in/ali sestavka sta v celoti ustrezni. Napak v rabi ločil ni.
4	Zgradba/struktura besedila je smiselna (logična), misli so jasno izražene in povezane. Vezljivost na ravni povedi, odstavka in/ali sestavka sta večinoma ustrezni. Napak v rabi ločil skoraj ni.
3	Zgradba/struktura besedila je večinoma smiselna (logična, povezana), misli so dokaj jasno izražene in povezane. Vezljivost je mestoma ohlapna. Nekaj napak v rabi ločil.
2	Zgradba/struktura besedila je manj logična. Misli so manj jasno izražene. Ohlapna vezljivost na ravni povedi, odstavka in/ali sestavka. Prisotne so občasne napake v rabi ločil.
1	Zgradba/struktura besedila je manj smiselna in logična, misli so manj jasno izražene in povezane. Pomanjkljiva vezljivost na ravni povedi in sestavka. Pogoste napake v rabi ločil.

¹ Tvorba – način tvorjenja strukture (npr. 'She has got', ne 'She have got'). Raba (pomenski vidik) – način rabe struktur: npr. navadni preteklik za pretekla dejanja in stanja, ne pa, na primer, sedanjik.

0	Misli so nejasno oz. nerazumljivo izražene, tudi le navržene. Slaba (šibka) vezljivost. Pogoste napake v rabi ločil.
----------	--

*Členitev na odstavke ni merilo. Če odstavkov ni, vsebina pa je še vedno koherentna, točk ne odštevamo.

Ličnosti pisnega izdelka ne vrednotimo. Sestavke, ki so lahko slabo berljivi, npr. zaradi pogostega urejanja (črtanja, dopisovanja ipd.), je treba obravnavati posebej.

Ocenjevalca vrednotita pisni sestavek v skladu s kriteriji in opisniki, neodvisno en od drugega. Vsak ocenjevalec zapiše svojo oceno in utemeljitev v primeru, da tekmovalec ni prejel vseh možnih točk pri posamezni postavki, na **strežnik DMFA**. V primeru razhajanja 4 ali več točk, se ocenjevalca med seboj uskladita.

Državna tekmovalna komisija