



Državni izpitni center



9.
razred



Ponedeljek, 10. maj 2021

NAVODILA ZA VREDNOTENJE

NACIONALNO PREVERJANJE ZNANJA
v 9. razredu

POPRAVLJENA MODERIRANA RAZLIČICA

TEHNIČNA NAVODILA

Do programa za e-vrednotenje dostopate prek kateregakoli brskalnika na spletnem naslovu <https://ev.ric.si> s svojim uporabniškim imenom in geslom.

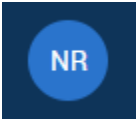
Tehnična navodila za uporabo programa najdete v **Kratkem vodniku po programu za e-ocenjevanje pri NPZ**. Dokument je objavljen na eRicu za učitelje (<https://ucitelji.ric.si>) in na splošni spletni strani Rica (www.ric.si).

V primeru **tehničnih težav** pri uporabi programa lahko v času e-vrednotenja vsak delavnik med 8. in 18. uro pokličete na brezplačno tel. št. 080 39 33 ali pišete na ev.podpora@ric.si.

V primeru **strokovnih vprašanj** se obrnite na svojega pomočnika glavnega ocenjevalca (PGO) prek sistema sporočil v programu za e-vrednotenje.

POPRAVNI ZNAKI

Odgovore učencev ovrednotite s popravniimi znaki, ki nosijo točno določeno točkovno vrednost. Ob dodelitvi popravnega znaka program za e-vrednotenje v okno za prikaz točk samodejno zabeleži ustrezno število točk.

| Popravni znak | Pomen | Vrednost | Opomba |
|---|--|----------|-----------------------------|
| ✓ ₁ | pravilno | 1 točka | |
| ✓ ₂ | pravilno | 2 točki | Samo pri pisnem sporočanju. |
| ✓ ₃ | pravilno | 3 točke | Samo pri pisnem sporočanju. |
| ✓ ₄ | pravilno | 4 točke | Samo pri pisnem sporočanju. |
| ✗ | napačno | 0 točk | |
| ? | nejasno, nečitljivo | 0 točk | |
|  | Če odgovora ni (prostor za odgovor je popolnoma prazen), kliknete gumb "NR" (ni reševano) v oknu za prikaz točk. Popravnega znaka v tem primeru ne dodelite. | | |

Vrednotenje pisnega sporočanja

Pri pisnem sporočanju ob razpredelnico pod pisnim sestavkom dodelimo ustrezno popravno znamenje za vsak kriterij.

Če učenec pri posameznem kriteriju ni dosegel vseh možnih točk, je treba dodati komentar s kratko utemeljitvijo.



= ikona za komentar

UVODNA NAVODILA ZA VREDNOTENJE

Upoštevamo samo odgovore v angleškem jeziku.

Če je učenec pravilen odgovor označil drugače kot predvideno, a jasno (npr. križec namesto kljukice), ga upoštevamo.

Če je učenec v prostoru za odgovor napisal ali označil več odgovorov (npr. več črk ali več kljukic v polja razpredelnice), odgovora ne upoštevamo.

Če je učenec vpisal rešitve v razpredelnico in še ene izven predvidenega prostora za rešitve in ni jasno označil popravka, se upoštevajo samo odgovori na predvidenem mestu za rešitve.

A) SLUŠNO RAZUMEVANJE

1. naloga: *Giant rats*

There was media hysteria when giant rats were seen on a housing estate in the north of England. "They're monsters and bigger than cats! They're twice the size of normal", screamed newspapers.

Today we are talking to Dr Steve Green, an ecologist, to find out more.

Reporter: Can you tell us a bit about the rats we find in Europe?

Dr Green: There are two kinds of rats. First, the "Norway rat". They are the bigger species. They're found in big cities, living down the sewers. The second kind of rat is the black rat, and that's the smaller rat. It's found in the countryside.

There are as many rats in Europe as there are people. The average lifespan of a rat is 18 months. One pair can produce 2,000 offspring in one year. They can fall from a five-story building and land on their feet. If needed, rats can swim for many days and only a very thick concrete wall can stop them.

Reporter: The Press reports about so-called giant rats. Is it true that rats are getting bigger?

