

# Rad s visokomotiviranim učenicima u kontekstu priprema za Međunarodnu geografsku olimpijadu

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Ivan Ivić, univ. mag. educ. geogr. et univ. mag. geogr.  
doc. dr. sc. **Dubravka Spevec**

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# Hrvatska na iGeo - vremeplov



- **od 2010.** (Taipei, Taiwan; 8. svjetska geografska olimpijada) – **sudjelovanje na 12 olimpijada** (10 uživo, 2 online)
- 34 učenika iz 27 srednjih škola iz 17 gradova
- XV. gimnazija Zagreb – 5 olimpijaca, III. gimnazija Split – 3 olimpijca, V. gimnazija Zagreb – 2 olimpijca
- 21 učenik sudjelovao 1 put, 12 učenika sudjelovalo 2 puta, 1 učenik sudjelovao 3 puta
- 7 olimpijaca upisalo i završilo studij geografije na GO PMF-a u Zagrebu



# Hrvatski uspjesi na iGeo...

OLIMPIJADA iGeo	Zlato	Srebro	Bronca	Ukupno medalja	Broj država sudionica
2010., Taipei, Tajvan			2	2	27
2012., Köln, Njemačka		1	1	2	32
2013., Kyoto, Japan	2	2		4	32
2014., Krakow, Poljska	2	1	1	4	36
2015., Tver, Rusija	2	1		3	40
2016., Beijing, Kina			4	4	45
2017., Beograd, Srbija	1	1		2	41
2018., Quebec, Kanada		2	1	3	43
2019., Hong Kong				0	43
2021., Istanbul, Turska (online)		1	2	3	46
2022., Pariz, Francuska (online)		1	3	4	54
2023., Bandung, Indonezija			2	2	45
				33	

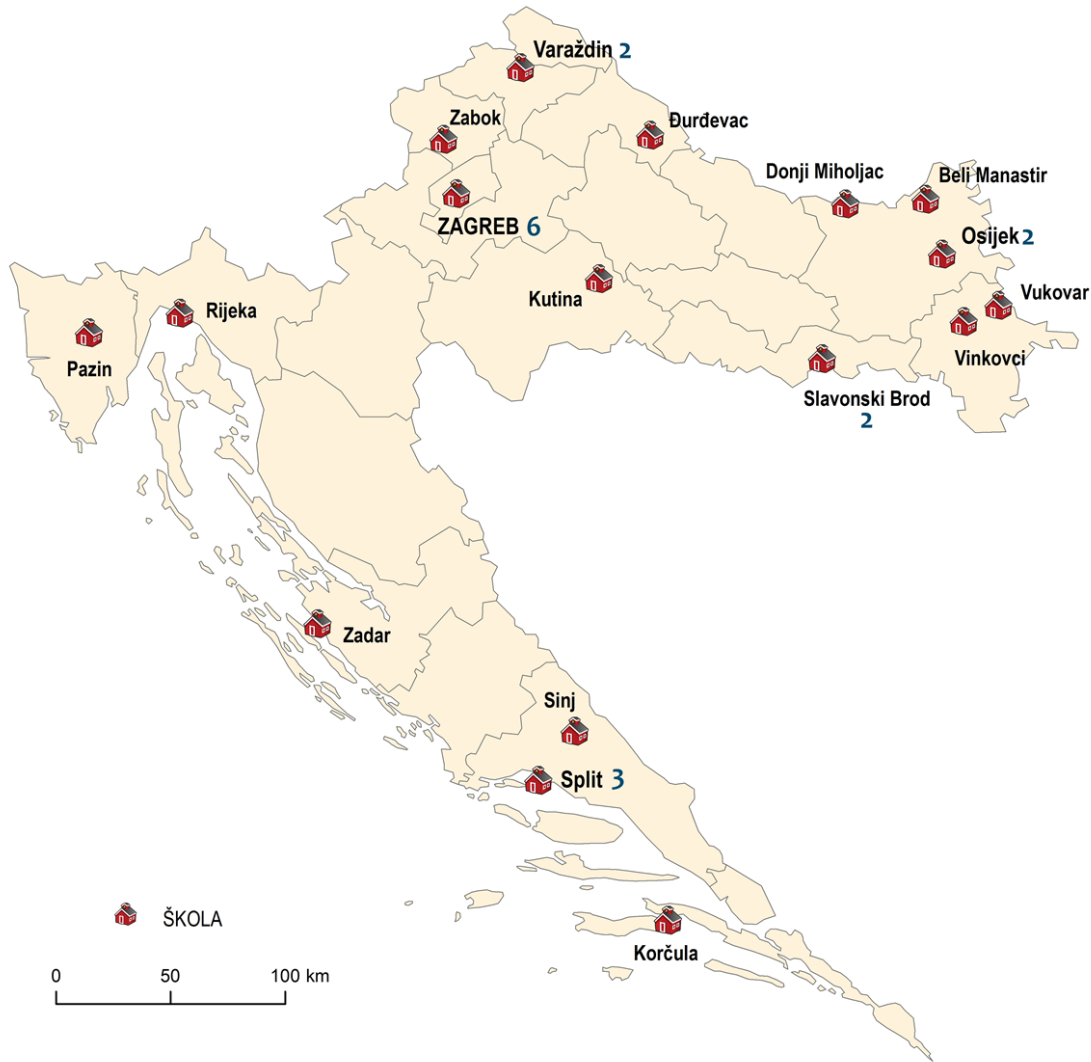
- u prosjeku **2,75** medalja po olimpijadi
- najbolji pojedinačni uspjeh: **2. mjesto Srećko Kajić** (Beograd iGeo 2017)
- ekipni uspjesi:
  - 2. mjesto Kyoto 2013.
  - 4. mjesto Krakow 2014.

