

## ŠOLSKA STOPNJA TEKMOVANJA S PODROČJA ANGLEŠCINE ZA UČENKE IN UČENCE 8. RAZREDA OSNOVNE ŠOLE

21. NOVEMBER 2023

Ime in priimek tekmovalca/-ke:

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**Drage tekmovalke, dragi tekmovalci!**

Pred vami so naloge šolske stopnje tekmovanja s področja angleščine. Vaši dosežki so lahko koristna informacija o tem, kako obvladate nekatera znanja, ki jih razvijate pri pouku in tudi drugje, pa tudi spodbuda za nadaljnje učenje.

Tu je nekaj nasvetov za reševanje nalog. Najprej preletite vse tekmovalne naloge. Sledijo si po določenem vrstnem redu, vendar se lahko sami odločite, katere boste reševali prej in katere kasneje. Pazite pa, da boste imeli dovolj časa za tvorjenje pisnega besedila. Pri vsaki nalogi natančno preberite navodila in vzorčne rešitve, nato premislite in napravite, kar naloga zahteva. Pišite pravilno in čitljivo z nalivnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom. Če se zmotite, to prečrtajte in napišite ali označite novo rešitev. Korekturna sredstva niso dovoljena. Slovarjev in drugih pripomočkov na tekmovanju ne morete uporabljati.

Če imate vprašanja glede reševanja nalog, vprašajte nadzornega učitelja pred začetkom reševanja. Kasneje to ne bo več mogoče.

**Za reševanje tekmovalnih nalog imate na voljo 60 minut. Želimo vam uspešno delo!**

## A. Bralno razumevanje

### 1. TRANSITIONS

Read the text and do tasks A and B.



Change is a normal part of life and can provide opportunities for children and young people to better deal with everyday stressful situations.

Whether a child or young person is starting primary school, secondary school, further education, changing schools, or leaving school for university or work, this transition period needs to be carefully managed. If a child struggles with a transition, it can have a negative impact on their wellbeing and academic achievement.

During any transition period, it's important that children and young people are able to talk about their concerns and are supported to cope with any readjustments. It's important to prepare pupils who are more likely to struggle with moving to a new school or phase of education. This includes children and young people with additional learning needs, mental health problems, behavioural problems, limited parental support, experience of transient living (such as being in care), anxiety or experience of being bullied. Such a child can struggle to make friends, doesn't feel that they belong, has ongoing difficulties coping with daily routines, has an increased number of unauthorised school absences, and shows challenging or disruptive behaviour or shows lower than expected progress or a disinterest in school.

Children who change schools regularly may struggle with the transition process and find it hard to settle in. Moving between schools can be more common for Travellers, Gypsy and Roma children, for those whose parents or carers are in the Armed Forces, for children and young people with additional learning needs or those who are looked after. Children who are new to the country may also struggle to settle in or feel that they belong in their new school environment. There are lots of things that education settings can do to help pupils prepare for, and cope with, change – and also build resilience, self-confidence and self-esteem.

Engage with parents and carers: Parents and carers are often key to making sure that a child or young person has a good transition to a new school or college. A few things that parents, carers and teachers can do include:

- checking in with the child or young person to find out how well they are coping academically, but also in terms of their wellbeing,
- keeping an eye on how they are socialising, if they are making friends and hanging around in positive peer groups,
- providing opportunities for parents, carers, and staff to link up.

Connect with local education settings: Work with your local schools and further education providers to identify children and young people who may require additional support when they arrive or leave your school or college – and develop strategies (such as mentoring) to support them. Create social events between transitional settings, including talks, taster days, and Q&A sessions with children and young people, parents and carers who have already been through the transition process. Think about developing a peer support or buddy system. This is where pupils who have been at the school longer support newer pupils with their move to a new school or further education setting.

Use health & wellbeing lessons to prepare pupils: Children and young people who recognise change as stressful, and who seek support and problem-solve, often cope better with change than those who deny or avoid the emotional impact of a transition. Schools can use health and wellbeing schooling to help pupils develop good emotional and social skills from the start of their education. These skills will help pupils prepare and cope with change by focusing on how to recognise and manage thoughts and feelings, build resilience, and also learn how to problem-solve.

