

DRŽAVNA STOPNJA TEKMOVANJA S PODROČJA ANGLEŠČINE ZA UČENKE IN UČENCE 9. RAZREDA OSNOVNE ŠOLE

3. APRIL 2024

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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. BOOKS BY S.K. ALI

Read the text below and the statements (1–8) on the answer sheet. Tick the book(s) that the statement refers to according to the text. Statements can refer to more than one book. One example (0) has been done for you.

Love from Mecca to Medina

On the trip of a lifetime, Adam and Zayneb must find their way back to each other in this surprising and romantic sequel to the “big-hearted, wildly charming” (Becky Albertalli, New York Times bestselling author) *Love from A to Z*.

Adam is in Doha, Qatar, making a map of the Hijra, a historic migration from Mecca to Medina, and worried about where his next paycheck will come from. Zayneb is in Chicago, where school and extracurricular stresses are piling on top of a terrible situation, making her miserable.

Then a marvel occurs: Adam and Zayneb get the chance to spend Thanksgiving week on the Umrah, a pilgrimage to Mecca and Medina, in Saudi Arabia. Adam is thrilled; it’s the reboot he needs and an opportunity to pray for a hijra in real life: to migrate to Zayneb in Chicago. Zayneb refuses to go on the trip at first, having envisioned another kind of vacation, but then decides a spiritual reset is calling her name too. And they can’t wait to see each other—surely, this is just what they both need.

But the trip is nothing like what they expect, from the appearance of Adam’s former love interest in their traveling group to the anxiety gripping Zayneb when she’s supposed to be “spiritual.” As one wedge after another drives them apart while they make their way through rites in the holy city, Adam and Zayneb start to wonder: was their meeting just an oddity after all? Or can their love transcend everything else like the greatest marvels of the world?

Saints and Misfits

Saints and Misfits—a William C. Morris Award finalist and an Entertainment Weekly Best Young Adult Book of the Year—is a “timely and authentic” (School Library Journal, starred review) debut novel that feels like a modern day *My So-Called Life* ... starring a Muslim teen.

There are three kinds of people in my world:

1. Saints, those special people moving the world forward. Sometimes you glaze over them. Or, at least, I do. They’re in your face so much, you can’t see them, like how you can’t see your nose.
2. Misfits, people who don’t belong. Like me—the way I don’t fit into Dad’s brand-new family or in the leftover one composed of Mom and my older brother, Mama’s-Boy-Muhammad.

Also, there’s Jeremy and me. Misfits. Because although, alliteratively speaking, Janna and Jeremy sound good together, we don’t go together. Same planet, different worlds.

But sometimes worlds collide and beautiful things happen, right?

3. Monsters. Well, monsters wearing saint masks, like in Flannery O'Connor's stories.

Like the monster at my mosque.

People think he's holy, untouchable, but nobody has seen under the mask.

Except me.

Misfit in Love

In this fun and fresh sequel to *Saints and Misfits*, Janna hopes her brother's wedding will be the perfect start to her own summer of love, but attractive new arrivals have her more confused than ever.

Janna Yusuf is so excited for the weekend: her brother Muhammad's getting married, and she's reuniting with her mom, whom she's missed the whole summer.

And Nuah's arriving for the weekend too. Sweet, constant Nuah. The last time she saw him, Janna wasn't ready to reciprocate his feelings for her. But things are different now. She's finished high school, ready for college ... and ready for Nuah. It's time for Janna's (carefully planned) summer of love to begin—starting right at the wedding.

But it wouldn't be a wedding if everything went according to plan. Janna's dad is acting strange, and her mom is spending more time with an old friend (and maybe love interest?) than Janna. And Nuah's treating her differently.

Just when things couldn't get more complicated, two newcomers—the dreamy Haytham and brooding Layth—have Janna more confused than ever about what her misfit heart really wants. Janna's summer of love is turning out to be super crowded and painfully unpredictable.

