ŠOLSKA STOPNJA TEKMOVANJA S PODROČJA ANGLEŠČINE ZA UČENKE IN UČENCE 9. 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 <u>pravilno</u> in <u>čitljivo</u> z nalivnim peresom ali kemičnim svinčnikom, <u>nikakor ne s svinčnikom</u>. Če se zmotite, to <u>prečrtajte</u> in <u>napišite ali označite</u> 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!

1. HOLOCAUST CHRONICLER BORIS PAHOR DIES AT 108

Read the text and do tasks A and B.

Boris Pahor was born on August 26, 1913, in the city of Trieste, which at that time still belonged to the Austro-Hungarian Empire. The Slovenian concentration camp survivor and novelist bore witness to the atrocities of the 20th century until the age of 108. He knew three enemies: fascism, communist dictatorship and capitalism. Pahor wrote against dictatorship, whether that of money, Mussolini, Hitler or Stalin. In his long life, spanning almost the entire 20th century, the author had countless opportunities to do so.

Pahor's father was a civil employee in the administration of the cosmopolitan city. Being a citizen of the world was something that Pahor felt was "a matter of course" even in his old age, as he told the German daily Frankfurter Allgemeine Zeitung in an interview in 2014. His relatives were members of the Slovenian minority in Trieste, which was annexed by Italy in 1918 after the collapse of the Danubian Monarchy. In 1922, the fascist Benito Mussolini came to power in Italy. Trieste was "Italianized" by the fascists, minorities were suppressed, and Pahor's father had to eke out a living as a street vendor. In his book "Flowers for a Leper" (2004), Pahor bears witness to the terror of the Italian fascists against the Slovenian minority in Trieste, whose story he devoted himself to once again in "Piazza Oberdan" (2006). In 1940, the Italian army recruited Boris Pahor and sent him to Libya. There he managed to complete a secondary education degree. After the collapse of fascist Italy, Pahor returned to Trieste. Beginning in 1943, during World War II, he fought in the resistance against the German occupiers and the Italian fascists allied with them. In January 1944, he was arrested and deported to the Dachau concentration camp. He survived another four Nazi concentration camps and was sent on a death march.

Pahor recorded his 15-month struggle for survival in the camps in the book "Necropolis" (1967), which secured his place among the renowned authors of his time, including Imre Kertesz, Primo Levi and Ruth Klüger. His work, "A Difficult Spring" (1978), is based on his Paris experiences. In it, a Slovenian concentration camp survivor tries to find his way back to life. The affection of a French nurse aids him in this journey. The book centres around how it is possible to live, speak and remember with people who did not experience the camps. After his time in Paris, Pahor returned to Trieste. His first post-war publications made him popular and famous in Slovenia, which was a constituent republic of the Socialist Federal Republic of Yugoslavia after the end of World War II. As a critic of communism, he came into conflict with the Yugoslav authorities, and for three years he was banned from entering Slovenia because of his anti-totalitarian statements.

His home remained the cosmopolitan city of Trieste. From 1953 until his early retirement in 1975, he taught literature at a Slovenian high school and wrote many of his most important books. It was not until the 1990s that he was also translated into German, English and French, and then became known to audiences in the West and advanced to become one of the contenders for the Nobel Prize for Literature. Until his old age, Boris Pahor campaigned tirelessly against dictatorships and totalitarianism. He denounced "the forgetting of history" in Europe, especially in Italy, and accused public authorities in Italy of doing next to nothing to keep alive the memory of the atrocities committed by the fascists. In the last years of his life, he was also increasingly concerned about the "dictatorship of capital" that had become apparent in the

context of the banking and financial crises of 2007 and 2008 – but also about the passing of eyewitnesses from the 20th century.

"One can conveniently start rewriting history when there are no eyewitnesses left to contradict their narrative," Pahor likewise said to the Frankfurter Allgemeine Zeitung. "I have not forgotten what was done to the human spirit and human bodies in the 20th century." Speaking on Slovenian television in one of his last public manifestations, he also reiterated the importance of recalling: "I wanted to testify and explain what I experienced so that others can learn how and what can happen."

Boris Pahor passed away in Trieste on May 30, 2022, at the remarkable age of 108. He leaves behind a literary opus as comprehensive as it is poetic, which will retain its testimony both in the Slovene language and in translation.

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

0. *Which monarchy was Trieste a part of at the time of Pahor's birth?*

   Austro-Hungarian Empire.