**A) Answer the questions with UP TO SIX words. One example (0) has been done for you.**

**0. *What time should be thoroughly managed?***

***The transition period.***

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1. What are the signs that a child is struggling with transition? List three of them.
- 

2. Which ethnicity are children that can often move?
- 

3. Whose cooperation with schools can ensure a good transition for a child?
- 

4. What should be checked along with the grades and learning?
- 

5. How can schools include other students in helping newcomers?
- 

6. Which two sets of skills help students face changes successfully?
- 

	6
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**B) In the text, find the words that match the definitions below. Write the appropriate word on the line. Do not change the words and mind the spelling. See the example (0) first.**

**0. *make available for use (paragraph 1):* \_\_\_\_\_ ***provide*****

1. a marked effect or influence (paragraph 2): \_\_\_\_\_
2. a lack of curiosity (paragraph 3): \_\_\_\_\_
3. the capacity to withstand or to recover quickly from difficulties (paragraph 4): \_\_\_\_\_
4. need something (paragraph 6): \_\_\_\_\_

Adapted from: <https://mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/> (22. 9. 2023), image: <https://youaremom.com/parenting/changing-schools-children/> (30. 9. 2023)

	4
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## 2. HOW KIND WORDS CAN CHANGE YOUR MINDSET

**Read the text and choose the missing parts of sentences (A–M) to fill in the gaps (1–9). There are three parts of sentences too many. Write the letters in the table below. One example (0) has been done for you.**

Have you ever spoken to yourself more harshly than 0? Have you ever told yourself that you make too many mistakes, or that you are not good enough? We engage in self-talk constantly. When our talk is negative, it can limit our motivation and impact the way we interact with others. When our self-talk is more positive, we are better able to manage stress 1.

We all have inner critics that can help us to identify our shortcomings and motivate us to improve. At times, self-criticism can turn into something more intense that is not helpful and 2. Most people experience negative self-talk at some point in their lives. It can creep up when significant events occur, such as receiving poor results on an important exam, or facing the end of a relationship. At the same time, it can happen in everyday situations, such as when we compare ourselves to others, focus on our imperfections, or 3. In such moments, we may find ourselves saying things like, “I’m not good enough. I don’t deserve that. I’ll never reach my goals,” all of which does far greater harm than good.

Negative self-talk can become a habit that weighs down our mood and limits how we view our capabilities and accomplishments, which makes us less likely to seize beneficial opportunities or even notice those opportunities at all. We feel less motivated, capable, and happy, and may treat those around us negatively. Thankfully, we can learn 4 by transforming our negative talk into something more positive.

Positive self-talk is compassionate, understanding, and encouraging. People who regularly practise it can strengthen their abilities to 5, better manage stress, and become more optimistic. When we speak kindly to ourselves, we recognize that everyone makes mistakes, not just us. We recognize that we are not perfect, but we have the power to influence our perspective.

Changing our self-talk from negative to positive 6. As a first step, be mindful of what you are saying to yourself and learn to recognize when you are engaging in negative self-talk. When you find your thoughts becoming particularly critical, ask yourself whether the criticism is truly deserved and how it benefits you. Next, try to turn what you are saying into something more positive and kinder by imagining yourself 7 who is feeling down.

Soon, thoughts like, “I’m terrible at this,” can become, “I can improve, and I need to practise more.”

“I’m not good enough,” turns into, “I am enough, and I have the power to make changes in my life.”

“I always mess things up,” transforms into, “Everyone makes mistakes. I am happy I tried.”

Use words that mean something to you – after all, you are the only person who will hear them. Some people find that positive affirmations, a meaningful quotation, or a piece of music can help them turn negative self-talk into something positive. Overall, notice what you are saying to yourself; when you recognize negativity, take time 8 and transform your perspective into something more positive.

We must remember to choose our words carefully and speak kindly to ourselves. Our words affect our thoughts. Our thoughts affect how we feel, how we act, and what we bring to the world. Kindness begins with 9.

A	cope with challenging situations
B	to speak to yourself like a friend
C	how you speak to yourself
<b>D</b>	<del>you would ever speak to your friends</del>
E	how to stop bullying ourselves
F	dwell on our mistakes
G	speaking to your friends
H	may even be damaging
I	make you feel bad
J	giving encouragement to a close friend
K	and more likely to pursue opportunities
L	can make you more optimistic
M	can take practise



0	1	2	3	4	5	6	7	8	9
<b>D</b>									

	9
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Adapted from: <https://faze.ca/how-kind-words-can-change-your-mindset/> (24. 9. 2023), image:  
[https://unsplash.com/photos/a-sign-that-says-be-kind-on-it-\\_PDPRx9dm8](https://unsplash.com/photos/a-sign-that-says-be-kind-on-it-_PDPRx9dm8) (24. 9. 2023)

## B. Raba jezika

### 1. INTERNATIONAL DAY OF SIGN LANGUAGES

Read the text and complete the sentences with the appropriate words from the box. There are four words too many. One example (0) has been done for you.