Once Upon an Eid

A joyous short story collection by and about Muslims, edited by New York Times bestselling author Aisha Saeed and Morris Award finalist S.K. Ali.

Once Upon an Eid is a collection of short stories that showcases the most brilliant Muslim voices writing today, all about the most joyful holiday of the year: Eid! Eid: The short, single-syllable word conjures up a variety of feelings and memories for Muslims. Maybe it's waking up to the sound of frying samosas or the comfort of bean pie, maybe it's the pleasure of putting on a new outfit for Eid prayers, or maybe it's the gift giving and holiday parties to come that day. Whatever it may be, for those who cherish this day of celebration, the emotional responses may be summed up in another short and sweet word: joy. The anthology will also include a poem, graphic-novel chapter, and spot illustrations.

(8 points)

Adapted from: <https://skalibooks.com/books/> (4. 1. 2024)

2. SYMPTOMS OF MULTIPLE SCLEROSIS AT A YOUNG AGE

Read the text and choose the missing parts of sentences (A–P) to fill in the gaps (1–11). Write the answers on the answer sheet. There are four parts of sentences too many. One example (0) has been done for you.

Multiple sclerosis (MS) is a condition in which the immune system 0. Although it can appear at any age, it's more common in adults. Most people are 20 to 50 years old when they're diagnosed. However, 1—up to 1 in 20 people with MS developed symptoms before they turned 18, and fewer than 1 in 100 develop symptoms before the age of 10. Among adults and children, the disease is more common among females than males.

The symptoms can be hard to identify because they frequently change. 2, as new lesions (areas of damage) develop in different parts of the body. Pediatric-onset MS typically leads to the same symptoms as adult-onset. However, nearly all children with the condition have relapsing-remitting MS, 3. Children also experience relapses more often than adults. Although many other factors can cause similar symptoms, one clue that your child may be experiencing MS is that their symptoms go away for a while and then return. 4, however. Other diseases can also cause them. A doctor will only make an MS diagnosis if they find evidence of multiple lesions (or plaques) in the central nervous system through a magnetic resonance imaging scan.

Although people of all ages with MS may experience balance difficulties, 5. As a result of this, your child may move more slowly, look wobbly as they walk, hold onto nearby items as they move, feel dizzy. Ear infections—which are very common in children—can also cause this symptom. Other potential causes of balance difficulties include headaches, head or neck injuries, genetic disorders, certain medications.

Pediatric MS symptoms include muscle weakness, tremors, and spasticity—tightness or stiffness. In some cases, 6. It can also lead to a lack of coordination. This symptom affects children more frequently than adults. 7, you may notice that they frequently drop objects or suddenly have trouble writing or drawing. Your child may not be able to move normally or perform the activities they used to.

Many people with MS experience fatigue. Your child may start sleeping longer than usual, fall asleep in school, 8. Children can also feel tired if they are dealing with an infection, have a chronic health condition like anemia or asthma, or are taking certain drugs including allergy medications. Mental health conditions like anxiety and depression can also cause fatigue.

Your nerves provide information to your brain about what you are feeling. When MS damages these nerves, it can cause unusual sensations. Children with MS may experience nerve pain, numbness, itchiness, tingling, “pins-and-needles” sensations. Many children with MS have a hard time tolerating warmer temperatures or often feel unusually hot. When MS affects the optic nerve, 9, this can lead to symptoms such as blurry vision, double vision, vision loss, or other issues with seeing normally. If your child has this symptom, you may notice them squinting or sitting closer than usual to the TV.

The illness can lead to problems with focusing or paying attention, remembering things, organizing, and planning, making decisions, or thinking through problems. Children naturally have different abilities in these areas. However, if your child isn't hitting certain developmental milestones, you may want to consult the health care team. Children with MS are more than 3.5 times more likely to experience cognitive problems, 10. These changes can also happen due to a learning disorder, a mental health condition, or an intellectual disability.