1. Which political ideologies did Pahor oppose? List all of them.

   _____

2. What felt natural to Pahor living in a cosmopolitan city?

   _____

3. What did Pahor's father do to support his family after the occupation of Trieste?

   _____

4. Who partnered with the Germans during World War II?

   _____

5. What was the accusation Pahor aimed at the Italian government?

   _____

6. What allows the rewriting of history according to Pahor?

   _____

6

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

0. *very cruel, shocking actions (paragraph 1):* ___*atrocities*___

1. added (territory) to one's own territory (paragraph 2): _____

2. being a part of a whole (paragraph 3): _____

3. made progress (paragraph 4): _____

4. said several times, typically for emphasis or clarity (paragraph 5): _____

4

2. WHAT IS ChatGPT?

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 letters in the table below. One example (0) has been done for you.

A quick scan of the web will show you lots of things that ChatGPT can do. Many of these are unsurprising: you can ask it to write a letter, you can ask it to make up a story, you can ask it to write narrative records for products in a catalogue. __0__ – you can ask it to generate a reading list on topics that you're interested in. It has helped to write a book. Maybe it's surprising that ChatGPT can write software, maybe it isn't. And some of these things are mind blowing – it can pretend to be an operating system or a text adventure game. It's clear that ChatGPT is not your ordinary automated chat server. It's much more. But how does it work?

ChatGPT is based on a technology called Transformers, __1__. However, you don't need to know how Transformers work to use large language models effectively, any more than you need to know how a database works to use a database. In that sense, __2__. But it is important to know why Transformers are important and what they enable. A Transformer takes some input and generates output. That output might be a response to the input; it might be a translation of the input into another language. Attention allows a language model to distinguish between the following two sentences:
She poured water from the pitcher to the cup until it was full.
She poured water from the pitcher to the cup until it was empty.

There's a very important difference between these two almost identical sentences: in the first, "it" refers to the cup. In the second, "it" refers to the pitcher. __3__, but it's a difficult problem for computers. Attention allows Transformers to make the connection correctly because they understand connections between words that aren't just local.

After its initial training, it undergoes additional training to reduce its chances of generating hate speech and other unwanted behaviour. __4__, but the one that has gathered the most attention (and was used for ChatGPT) is called Reinforcement Learning from Human Feedback (RLHF). In RLHF, the model is given several prompts, and the results are evaluated by humans. This evaluation is converted into a score, __5__. RLHF is far from "bulletproof"; it's become something of a sport among certain kinds of people to see whether they can force ChatGPT to ignore its training and produce racist output. But in the absence of malicious intent, RLHF is fairly good at preventing ChatGPT from behaving badly. So, in the end, what is ChatGPT "doing"? It's predicting what words are mostly likely to occur in response to a prompt and emitting that as a response.

Every user of ChatGPT needs to know its limitations, precisely because it feels so magical. It's by far __6__. As humans, we're predisposed to think that other things that sound human are actually human. We're also predisposed to think that something that sounds confident and authoritative is authoritative.

That's not the case with ChatGPT. The first thing everyone should realize about ChatGPT is that it has been optimized to produce plausible-sounding language. It does that very well. It was not optimized to provide correct responses. It is a language model, not a "truth" model. That's its

primary limitation: we want "truth", __7__. Given that limitation, it's surprising that ChatGPT answers questions correctly at all, let alone often; that's probably a testimony to the accuracy of Wikipedia and the internet in general. (Estimates of the percentage of false statements are typically around 30%.) It's probably also a testimony to the power of RLHF in steering ChatGPT away from plain misinformation. However, you don't have to try hard to find its limitations. __8__, specifically, its tendency to "make up" facts. It looks like a fountain of knowledge, but all it's doing is constructing compelling sentences in human language.

Large language models like GPT-3 and GPT-4 represent one of the biggest technological leaps we've seen in our lifetime – maybe even bigger than the personal computer or the web. Until now, computers that can talk, computers that converse naturally with people, __9__.

Like all fantasies, these are inseparable from fears. Our technological fears – of aliens, of robots, of superhuman AIs – are ultimately fears of ourselves. We see our worst features reflected in our ideas about artificial intelligence, and perhaps rightly so. Training a model necessarily uses historical data, and history is a distorted mirror.

The only way to address our fears – of AI taking over jobs, of AIs spreading disinformation – is to move forward. __10__, and how can we build it? If AI grants us "superpowers", how will we use them? Who creates these superpowers, and who controls access?

These are questions we can't not answer. We will build the future. What will we build?