A accessible    B challenges    C challenging    D creativity    E diversity    F establishment  
G hearing    H promotion    I raise    J random    K rise    L significance    M tirelessly

The International Day of Sign Languages is an annual acknowledgment held on the 23rd of September. This date holds 0 as it marks the establishment of the World Federation of the Deaf (WDF) on the same day in 1951. The WFD is a global organization that works 1 to advocate for the rights of deaf individuals and the recognition of sign languages as vital means of communication. This day is organized by the United Nations General Assembly and was first celebrated in 2018.

The significance of International Day of Sign Languages is to 2 awareness that sign languages are not just an alternative form of communication; they are a fundamental part of the cultural and linguistic identity of deaf communities. Another crucial aspect is the 3 of the rights of deaf individuals. Deaf people often face various forms of discrimination and barriers to accessing education, employment, and healthcare.

The International Day of Sign Languages acknowledges the incredible 4 within the deaf community. Sign languages vary from country to country and even region to region.

The International Day of Sign Languages is celebrated in various ways around the world:

- Many organizations and schools offer sign language workshops to promote the learning of sign languages among the 5 population. This helps bridge communication gaps and foster understanding.
- Deaf organizations and advocacy groups organize awareness campaigns to educate the public about the 6 faced by the deaf community and the importance of sign languages.
- Cultural events, including sign language poetry readings, art exhibitions, and performances, are organized to showcase the beauty and 7 of sign languages.
- Social media platforms are used to spread information and raise awareness about the day's significance.

The 2023 theme, 'A world where deaf people everywhere can sign anywhere', underscores the ongoing efforts to make sign languages universally 8 and respected, creating a more inclusive world for all.

0	1	2	3	4	5	6	7	8
L								

	8
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## 2. I AM KENOUGH

Complete the text with the missing words. Use only one in each gap. Mind the spelling. One example (0) has been done for you.

To be kenough means to be authentic, not to represent anything and to be satisfied with oneself.

Nobody goes through a more existential journey in *Barbie* than Barbie (Margot Robbie) herself, but Ken's arc (Ryan Gosling), which takes (0) him from discovering patriarchy in the Real World to leading a failed Kensurrection and figuring out who he is without Barbie, comes close. Which made (1) \_\_\_\_\_ final mantra all the more relatable.

At the end of the film, as Barbie walks away with the ghost of Barbie founder Ruth Handler (Rhea Perlman) to decide (2) \_\_\_\_\_ she wants to stay in Barbie Land or become human, Ken joins in the farewells. He's wearing a brand-new outfit, a tie-dye hoodie with the phrase "I Am Kenough" (3) \_\_\_\_\_ typical Barbie font. Naturally, the K is a different colour and style than the other letters. If you've been paying attention to the vast *Barbie* press tour, it's a phrase that Gosling has mentioned before.



Even though much has already been made about (4) \_\_\_\_\_ men thought about the movie, it's a solid message to embrace. You don't need to mould yourself for somebody else. Just be yourself.

Gosling's Ken wasn't the only one (5) \_\_\_\_\_ get placed in the hoodie: The *Toy Story* version got its own edit. It was (6) \_\_\_\_\_ kind of shirt people needed immediately. But Mattel had an inkling that would be the case because it is actually selling an official "I Am Kenough" tie-dye hoodie on its website. "Guys need messages (7) \_\_\_\_\_ this," TikToker Riley Lemon said in a video where he is wearing a homemade "I Am Kenough" T-shirt.

But even as people joke about being Kenough or hunting for tie-dye hoodies, (8) \_\_\_\_\_ is something intrinsically important in the pun and in *Barbie* itself, even for male viewers. "What I think the movie highlights so well, especially Ryan Gosling's Ken, is that the patriarchy sucks for us, (9) \_\_\_\_\_," Tony Capitelli explains.

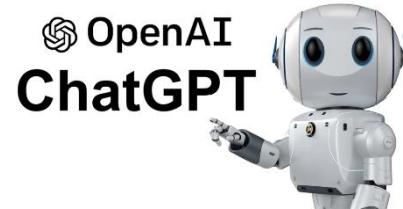
We're all Kenough.