Your child's health care team can't come to a diagnosis of MS 11. However, they can rule out other potential conditions and use tests such as an MRI to look for signs of damage that help signal MS. Your child's doctor may refer you to a specialist such as a neurologist to further address nervous system problems and come up with a treatment plan.

A	a symptom that children never experience
B	a type of MS in which symptoms first relapse or flare up and then go into remission
C	and say they aren't too tired to participate in sports or hobbies
D	and these issues often start at a young age
E	based on symptoms alone
F	children and adolescents can also experience this autoimmune disease
G	damages the central nervous system (brain and spinal cord)
H	if your child has muscle symptoms
I	none of these symptoms are diagnostic of MS
J	or say they are too tired to participate in sports or hobbies
K	some of the symptoms are diagnostic of MS
L	that connect the eye to the brain
M	the muscles may suddenly stop moving the way they normally do
N	this symptom is more common in children than adults
O	which connects the eye to the brain
P	your child may experience one symptom this week and a completely different symptom the next

(11 points)

Adapted from: <https://www.mymsteam.com/resources/recognizing-symptoms-of-ms-in-children-or-teens> (6. 1. 2024)

B. Raba jezika

1. THE LABYRINTHINE SOUQ WAQIF PRESERVING QATAR'S HISTORY, CULTURE

Read the text and fill in the gaps with the appropriate words from the box. Write the answers on the answer sheet. There are six words too many. One example (0) has been done for you.

A binding	B come	C consequently	D due	E elderly	F immaterial	G into	H older
I sight	J skyline	K tangible	L ties	M to	N up	O view	P want
Q winding	R with						

Doha, Qatar—With Doha’s dramatic 0 in the background, Souq Waqif, located in the heart of the capital’s old downtown, is a vibrant, labyrinthine market which allows visitors to step back in time to a traditional Arab marketplace. Hamalis (porters) roam through the narrow, 1 alleys with their wheelbarrows, some carrying shoppers’ purchases, others looking for customers.

The 2 enjoy a game of backgammon. For the younger generation, there are the toy shops, bird market and the sight of pigeons picking up the grains spread casually across the outer grounds. The air is bursting with the exotic smells of saffron, cloves and cardamom. The 3 of sparkling gold and precious metals fashioned into the most stunning pieces of jewellery adds a luxurious feel.

Founded more than a century ago, Souq Waqif was once a weekend trading hub on the banks of the Msheirib wadi (river) to facilitate trade between nomadic Bedouin and the locals. Waqif, “standing” in Arabic, relates to merchants and residents who would do their dealings standing up 4 to the overflow of seawater on both sides of the Wadi, which had poured into the market.

“Not a single shop was built during the pioneering period, and Doha’s corniche was only a short distance from the souq, until developers began turning the water’s edge more 5 land,” Shams al-Qassabi, the first Qatari woman to open a business in the Souq Waqif in 2004, told Al Jazeera. The weekly market soon became an important location not only for trade but also information and news, contributing to the transfer not just of 6 goods but the expansion of knowledge. “It was not only an important site for trade, but also for social life. It was where the community would 7 to know the latest developments, both local and international,” she added. Raised in the Al Jesra neighbourhood, adjacent to Souq Waqif, al-Qassabi witnessed her father, uncles and extended family members’ business became rooted in this traditional marketplace, duly noting their emotional 8 with the place. She has witnessed not only the physical transformation of the souq but also the social changes taking place. Following in her father’s footsteps, and with an aim of helping her retired husband, she took a bold initiative to break down the gender stereotypes holding back women entrepreneurs in the male-dominated souq and opened both a spice shop and a restaurant.

With the discovery of oil and the expansion of the oil industry in the 1950s, Qatar’s economy was dramatically transformed, and Souq Waqif thrived accordingly. But the boom in prosperity from the 1960s to the 1990s also saw a huge expansion of the shopping mall environment and, 9, Souq Waqif’s popularity and footfall went into a decline.