Dr Green: I don't think so. When people see a rat running through their garden or in their house, they may look quite big because they have a lot of fur – and it may be standing up if the rat has been scared. I don't think rats are getting much bigger – unless they just happen to be very well fed!

Reporter: Why are rat populations increasing in Europe?

Dr Green: Well, there are many reasons. Rats live alongside people, so they are very used to adapting to our houses, our buildings and the waste we produce. Other reasons have to do with people not taking care of their waste. There is much more waste, people litter in the streets, overfeed birds in parks, and that can cause the rat population to increase.

Reporter: In the 14th century, rats spread the plague or Black Death in Europe, and millions of people died. Could rats spread a new plague?

Dr Green: Yes, indeed. The 14th century was the century of plague. Rats are very good at spreading disease, and can carry more than sixty different types of disease. Black Death still exists today. It's a big problem in Africa, where hundreds of people are dying of the disease every day.

Reporter: Can we stop rats from spreading?

Dr Green: Yes. Make sure you put your food waste in a bin, and that the bin has a cover. If you're feeding birds or squirrels in a park, don't overfeed them. Any waste is going to be eaten by rats, because they eat everything. I think a lot of it comes down to taking personal responsibility.

Reporter: Thank you Dr Green for taking the time to speak with us.

(Prirejeno po: <http://www.express.co.uk> in
<http://www.mirror.co.uk>. Pridobljeno: 21. 9. 2017.)

| Vpr. | Točke | Odgovor | Dodatna navodila |
|---------------|----------|---------|------------------|
| 1 | 1 | ♦ B | |
| 2 | 1 | ♦ C | |
| 3 | 1 | ♦ B | |
| 4 | 1 | ♦ B | |
| 5 | 1 | ♦ B | |
| 6 | 1 | ♦ A | |
| Skupaj | 6 | | |

2. naloga: *Jonathan Ive*

- 0 Jonathan Paul Ive was born in 1967 in England. Raised just outside of London, Ive attended a high school in Stafford where he studied sculpture and chemistry. Later, he studied design in Newcastle where he graduated in industrial design in 1989.
- 1 After graduating university he started his own company called Tangerine. Early in his career he worked on household projects, including designing baths, sinks and toilets. When he visited California, he was offered a job at Apple.
- 2 Jonathan is one of the most famous designers on the planet. He designed the first i-Mac computer in 1998 and he went on to design the iPod, iPhone and iPad. In 2011 the English Queen gave him a knighthood; a very special honour given to people by the Queen. Jonathan Ive is addressed as »Sir«.
- 3 Steve Jobs, the boss of Apple who died in 2011, thought that Jonathan Ive was one of the most important people at the company. He set up a system so that nobody could tell Jonathan what to do. Ive works in a secret lab at Apple headquarters. Only a few people are allowed to enter. Jonathan Ive has helped make Apple a successful business and changed the world of design forever.
- 4 Ive's twin 10-year-old boys are not allowed to use an iPad and other gadgets for as long as they would like. But they are allowed to use an iPad for school work, like checking English spelling. It's interesting that they still pronounce most words the British way despite growing up in San Francisco, as does Ive, whose accent is apparently unchanged.
- 5 Jonathan Ive says: "I get an incredible thrill from seeing somebody with Apple's technology. At the same time, I'm constantly haunted by the thought of, is it good enough? Is there any way we could've made it better?"
- 6 Jonathan Ive defines the look of the new generation. He knows more than anyone else what we are going to be holding in our hands in the next decade.

(Prirejeno po: <https://www.theguardian.com>. Pridobljeno: 11. 1. 2019.)

| Vpr. | Točke | Odgovor | Dodatna navodila |
|---------------|----------|---------|------------------|
| 1 | 1 | ♦ I | |
| 2 | 1 | ♦ E | |
| 3 | 1 | ♦ A | |
| 4 | 1 | ♦ B | |
| 5 | 1 | ♦ D | |
| 6 | 1 | ♦ H | |
| Skupaj | 6 | | |

B) BRALNO RAZUMEVANJE**1. naloga: *Born to be tall***

| Vpr. | Točke | Odgovor | Dodatna navodila |
|---------------|--------------|----------------|-------------------------|
| 1 | 1 | ♦ I | |
| 2 | 1 | ♦ G | |
| 3 | 1 | ♦ E | |
| 4 | 1 | ♦ B | |
| 5 | 1 | ♦ F | |
| 6 | 1 | ♦ J | |
| 7 | 1 | ♦ C | |
| Skupaj | 7 | | |