	9
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## C. Pisno sporočanje

### 1. ARTIFICIAL INTELLIGENCE IN EDUCATION

ChatGPT is a relatively new artificial intelligence (AI) tool you can use on different devices (computer, phone, etc.). It first came out in November 2022 and spread quickly. It is mostly used for content creation, language translation, it provides explanations, answers questions, all in all, it can assist you in your learning and daily life.



Your teacher asked your class to write a short composition on artificial intelligence.

In your composition:

- describe how AI in general or ChatGPT is already influencing our lives (two examples),
- compare how people learnt in the past and how we learn today (two changes),
- predict how the role of teachers will change because of AI or ChatGPT (two predictions).

Your composition should contain from **150 to 200 words**. Remember: longer is not necessarily better.

Your writing will be marked on content (5 points), vocabulary and spelling (5 points), grammar (3 points), and organisation (2 points).

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

Image: <https://metaroids.com/learn/what-is-chatgpt-beginners-guide-to-using-the-ai-chatbot/> (12. 9. 2023)

# ARTIFICIAL INTELLIGENCE IN EDUCATION

KRITERIJ	MOŽNE TOČKE	DOSEŽENE TOČKE	UTEMELJITEV
Vsebina	5		
Besedišče in pravopis	5		
Slovnica	3		
Zgradba	2		
<b>Skupaj</b>	<b>15</b>		

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

21. november 2023

### Moderirana navodila za vrednotenje

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

Vsako postavko v nalogah **bralnega razumevanja in rabe jezika** ovrednotimo z **eno točko**. Polovičnih točk ni. Nalogo **pisnega sporočanja** ovrednotimo v skladu s kriteriji, upoštevajoč opisnike.

**Če imate vprašanja v zvezi z vrednotenjem, jih v predvidenem času zastavite Državni tekmovalni komisiji v tekmovalnem forumu na strežniku DMFA. K predlagani novi rešitvi, ki ni zajeta v teh navodilih, podajte še svojo utemeljitev in vire, iz katerih črpatе.**

**Tekmovalni forum spremljajte vse do zaključka vrednotenja, saj bo vseboval sprotna dodatna navodila za vrednotenje.**

### A. Bralno razumevanje

#### 1. a TRANSITIONS

Število možnih točk: **6**.

Rešitev 0 je primer, ki je že rešen. Vsako postavko ovrednotimo z eno točko. Polovičnih točk ni. Jezikovne in pravopisne napake ne vplivajo na vrednotenje, razen v primeru, ko se besedam spremeni pomen.

Odgovor mora biti zapisan **v največ šestih besedah** in mora vsebovati le vse potrebne podatke. Če odgovor vsebuje več kot šest besed ali tudi podatek oz. podatke, po katerih se ne sprašuje, je odgovor nepravilen.

Odgovor je pravilen tudi, če tekmovalci odgovorijo na vprašanja z drugimi besedami, kot piše v besedilu, in je sporočilo pomensko pravilno oz. v skladu s predvidenimi rešitvami.

Postavka	Rešitev
<b>0</b>	<b>The transition period.</b>
<b>1</b>	Struggles with socializing/integrating, difficulties with (daily) routines, (unauthorized school) absences, challenging/disruptive behaviour, lower progress, disinterest (in school). (V odgovoru morajo biti navedeni trije znaki, še posebej je potrebno paziti na število besed).
<b>2</b>	Travellers, Gypsy and Roma. (Kot pravilen odgovor se upošteva navedba ene ali več etničnih skupin.)
<b>3</b>	(Their) parents' or carers'.
<b>4</b>	(Child's) wellbeing./How children are socialising/making friends/coping./Their social life.
<b>5</b>	By developing a peer support system./By developing a buddy system./By creating social events./By encouraging/promoting cooperation between them./By organising talks/taster days/Q&A sessions.
<b>6</b>	Emotional and social.

## 1. b TRANSITIONS

Število možnih točk: **4**. Število možnih točk: **3**.

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

Postavka	Rešitev
0	<b>provide</b>
1	impact
2	disinterest
3	resilience
4	require

## 2. HOW KIND WORDS CAN CHANGE YOUR MINDSET

Število možnih točk: **9**.

Rešitev 0 je primer, ki je že rešen. Vsako postavko ovrednotimo z eno točko. Polovičnih točk ni.

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.
D	K	H	F	E	A	M	J	B	C

G, I in L so distraktorji.

## B. Raba jezika

### 1. INTERNATIONAL DAY OF SIGN LANGUAGES

Število možnih točk: **8**.