As Doha cityscape began to change, and realising the catastrophic loss of tradition, Qatar’s emir commissioned renowned Qatari artist Mohamed Ali Abdullah for a new souq based on the appearance of the old one. A narrative storyboard was created after discussions with builders and artists. Abdullah supervised the production of a series of drawings that illustrated the everyday living practices of Qatari people. Coupled 10 the knowledge of skilled craftsmen to create a new vision for the souq, work began from 2004. Modern buildings were replaced with traditionally built roofs of dangeal wood and bamboo with a 11 layer of clay and straw, and strategies to insulate the buildings against extreme heat were reintroduced.

(11 points)

Adapted from: <https://www.aljazeera.com/features/2022/9/7/souq-waqif-qatar> (6. 1. 2024)

2. S.K. ALI, NEW YORK TIMES BESTSELLING AUTHOR

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.

Sajidah “S.K.” Ali was born in South India and immigrated to Canada with her family when she was three. She is the award-winning Indian-Canadian author 0 four interconnected young-adult novels. She has contributed to two short story collections, and she has co-written two picture books for children. She wrote her first story in seventh grade. She has a degree 1 Creative Writing, and besides writing she also works as a teacher.

S.K. Ali’s second novel *Love From A to Z*, a story about finding love in the time of Islamophobia, 2 a Goodreads Choice finalist for best young adults book, and on several best 2019 lists. S.K. Ali is no stranger to boldly addressing real-world social issues in her novels. As a young-adult author, she never fails to deliver an impactful novel with pockets of joy throughout. She has a gift 3 pairing romance and enthusiasm with tough, real-world topics. Her books are neither trauma-stuffed nor fluff-filled. Striking a refreshing and realistic balance between darkness and light, 4 feature concise writing paired with complex and commanding characters and well-paced plots. In short, she is an author you can count on to deliver a young-adult read that will entertain you, warm your heart and force you to think about the world 5 you.

Addressing topical issues in her novels is sometimes a deliberate choice she makes before writing a novel, and other times they arise more organically, as she is writing. Generally, she knows some of the themes that she is going to explore; she just does not know exactly 6 she is going to explore them. In her words, she used to be a “pantser” prior to an “outliner or plotter”.

A “pantser” is a term most commonly applied to fiction writers, especially novelists, who write their stories “by the seat of their pants.” One of the main reasons “pantsers” prefer their style of drafting stories is that they believe it opens them up to creativity. “Pantsers” do not know what the road looks like ahead, so they can take a right, a left, or go off-roading if they want. Of course, the one thing about traveling 7 a map is that it is easier to get lost or find yourself at a dead end.

The opposite 8 be a “plotter”, or someone who uses outlines to help plot out their novels. Many people find outlines are beneficial to getting from point A to point B in their stories. However, many other people find outlining limits their creativity. Many writers fall into one camp or the other—they 9 plot the story out from the start or they discover it as they write—though it is not uncommon for writers to try both methods from book to book. S.K. Ali is trying to improve her craft, and just learn new ways to approach stories. She has been trained to write endings, which are very open, but she realized in some of the feedback she was getting from young readers that they really wanted to know what happened to main characters. She started to think about it, and she realized that younger readers wanted a better sense of closure.

(9 points)

Adapted from: <https://www.sesayarts.com/sk-ali/>, <https://www.writersdigest.com/getting-published/what-is-a-pantser-in-writing> (3. 1. 2024), <https://skalibooks.com/about/> (13. 1. 2024)

C. Pisno sporočanje

1. MARVELS AND ODDITIES AROUND US

The protagonists of *Love from A to Z*, Adam and Zayneb, each come across the same thirteenth-century Arabic text, *The Wonders of Creation and the Oddities of Existence*, which gives them the idea to keep their own marvels and oddities journals. A marvel is something you find amazing, and an oddity is something that makes you pause.