A	anyone using or building with ChatGPT needs to consider
B	but we only get language that was structured to seem correct
C	have been the stuff of science fiction and fantasy
D	"how it works" is the least important question to ask
E	humans don't have a problem understanding sentences like these
F	humans tend to struggle with such sentences as well
G	~~many of these go slightly (but not very far) beyond your initial expectations~~
H	the least natural-sounding language generator
I	the most convincing example of a conversation with a machine
J	there are different types of training users undergo
K	there are several ways to do this training
L	what kind of a world do we want to live in
M	what kind of AI buddies do we want to live with
N	which is then fed back into the training process
O	which was invented by Google Research and Google Brain in 2017

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

10

1. WHAT ARE THE ACTUAL READING TRENDS FOR GEN Z?

Read the text and fill in the gaps with the appropriate words from the box. There are five words too many. One example (0) has been done for you.

A according	B bypass	C consume	D detoxes	E digest	F due	~~G gathered~~
H inquirers	I most	J off	K out	L polled	M respondents	N up O vastly

We're going to dive into recent studies and reports that have ___**0**___ data on the state of reading among folks aged 26 and under to give you a real picture of the reading trends among Gen Z. Wattpad released a report this past December on this generation's reading habits, and 55% of Gen Z ___1___ said they read once a week or more, and 40% read every day. Some 35% are also reading even more than they did two years ago.

Books with rich diversity and representation are incredibly important to them, to the tune of 79% of respondents stating that the level of diversity and representation in their books and media plays a huge role in what they choose to ___2___. This is far higher than previous generations, with 66% of Millennials, 53% of Gen X, and 34% of Boomers prioritizing diversity in their books. They are also more likely than any other generation to specifically seek ___3___ media that highlights marginalized groups: 60% of Gen Z readers do so, compared to 40% of other reading generations.

Despite 67% of Gen Zers surveyed reading on their phones, those paperback sales are, in large part, ___4___ to Gen Z readers. In the UK, for example, that number is even higher: Nielsen BookData reported that print books made up 80% of the book sales attributed to readers from ages 13 to 24 between November 2021 and November of last year. Gen Z readers ___5___ prefer physical print books over eBooks. Only 14% of sales in their age group were eBooks last year. When interviewed about why this is by Business Insider, the usual bookish reasons cropped ___6___ first: loving that beautiful book smell; the ability to curate a physical book collection and acquire special edition copies. Print books also make it easier to focus on the narrative, instead of the built-in distractions of your phone, e-reader, or browser. More and more, young adults aged 16–24 are also participating in digital ___7___ to decrease their exposure to social media. Another positive outcome from this preference is their strong support for independent bookstores and libraries.

The rise of BookTok plays a massive role in Gen Z's increased reading habits and preference for physical books as well. BookTok has fostered an incredible reading community for all ages, but Gen Z in particular uses it for book recommendations, posting reviews, and building community to share their reading experiences with each other. It's also played a role in widening their genre preferences. A massive 68% of Gen Z readers ___8___ by Publishers Association indicated that BookTok inspired them to read a book they may not have otherwise picked up, and 49% of those readers are going to physical bookstores to buy those books.

Unsurprisingly, Gen Z is also showing up every other generation with its willingness to read widely. In their efforts to find more diverse stories, 83% of Gen Z readers ___9___ traditional books altogether and turn to webcomics, indie publishing, serialized fiction, and web novels. To put it simply, Gen Z is full of bookworms who love to read widely and diversely.

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G									

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Adapted from: https://bookriot.com/gen-z-reading-trends/ (24. 9. 2023)

2. WORLD MENTAL HEALTH DAY 2023

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

Every year we celebrate World Mental Health Day on 10 October. The theme for 2023, set by the World Foundation of Mental Health, is 'Mental health is a universal human right'. World Mental Health Day is *(0)* _____*about*_____ raising awareness of mental health and driving positive change for everyone's mental health. It's also a chance to talk about mental health, why we need to look after it, and (1) _____ important it is to get help if you are struggling.

Come together with friends, families or colleagues this World Mental Health Day (2) _____ holding a Tea & Talk! Talking is good for your mental health. And talking about mental health is important. But starting a conversation isn't always easy. Whether you'd like to talk to someone about how you're feeling, (3) _____ check-in with someone you care about, here are some tips that can help.

Choose someone you trust to talk to: This might be a friend, family member or a colleague. Or you might be more comfortable talking to someone you don't know, for example, (4) _____ a support helpline. It can help to do a pros and cons list about talking to someone.

Think about the best place to talk: It's important to choose a place (5) _____ you feel comfortable enough to open up. You might want to choose somewhere private where you're (6) _____ likely to be disturbed. You also might want to talk while you do an activity, like walking together.