Rešitev 0 je primer, ki je že rešen. Vsako postavko ovrednotimo z eno točko. Polovičnih točk ni.

0	1	2	3	4	5	6	7	8
L	M	I	H	E	G	B	D	A

C, F, J in K so distraktorji.

### 2. I AM KENOUGH

Število možnih točk: **9**.

Rešitev 0 je primer, ki je že rešen. Vsako postavko ovrednotimo z eno točko. Polovičnih točk ni. Rešitev (**ena beseda**) mora biti pravopisno pravilno zapisana.

Postavka	Rešitev	Postavka	Rešitev
0	<b>him</b>	5	to (napačno/neustrezno: who, that)
1	his/the/Ken's	6	the (še sprejemljivo: that; napačno/neustrezno: some/a)
2	if/whether (še sprejemljivo: that)	7	like (napačno/neustrezno: for, about, from)
3	in (še sprejemljivo: with, using)	8	there (napačno/neustrezno: this, it)
4	what (napačno/neustrezno: that, all, how, things)	9	too (še sprejemljivo: men/guys, really; napačno/neustrezno: people, all, also)

## C. Pisno sporočanje

### 1. ARTIFICIAL INTELLIGENCE IN EDUCATION

ChatGPT is a relatively new artificial intelligence (AI) tool you can use on different devices (computer, phone, etc.). It first came out in November 2022 and spread quickly. It is mostly used for content creation, language translation, it provides explanations, answers questions, all in all, it can assist you in your learning and daily life.

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In your composition:

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Your composition should contain from **150 to 200 words**. Remember: longer is not necessarily better.

Your writing will be marked on content (5 points), vocabulary and spelling (5 points), grammar (3 points), and organisation (2 points).

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

**Pisni sestavek ovrednotite v skladu s kriteriji in opisniki za vrednotenje za 8. razred.**

Pri nalogi C na strežnik vpišete dosežke za vsak kriterij posebej:

C1 – vsebina (največ 5 točk),

C2 – besedišče in pravopis (največ 5 točk),

C3 – slovnica (največ 3 točke),

C4 – zgradba (največ 2 točki).

**Preglednica na koncu naloge C:** če tekmovalec za vsak posamezen kriterij ne dobi največjega možnega števila točk, ocenjevalci v stolpec »**Utemeljitev**« na kratko zapишite, v čem tekmovalčevo besedilo odstopa. Pri tem se nanašajte na kriterije z opisniki.

### KRITERIJI Z OPISNIKI ZA VREDNOTENJE V 8. RAZREDU IN DODATNA POJASNILA

#### VSEBINA

Število točk	Opisniki
5	Vsebina je v celoti <b>ustrezna*</b> , tekmovalec vključi in smiselno, jasno in prepričljivo razvije vse zahtevane <b>iztočnice**</b> . <b>Dolžina*** besedila</b> ne odstopa bistveno od predvidene.
4	Vsebina je na splošno ustrezena, tekmovalec vključi in korektno razvije vse zahtevane iztočnice, pri čemer je ena od njih slabše razvita. Dolžina besedila ne odstopa bistveno od predvidene.
3	Vsebina je večinoma ustrezena, tekmovalec vključi in/ali korektno razvije dve od treh zahtevanih iztočnic ali pa tri iztočnice razvije le delno. Dolžina besedila je ustrezena in bistveno ne odstopa od predvidene.

<b>2</b>	Vsebina je delno ustrezena, tekmovalec vključi in razvije samo eno zahtevano iztočnico ali pa sicer piše o vseh iztočnicah, vendar jih ne razvije. Vsebina je lahko neizvirna oz. (skoraj) prepis ali povzetek iztočnic. Besedilo je bistveno krajše od predvidene dolžine.
<b>1</b>	Vsebina je v glavnem neustrezna oz. neprimerna, iztočnice niso ustrezeno upoštevane. Besedilo je močno prekratko.
<b>0</b>	Vsebina je v celoti neustrezna oz. neprimerna ali besedila ni oz. je prekratko za vrednotenje.

**\*ustreznost:** Vsebina je ustrezena, če tekmovalec obravnava vse iztočnice. Tekmovalec v prvi iztočnici opiše, kako umetna inteligenca na splošno ali ChatGPT vpliva na naše življenje, in navede dva primera. V drugi iztočnici tekmovalec primerja učenje nekoč in danes, pri čemer navede dve spremembi. V tretji iztočnici pa tekmovalec smiselno in utemeljeno predvidi, kako se bo spremenila vloga učiteljev zaradi umetne inteligence ali ChatGPT (dve predvidevanji).