Write a composition titled “**MARVELS AND ODDITIES AROUND US**” in which you:

- explain the role of the diary structure in *Love from A to Z* and its significance for the protagonists and readers,
- choose a marvel or oddity from Adam’s diary entries that you believe has the biggest impact on the course of his story and justify your choice,
- consider your own life through the lens of marvels and oddities and explain how such a perspective might change your attitude towards life by providing an example.

Your composition should contain from **300 to 350 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 učenke in učence 9. razreda osnovne šole – LIST ZA ODGOVORE

9. r.

A.1. BOOKS BY S.K. ALI (8 točk)

		<i>Love from Mecca to Medina</i>	<i>Saints and Misfits</i>	<i>Misfit in Love</i>	<i>Once Upon an Eid</i>
0.	<i>A tradition typical of Muslim faith has an important role in this book.</i>	✓			✓
1.	In this story, a couple in love experiences troubles in their relationship.				
2.	This is the first book by the author.				
3.	One of the main characters is unwilling to travel.				
4.	This book was not written by one person only.				
5.	This book is also about relationships within the family.				
6.	This book is the continuation of another novel.				
7.	This book is compared to a book by another author.				
8.	Different literary genres are represented in this book.				

A.2. SYMPTOMS OF MULTIPLE SCLEROSIS AT A YOUNG AGE (11 točk)

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
G											

B.1. THE LABYRINTHINE SOUQ WAQIF PRESERVING QATAR'S HISTORY, CULTURE (11 točk)

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
J											

B.2. S.K. ALI, NEW YORK TIMES BESTSELLING AUTHOR (9 točk)

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

DRŽAVNA STOPNJA TEKMOVANJA ZA UČENKE IN UČENCE 9. 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. BOOKS BY S.K. ALI

		<i>Love from Mecca to Medina</i>	<i>Saints and Misfits</i>	<i>Misfit in Love</i>	<i>Once Upon an Eid</i>
0.	<i>A tradition typical of Muslim faith has an important role in this book.</i>	✓			✓
1.	In this story, a couple in love experiences troubles in their relationship.	✓			
2.	This is the first book by the author.		✓		
3.	One of the main characters is unwilling to travel.	✓			
4.	This book was not written by one person only.				✓
5.	This book is also about relationships within the family.		✓	✓	
6.	This book is the continuation of another novel.	✓		✓	
7.	This book is compared to a book by another author.		✓		
8.	Different literary genres are represented in this book.				✓

Število možnih točk: 8.

Točko dodelite samo v primeru, ko so označeni vsi pravilni odgovori pri posamezni postavki. Polovičnih točk ni. Rešitev 0 je primer, ki je že rešen.

2. SYMPTOMS OF MULTIPLE SCLEROSIS AT A YOUNG AGE

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
G	F	P	B	I	N	M	H	J	O	D	E

Število možnih točk: 11.

Odgovori A, C, K in L so distraktorji.

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

B. Raba jezika

1. THE LABYRINTHINE SOUQ WAQIF PRESERVING QATAR'S HISTORY, CULTURE

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
J	Q	E	I	D	G	K	B	L	C	R	A

Število možnih točk: 11.

Odgovori F, H, M, N, O in P so distraktorji.

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

2. S.K. ALI, NEW YORK TIMES BESTSELLING AUTHOR

Postavka	Rešitev	Postavka	Rešitev
0.	<i>of</i>	5.	around/surrounding
1.	in	6.	how (še sprejemljivo: when)
2.	was	7.	without
3.	for (napačno/neustrezno: of)	8.	would
4.	they	9.	either (še sprejemljivo: can)

Število možnih točk: 9.