2. naloga: *Rugby school*

| Vpr. | Točke | Odgovor | | | Dodatna navodila |
|---------------|--------------|----------------|-----|-----|-------------------------|
| | | T | F | NG | |
| 1 | 1 | ♦ ✓ | | | |
| 2 | 1 | | | ♦ ✓ | |
| 3 | 1 | | ♦ ✓ | | |
| 4 | 1 | | ♦ ✓ | | |
| 5 | 1 | | | ♦ ✓ | |
| 6 | 1 | | ♦ ✓ | | |
| Skupaj | 6 | | | | |

C) RABA JEZIKA**1. naloga: *The evolution of colour in films***

Upoštevamo samo **pravopisno pravilno** zapisane odgovore z največ dvema besedama.

| Vpr. | Točke | Odgovor | Dodatna navodila |
|---------------|--------------|---|-------------------------|
| 1 | 1 | ♦ gladly | |
| 2 | 1 | ♦ had to | |
| 3 | 1 | ♦ began | |
| 4 | 1 | ♦ more realistic | |
| 5 | 1 | ♦ earliest (one) | |
| 6 | 1 | Eden od: ♦ were projected ♦ got projected | |
| Skupaj | 6 | | |

2. naloga: *Talk shows*

| Vpr. | Točke | Odgovor | Dodatna navodila |
|---------------|--------------|----------------|-------------------------|
| 1 | 1 | ♦ B | |
| 2 | 1 | ♦ G | |
| 3 | 1 | ♦ E | |
| 4 | 1 | ♦ A | |
| 5 | 1 | ♦ C | |
| 6 | 1 | ♦ H | |
| Skupaj | 6 | | |

V primeru, da je učenec odgovore vpisoval neposredno v besedilo, se jih ovrednoti.

D) PISNO SPOROČANJE

Če besedila ni, se pri vsakem kriteriju dodeli NR (ni reševano).

Če je besedilo vsebinsko neustrezno, se sestavek v celoti ovrednoti z 0 točkami. Označimo z znakom X in dodamo komentar.

Če učenec pri posameznem kriteriju ni dosegel vseh možnih točk, je treba dodati KOMENTAR S KRATKO UTEMELJITVIJO.

Kriteriji in opisniki za vrednotenje naloge pisnega sporočanja:

Vsebina

| Točke | Kriteriji |
|-------|--|
| 4 | Besedilo popolnoma ustreza zahtevam naloge. Vse iztočnice so dobro razvite. Besedilo vsebuje pojasnilo in utemeljevanje. |
| 3 | Besedilo popolnoma ustreza zahtevam naloge, čeprav bi se dalo iztočnice bolj razviti. Vsebina je primerna in vsebuje vse zahtevane iztočnice. |
| 2 | Besedilo ustreza zahtevam naloge, vendar so nekatere iztočnice pomanjkljivo razvite ali pa ena od iztočnic manjka. Vsebina je večinoma primerna, vendar je napisana preprosto. |
| 1 | Besedilo delno ustreza zahtevam naloge. Iztočnice so le omenjene ali pa besedilo vsebuje le eno razvito iztočnico. Vsebina je zato pomanjkljiva in nejasna. |
| 0 | Besedilo ne ustreza zahtevam naloge. Nobena iztočnica ni razvita ali pa sta ena ali dve samo omenjeni. |

Če učenec za vsebino dobi 1 točko, se besedišče in slovnica ovrednotita z največ 2 točkama, zgradba besedila pa se ovrednoti z največ 1 točko.

Če učenec za vsebino dobi 0 točk, se besedišče, slovnica in zgradba tudi ovrednotijo z 0 točkami. Komentar je v tem primeru treba dodati samo pri vsebini.

Primeri so vzeti iz besedil, ki so jih napisali učenci, in so prepisani brez popravkov.

Primer za dobro razvito 1. iztočnico:

Today people all over the world use a lot of electricity and we can't imagine how to live without it. In the past, when they were without electricity, they were using candles instead of electric lights, they didn't have mobile phones or computers, so in their free time they were playing games, talking, telling stories.