**\*\*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 prepiše iz navodil), a jih ne razširi. Iztočnice so razvite, če tekmovalec besedilo obogati s širšim opisom, razlagom, 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 dolgocezi, ponavlja ipd.), zaradi tega ne odštevamo točk. Če je besedilo krajše od približno 100 besed, ovrednotimo vsebino z 1 točko.

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

**Če je vsebina ovrednotena z 0 točkami, se sestavek v celoti ovrednoti z 0 točkami.**

#### BESEDIŠČE IN PRAVOPIS

Število točk	Opisniki
<b>5</b>	Besedišče je ustrezeno in občasno nadpovprečno bogato. Besedilo je pravopisno pravilno ali pa vsebuje posamezne manjše pravopisne napake.
<b>4</b>	Besedišče je ustrezeno, dokaj raznoliko. Besedilo vsebuje nekaj pravopisnih napak.
<b>3</b>	Besedišče je ustrezeno, a povprečno. V besedilu je manjše število pravopisnih napak.
<b>2</b>	Besedišče je večinoma ustrezeno, dokaj osnovno in se občasno ponavlja, prisotni so lahko tudi primeri neustrezne rabe. Pravopisne napake so dokaj pogoste.
<b>1</b>	Besedišče je delno ustrezeno, ponavljajoče ali pa je večkrat neustrezno rabljeno. Pravopisne napake so precej pogoste.
<b>0</b>	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 ustrezena raba besedišča, razen v primeru, ko se besedam spremeni pomen.

## SLOVNICA

Število točk	Opisniki
<b>3</b>	Besedilo vsebuje več raznolikih in bogatih slovničnih struktur, ki so večinoma pravilno tvorjene in ustrezno rabljene, prisotnih je le nekaj manjših napak* v rabi in/ali tvorbi <sup>1</sup> .
<b>2</b>	Besedilo vsebuje dokaj raznolik, a bolj omejen nabor slovničnih struktur. Prisotni so primeri neustrezne tvorbe in/ali rabe.
<b>1</b>	Besedilo vsebuje ozek nabor slovničnih struktur, prisotnih je precej osnovnih** napak v rabi in tvorbi.
<b>0</b>	Slovnica je zelo slabo tvorjena in/ali rabljena, slovnične napake močno ovirajo razumevanje sestavka oz. je večina slovničnih struktur napačna.

Vrednotimo tako oblikoslovno kot skladenjsko ravnino, npr. besedni red, zapletenost povedi: rabi podredij in priredij itd. Izkazano bogastvo uporabljenih struktur oz. jezikovna zapletenost (kompleksnost) ima večjo težo kot jezikovna pravilnost (napake).

**\*manjša napaka:** neustrezno izbrana raba predloga, občasno napačna tvorba, npr. nepravilna množina ipd.

**\*\*osnovna napaka:** napačna tvorba in/ali neustrezna raba osnovnega slovničnega časa, npr. navadni preteklik ipd.

## ZGRADBA

Število točk	Opisniki
<b>2</b>	Zgradba/struktura* besedila je smiselna (logična), misli so dokaj jasno izražene in povezane. Vezljivost na ravni povedi in sestavka je dobra <sup>2</sup> . Napak v rabi ločil** skoraj ni.
<b>1</b>	Zgradba/struktura besedila je večinoma smiselna (logična, povezana), misli so občasno manj jasno izražene in povezane. Pojavlja se pomanjkljiva vezljivost na ravni povedi in sestavka. Pogoste napake v rabi ločil.
<b>0</b>	Misli so nejasno oz. nerazumljivo izražene. Slaba (šibka) vezljivost.

\*V sestavku ne vrednotimo členjenosti na odstavke (označeno z zamikom ali presledkom med vrsticami), temveč pričakujemo razumljiv in dobro povezan zapis na ravni povedi in sestavka.

\*\* Napake v rabi ločil ne odtehtajo sicer ustrezne zgradbe besedila.

**Zahvaljujemo se vam za sodelovanje.  
Državna tekmovalna komisija**

<sup>1</sup> 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.

<sup>2</sup> Vezljivost (kohezija): raba slovničnih sredstev (na primer zaimki, določni členi, zamenjave, izpusti) in leksikalnih sredstev (na primer sopomenke, nad- in podpomenke, ponavljanja).