Pri vsaki postavki je možna ena pravilna rešitev (oziroma pri 5. postavki 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. MARVELS AND ODDITIES AROUND US

The protagonists of *Love from A to Z*, Adam and Zayneb, each come across the same thirteenth-century Arabic text, *The Wonders of Creation and the Oddities of Existence*, which gives them the idea to keep their own marvels and oddities journals. A marvel is something you find amazing, and an oddity is something that makes you pause.

Write a composition titled “**MARVELS AND ODDITIES AROUND US**” in which you:

- explain the role of the diary structure in *Love from A to Z* and its significance for the protagonists and readers,
- choose a marvel or oddity from Adam’s diary entries that you believe has the biggest impact on the course of his story and justify your choice,
- consider your own life through the lens of marvels and oddities and explain how such a perspective might change your attitude towards life by providing an example.

Your composition should contain from **300 to 350 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* , utemeljena in (kjer je potrebno) odlično podprta z dokazi iz romana ter vsebuje elemente izvirnosti** , je primerno jedrnata. Tekmovalec vključi in odlično razvije vse zahtevane iztočnice*** . Dolžina**** besedila ne odstopa bistveno od predvidene.
4	Vsebina je ustrezna , utemeljena in podprta z dokazi iz romana. Tekmovalec vključi in razvije vse zahtevane iztočnice. Obravnava podtem presega povzemanje vsebine romana. Dolžina besedila ne odstopa bistveno od predvidene.
3	Vsebina je ustrezna , delno utemeljena in podprta z dokazi iz romana. Tekmovalec vključi in v celoti primerno razvije dve od treh iztočnic. Dolžina besedila je ustrezna in ne odstopa bistveno od predvidene. Tekmovalec mestoma ne upošteva predvidenih podtem. Prisotni so nerelevantni deli besedila.
2	Vsebina je delno ustrezna , prisotne so vsebinske nejasnosti in/ali nedoslednosti. Premalo je podprta z dokazi iz romana oz. utemeljitvami. Besedilo vsebuje nepotrebne podatke in nerelevantne podrobnosti ali ponavlja vsebino. Tekmovalec vključi in dobro razvije eno predlagano iztočnico, druge le delno. Dolžina besedila bistveno odstopa od predvidene.

1	Vsebina je v glavnem neustrezna, ni ustrezno razvita. Besedilo je pretežno naštevanje brez ustreznih dokazov iz romana oz. drugih utemeljitev in podpor. Dolžina besedila bistveno odstopa od predvidene.
0	Vsebina je v celoti neustrezna ali besedila ni oz. je bistveno prekratko za presojo.

***ustreznost:** V pisnem sestavku od tekmovalca pričakujemo, da bo dokazal poznavanje izvirnega književnega dela. Prvi dve iztočnici se vsebinsko navezujeta na roman, v tretji pa tekmovalec izrazi lastno mnenje, ki ga ponazori s primerom.

****izvirnost:** Presoja, v kolikšni meri so iztočnice razvite na podlagi tekmovalčeve samostojne presoje in razmišljanja.

*****iztočnice:** Pri vrednotenju bodimo pozorni na večdelnost iztočnic (npr. glagoli *explain, choose, justify, consider* ...). Če niso razviti vsi deli, je iztočnica samo delno razvita, četudi je morda en del razmeroma bogat. Tekmovalec si lahko pogojno (delno) tudi sam izbere vrstni red iztočnic, vendar mora biti besedilo smiselno, koherentno in ustrezno zaokroženo. Tekmovalec vključi iztočnice, če jih samo omeni (prepiše iz navodil), a jih ne razširi. Iztočnice so razvite, če tekmovalec besedilo obogati s širšim opisom, utemeljitvijo, dokazi iz romana ipd.

******dolžina:** Če besedilo nekoliko odstopa od predvidene dolžine, a je koherentno in smiselno, zaradi tega ne odštevamo točk. Če je besedilo krajše od 200 besed, vsebino lahko ocenimo z največ 3 točkami.