Prepare yourself for their reaction: Hopefully, you will have a good experience when you open up to someone. But there's a chance that they may not react (7) _____ the way you hope. This may be for different reasons, like they may be worried or not fully understand at first. If that's the case, try to give them time to process what you've told them. It might help to give them information to read to help them understand. And don't forget to be kind to yourself and practise self-care.

The Mental Health Foundation is the UK's leading charity for everyone's mental health. We drive change (8) _____ a mentally healthy society for all, and support communities, families and individuals to live mentally healthier lives. Our vision is for a world with good mental health for all. With prevention at the heart of what we do, we aim to find and address the sources of mental health problems (9) _____ that people and communities can thrive. We know that mental health is a universal human right. But despite this, some people face more barriers than others to good mental health. That's why we focus our work on those at greatest risk: families, young people, people with long-term health conditions, refugees and asylum seekers.

	9

Adapted from: https://www.mentalhealth.org.uk/our-work/public-engagement/world-mental-health-day (17. 9. 2023)

1. THE LIMITS OF MY LANGUAGE ARE THE LIMITS OF MY WORLD

Over the past decades, our world has become interdependent and new technologies have allowed us to work in close contact with people all over the world. As relationships with countries grow, so does the need to speak a foreign language.

"*The limits of my language are the limits of my world.***"**
(Ludwig Wittgenstein)

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

In your composition:
- explain the quote "*The limits of my language are the limits of my world.*" and support your point of view with two examples from your life,
- describe your experiences with learning foreign languages and compare them to your parents',
- predict how people will learn languages in the future and briefly present three examples.

Your composition should contain from **180 to 220 words**. Remember: longer is not necessarily better.

Your writing will be marked on content (5 points), vocabulary and spelling (3 points), grammar (4 points), and organisation (3 points).

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

THE LIMITS OF MY LANGUAGE ARE THE LIMITS OF MY WORLD

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KRITERIJ	MOŽNE TOČKE	DOSEŽENE TOČKE	UTEMELJITEV
Vsebina	5		
Besedišče in pravopis	3		
Slovnica	4		
Zgradba	3		
Skupaj	**15**		

ŠOLSKA STOPNJA TEKMOVANJA S PODROČJA ANGLEŠČINE ZA UČENKE IN UČENCE <u>9. RAZREDA</u> 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 Informacijskem strežniku DMFA. K predlagani novi rešitvi, ki ni zajeta v teh navodilih, podajte še svojo utemeljitev in vire, iz katerih črpate.

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

A. Bralno razumevanje

1. a HOLOCAUST CHRONICLER BORIS PAHOR DIES AT 108

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
0	***Austro-Hungarian Empire.***
1	Fascism, communist dictatorship, (and) capitalism.
2	To be a world citizen/being a world citizen.
3	He was a street vendor/seller./He sold things on the street.
4	Italian fascists./The Italians./Italy.
5	Not remembering/forgetting/ignoring the fascists' atrocities./No memories of (fascist) Italian atrocities./Doing nothing to keep memories alive./Forgetting history.
6	No eyewitnesses.

1. b HOLOCAUST CHRONICLER BORIS PAHOR DIES AT 108

Število možnih točk: **4**.
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	Postavka	Rešitev
0	*atrocities*	3	advanced
1	annexed	4	reiterated
2	constituent		

2. WHAT IS ChatGPT?

Število možnih točk: **10**.
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	10
G	O	D	E	K	N	I	B	A	C	L

F, H, J, M so distraktorji.

B. Raba jezika

1. WHAT ARE THE ACTUAL READING TRENDS FOR GEN Z?

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
G	M	C	K	F	O	N	D	L	B

A, E, H, I in J so distraktorji.

2. WORLD MENTAL HEALTH DAY 2023

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	*about*	5	where, wherein (napačno/neustrezno: that)
1	how	6	less/least/not
2	by (napačno/neustrezno: while, with, for, whilst, when)	7	in/quite/exactly/nearly/just (napačno/neustrezno: like, fully, as)
3	or (napačno/neustrezno: always)	8	toward/towards (še sprejemljivo: for; napačno/neustrezno: into, to)
4	through/over/via/on/from (napačno/neustrezno: call, calling, reaching, contact, phone, choose, to, contacting)	9	so

C. Pisno sporočanje

1. THE LIMITS OF MY LANGUAGE ARE THE LIMITS OF MY WORLD

Over the past decades, our world has become interdependent and new technologies have allowed us to work in close contact with people all over the world. As relationships with countries grow, so does the need to speak a foreign language.