Primer za dobro razvito 2. iztočnico:

If electricity just erased from existence for a longer time, industry would stop, all lights would shot down and we would have to experience what people a long time ago without electricity experienced. But we have a lot more resources that would help industry, a problem would probably be because there wouldn't be phones or TV. We would need to stick together and enjoy a healthier life.

Primer za dobro razvito 3. iztočnico:

Electric cars are already advanced and in the future electric cars will probably be faster, stronger, wouldn't have to charge so often. In short, they will be better.

Besedišče

| Točke | Kriteriji |
|-------|---|
| 4 | Besedišče je bogato, pravilno rabljeno in ustreza zahtevam naloge. Napake v zapisu besed ¹ se pojavljajo samo izjemoma. |
| 3 | Besedišče je pravilno rabljeno, ustreza zahtevam naloge in ni ponavljajoče. Nekaj povedi vsebuje napake v zapisu besed, ki ne ovirajo razumevanja besedila. |
| 2 | Besedišče je pravilno rabljeno, ustreza zahtevam naloge, je osnovno in/ali ponavljajoče. Pojavljajo se napake v zapisu besed, ki lahko delno ovirajo razumevanje besedila. |
| 1 | Besedišče je delno pravilno rabljeno in delno ustreza zahtevam naloge, je skromno in/ali ponavljajoče. Mnoge povedi vsebujejo napake v zapisu besed, ki ovirajo razumevanje besedila. |
| 0 | Besedišče ni pravilno rabljeno, ne ustreza zahtevam naloge in/ali je preskromno za vrednotenje. Skoraj vse povedi vsebujejo napake v zapisu besed, pri številnih besedah pomen zato ni jasen. |

Ponavljajoče se pravopisne napake se pri vrednotenju upoštevajo samo enkrat.

Slovnica

| Točke | Kriteriji |
|-------|---|
| 3 | Besedilo vsebuje pravilno rabljene osnovne slovnične strukture ² ter več raznolikih slovničnih struktur ³ , ki so večinoma pravilno in ustrezno rabljene. |
| 2 | Besedilo vsebuje pravilno rabljene osnovne slovnične strukture in nekaj raznolikih slovničnih struktur, ki so večinoma pravilno in ustrezno rabljene. |
| 1 | Besedilo vsebuje nekaj slovničnih struktur. Tudi osnovne slovnične strukture so občasno nepravilne in neustrezno rabljene. |
| 0 | Besedilo ne vsebuje raznolikih slovničnih struktur. Slovnične strukture so večinoma nepravilne in neustrezno rabljene. |

Ponavljajoče se slovnične napake se pri vrednotenju upoštevajo samo enkrat.

Zgradba besedila

| Točke | Kriteriji |
|-------|--|
| 2 | Besedilo je koherentno. Misli so jasno izražene in si sledijo v logičnem sosledju. Deli besedila so dobro povezani na ravni povedi in na ravni celotnega sestavka. Napak v rabi ločil (velika začetnica, končna ločila) ni. |
| 1 | Besedilo je pretežno koherentno. Misli so občasno nejasno izražene oziroma si ne sledijo v logičnem sosledju. Deli besedila na ravni povedi in na ravni celotnega sestavka niso vedno dobro povezani. Napake v rabi ločil (velika začetnica, končna ločila) so prisotne. |
| 0 | Besedilo ni koherentno. Misli so nejasno izražene in si ne sledijo v logičnem sosledju. Deli besedila na ravni povedi in na ravni celotnega sestavka med seboj niso povezani. Napake v rabi ločil (velika začetnica, končna ločila) so pogoste. |

Skupno število točk: 50

¹ Napake v zapisu besed vrednotimo glede na dolžino besedila.

² Npr. ujemanje zaimka in glagola, izpuščanje osebka, raba glagolov *be* in *have*, osebni in svojilni zaimki, ednina/množina, *there is/there are*, besedni red (npr. pridevnik pred samostalnikom, zaporedje osebka in povedka), predlogi, veznika *and* in *or*, naklonska glagola *can* in *must*, saški roditeljnik.

³ Npr. slovnični časi, stopnjevanje pridevnikov, podredja (npr. *if- in when-stavki*), trpnik, zahtevnejši naklonski izrazi (npr. *would, could, will be able to*), prislovi.