OPOMBE:

Če je vsebina popolnoma neustrezna oziroma sestavek ne ustreza naslovu in ne kaže učenčevega poznavanja književnega dela, nalogo v celoti ovrednotimo z 0 točkami.

Če tekmovalec v prvi in drugi iztočnici ne dokaže poznavanja književnega dela, vsebino ocenimo z največ 1 točko.

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

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 oziroma ne strinjajo z njimi.

BESEDIŠČE IN PRAVOPIS*

Št. točk	Opisniki
5	Besedišče je pomensko povsem ustrezno in nadpovprečno bogato, napak v zapisu ni.
4	Besedišče je pomensko povsem ustrezno in nadpovprečno bogato, napake v zapisu so prisotne izjemoma.
3	Besedišče je pomensko povsem ustrezno in pestro. Vsebuje posamezne napake v zapisu.

2	Besedišče je večinoma pomensko ustrezno, s posameznimi primeri neustrezne rabe. Je povprečno, občasno ponavljajoče. V besedilu je nekaj pravopisnih napak.
1	Besedišče je večinoma pomensko ustrezno, dokaj osnovno in se ponavlja, prisotno je večje število pravopisnih napak.
0	Besedišče je skromno oz. pogosto neustrezno rabljeno, pravopisne napake so tako pogoste, da je razumevanje sestavka zelo oteženo.

*Pri kriteriju »besedišče in pravopis« se vrednoti tudi pravilnost zapisa, ki pa ima manjšo težo kot 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 in bogatih slovničnih struktur, prisotne so posamezne manjše** napake v rabi in/ali tvorbi.
3	Besedilo vsebuje raznolike slovnične strukture, prisotnih je nekaj manjših napak v rabi in/ali tvorbi.
2	Besedilo vsebuje ozek nabor slovničnih struktur, prisotnih je nekaj osnovnih*** napak v rabi in/ali tvorbi.
1	Besedilo vsebuje zelo ozek nabor slovničnih struktur, osnovne napake so pogoste, nekatere že ovirajo razumevanje besedila.
0	Slovnica je zelo slabo tvorjena in/ali rabljena, slovnične napake močno ovirajo razumevanje sestavka/večina slovničnih struktur je napačnih.

*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 in podobno.

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

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

ZGRADBA

Št. točk	Opisniki
5	Zgradba/struktura besedila je smiselna (logična), misli so jasno izražene in povezane. Členitev na odstavke* in 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. Členitev na odstavke in 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. Odstavki delujejo nepovezani, tekmovalec jih oblikuje, na primer, kot neposredne odgovore na iztočnice. S prejšnjim odstavkom naslednji nima nobene vsebinske ali drugačne povezave. Besedilo je lahko nekoliko razvlečeno. Členitev na odstavke je prisotna, občasno manj ustrezna. Nekaj napak v rabi ločil.
2	Zgradba/struktura besedila je manj logična. Misli so manj jasno izražene. Ohlapna vezljivost na ravni povedi, odstavka in sestavka. Členitve na odstavke ni oz. je neustrezna. Prisotne so občasne napake v rabi ločil.
1	Zgradba/struktura besedila je manj smiselna in logična, misli so manj jasno izražene in povezane. Členitve na odstavke ni oz. je neustrezna. Pomanjkljiva vezljivost na ravni povedi in sestavka. Pogoste napake v rabi ločil.
0	Misli so nejasno oz. nerazumljivo izražene, tudi le navržene. Slaba (šibka) vezljivost. Členitve na odstavke ni oz. je neustrezna. Pogoste napake v rabi ločil.

*Značilnost odstavka je predvsem zaokrožena misel, ne pričakujemo pa strukture odstavka v smislu tematske povedi in podpore. Odstavki so ustrezno označeni z zamikom ali presledkom med vrstami.

Če je sestavek napisan v enem odstavku, dodelimo največ 3 točke pri tem kriteriju. Ličnosti pisnega izdelka ne vrednotimo.

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