## Lokacije škola olimpijaca

- 27 srednjih škola iz 17 gradova
- 23 gimnazije (3 klasične)
- 4 SŠ s gimnazijskim odjelima

### ▪ Najveća zastupljenost:

- Zagreb – 6 škola
- Split – 3 škole
- Osijek – 2 škole
- Slavonski Brod – 2 škole
- Varaždin – 2 škole



# Hrvatska olimpijska ekipa 2023. godine



**Bernard Trepetić**  
(Prirodoslovna škola  
Vladimira Preloga, Zagreb)

**Gabrijel Kučko** (Gimnazija  
Antuna Gustava Matoša,  
Zabok) – *brončana medalja*

**Mario Rubić** (III. gimnazija,  
Split)

**Luka Protulipac** (XV.  
gimnazija, Zagreb) –  
*brončana medalja*

# Rad s visokomotiviranim učenicima u kontekstu Olimpijade

„To mi je teško za reći. Nemam odgovora na ovo pitanje. Teorijski, nekako je lakše možda naći način kako raditi s visokomotiviranim (nadarenim) učenikom, ali je zapravo meni to dosta teže jer su često zatvoreni. Prošle godine sam imala učenika, on je bio zatvoreniji. Znači, čupali sam iz njega što bi on i kako htio.... Naravno, uvijek uz razgovor. Mi smo lijepo razgovarali, ali kad ga pitate jel bi radije da ovo napravimo tako ili ovako... ili ćeš ti sam nešto ili nema odgovora. Taj je učenik postizao dobre uspjehe i bio je stvarno fantastičan u svemu, ali do njega doprijeti je bilo puno teže nego do učenika u redovnoj nastavi...Pa zapravo, radim s njima kad i kako svakom pojedincu odgovara (Nastavnica geografije; 47).”

# Pripreme za Olimpijadu

The topics/themes from which the questions in the Written Response Test and Multi Media Test of iGeo will be chosen are:

1. climate & climate change
2. hazards & hazard management
3. resources & resource management
4. environmental geography & sustainable development
5. landforms, landscapes & land use
6. agricultural geography & food problems
7. population & population change
8. economic geography & globalisation
9. development geography & spatial inequality
10. urban geography, urban renewal & urban planning
11. tourism & tourism management
12. cultural geography & regional identities

Required skills:

13. map skills
14. inquiry skills
15. graphicacy skills (read, analyse and interpret images, photos, statistics, graphs)

# Koncepcijske razlike između nacionalnoga natjecanja i Olimpijade

- 3 ISPITA:
  1. **Pisani ispit** (Written response test –**WRT**)
  2. **Teresni rad** (Fieldwork – **FWE**)
  3. **Multimedijski ispit** (Multimedia test – **MMT**)

Pripreme s naglaskom na procedure i tehnike pisanja navedenih ispita.