> **"**The limits of my language are the limits of my world.**"**
>
> (Ludwig Wittgenstein)

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

In your composition:

- explain the quote "*The limits of my language are the limits of my world*." and support your point of view with two examples from your life,
- describe your experiences with learning foreign languages and compare them to your parents',
- predict how people will learn languages in the future and briefly present three examples.

Your composition should contain from **180 to 220 words**. Remember: longer is not necessarily better.

Your writing will be marked on content (5 points), vocabulary and spelling (3 points), grammar (4 points), and organisation (3 points).

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

Pisni sestavek ovrednotite v skladu s kriteriji z opisniki za vrednotenje za 9. razred.

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

Pri nalogi C **na informacijski strežnik** vpišete **dosežke za vsak kriterij posebej**:
C1 – vsebina (največ 5 točk),
C2 – besedišče in pravopis (največ 3 točke),
C3 – slovnica (največ 4 točke),
C4 – zgradba (največ 3 točke).

KRITERIJI Z OPISNIKI ZA VREDNOTENJE V 9. RAZREDU IN DODATNA POJASNILA

VSEBINA

Število 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 od njih slabše razvita. Dolžina besedila ne odstopa bistveno od predvidene.
3	Vsebina je večinoma ustrezna, tekmovalec vključi in/ali korektno 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. Vsebina je lahko neizvirna oz. (skoraj) prepis ali povzetek iztočnic. Besedilo je bistveno krajše od predvidene dolžine.
1	Vsebina je v glavnem neustrezna oz. neprimerna, iztočnice niso ustrezno upoštevane. Besedilo je močno prekratko.
0	Vsebina je v celoti neustrezna oz. neprimerna ali besedila ni oz. je prekratko za vrednotenje.

***ustreznost:** Vsebina je ustrezna, če tekmovalec obravnava vse iztočnice. V prvi iztočnici tekmovalec razloži pomen navedenega citata in podkrepi svoje stališče z dvema primeroma iz svojega življenja. V drugi iztočnici tekmovalec opiše svoje izkušnje (vsaj dve) z učenjem tujih jezikov in ju/jih primerja z izkušnjami svojih staršev, v tretji iztočnici pa smiselno in utemeljeno predvidi, kako se bodo ljudje učili jezike v prihodnosti in na kratko predstavi tri primere.

 ****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, 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 100 besed, ovrednotimo vsebino z 1 točko.

Če je vsebina ovrednotena 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
3	Besedišče je ustrezno in občasno nadpovprečno bogato. Besedilo je pravopisno pravilno ali pa vsebuje posamezne pravopisne napake.
2	Besedišče je ustrezno, a povprečno, občasno s primeri neustrezne rabe. V besedilu je manjše število pravopisnih napak.
1	Besedišče je večinoma ustrezno, dokaj osnovno in se občasno ponavlja, ali pa je večkrat neustrezno rabljeno. Pravopisne napake so 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, razen v primeru, ko se besedam spremeni pomen.

SLOVNICA

Število točk	Opisniki
4	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[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.

Vrednotimo tako oblikoslovno kot skladenjsko ravnino, npr. besedni red, zapletenost povedi: rabo 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.

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[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.

ZGRADBA

Število točk	Opisniki
3	Zgradba/struktura besedila je smiselna (logična), misli so dokaj jasno izražene in povezane. Členitev na odstavke* je ustrezna, vezljivost na ravni povedi, odstavka in sestavka je dobra. Napak v rabi ločil** skoraj ni.
2	Zgradba/struktura besedila je večinoma smiselna (logična, povezana), misli so občasno manj jasno izražene in povezane. Členitev na odstavke je prisotna, a ne vedno ustrezna. Dobra vezljivost[2] na ravni povedi, odstavka in sestavka. Prisotne so občasne napake v rabi ločil.
1	Zgradba/struktura besedila je manj logična in smiselna, misli so večkrat nejasno izražene in/ali povezane, besedilo je razvlečeno ali pa vsebinsko in v zgradbi tako pomanjkljivo, da povzroča težave v razumevanju. Členitve na odstavke ni oz. je neustrezna. Pomanjkljiva vezljivost na ravni povedi, odstavka in sestavka. Pogoste napake v rabi ločil.
0	Misli so nejasno oz. nerazumljivo izražene. Slaba (šibka) vezljivost.

*Ustrezen odstavek vsebuje zaokroženo misel, ne pričakujemo pa strukture odstavka v smislu tematske povedi in podpore. Odstavki so ustrezno označeni z zamikom ali presledkom med vrsticami.

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

Zahvaljujemo se vam za sodelovanje.
Državna tekmovalna komisija

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