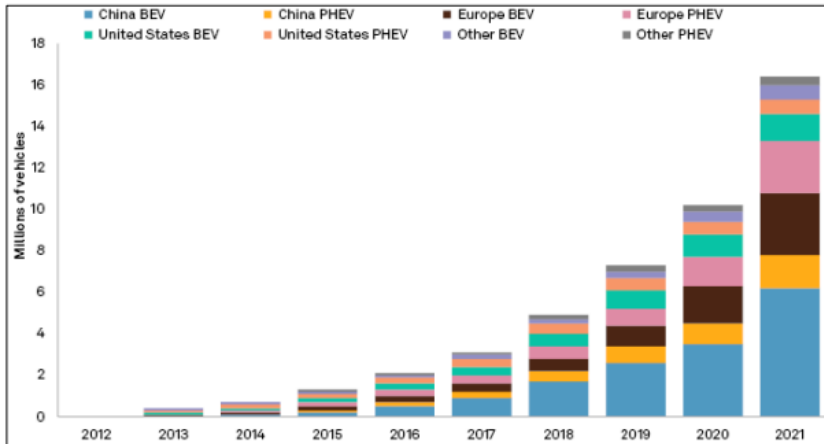




# Pisani ispit - WRT

- 5 tematskih sekcija
- 150 min
- zadatci otvorenoga tipa na višim kognitivnim razinama (primjena, analiza, sinteza, **vrednovanje**)
- rješava se uz pomoć grafičkih priloga i rjeđe polaznog teksta
- 40% ukupnoga broja bodova





Data accessed May 23, 2022.  
 BEV = battery electric vehicle; PHEV = plug-in hybrid electric vehicle  
 Source: International Energy Agency, Global electric car stock (2010-2021)

**Figure D1. Number of battery and plug-in hybrid electric vehicles in the world 2012-2021**



**Figure D2. A model of design of a water-sensitive urban city**

(<https://watersensitivecities.org.au/solutions/case-studies/>)

2. Study Resource Booklet Figure D1.

Suggest **two reasons** for changes in the use of electric vehicles in transport between 2012 and 2021.

Reason 1: .....

.....

.....

Reason 2: .....

.....

.....

2. Study Resource Booklet Figure D1.

Suggest **two reasons** for changes in the use of electric vehicles in transport between 2012 and 2021.

Point marking.

Suggested answers:

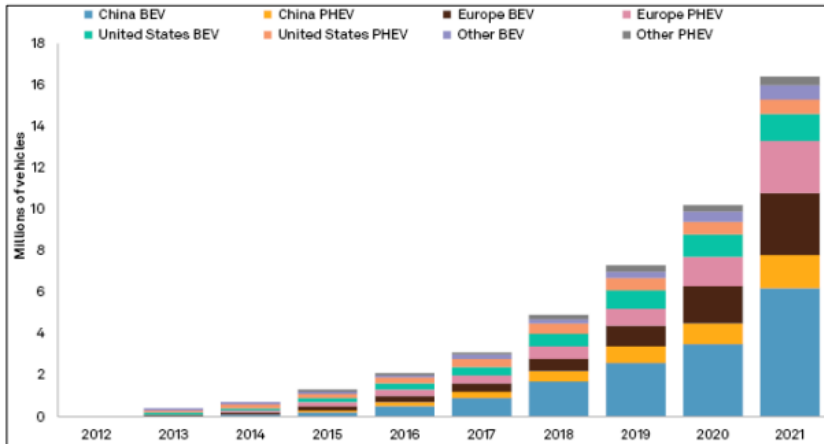
- One of the main reasons for the increase in electric vehicles in operation is due to growing environmental concerns and the need to set more ambitious emission reduction goals (**0.5 marks**). Electric vehicles offer a cleaner and more sustainable alternative to traditional vehicles, as they produce zero tailpipe emissions when operating (**0.5 marks**).
- Another reason is the increase in government support and incentives as the governments have been actively promoting the adoption of electric vehicles through various support mechanisms and incentives such as financial subsidies, tax incentives and grants (**0.5 marks**). This will help to reduce upfront costs and make electric vehicles more economically viable for transport (**0.5 marks**).

Award **1 mark** for each fully explained reason.

Award **0,5 marks** for each reason listed without explanation.

Award a maximum of 2 reasons.

Accept any other relevant and complete answer.



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**Figure D1. Number of battery and plug-in hybrid electric vehicles in the world 2012-2021**



**Figure D2. A model of design of a water-sensitive urban city**

(<https://watersensitivecities.org.au/solutions/case-studies/>)

5. Study Resource Booklet Figure D2.

Evaluate the feasibility of implementing strategies to create a water sensitive city when planning or redeveloping urban areas.

Level marking.

Exemplary answers (arguments):

- Developing cities may lack the resources needed to implement and maintain these strategies, making it unfeasible. For instance, building green roofs come with high initial costs as well as incurring maintenance costs in the form of irrigation which just may not be present in these cities.
- Developing cities may struggle to find ways to integrate these water sensitive strategies into their urban landscape due to the presence of informal settlements. For example, trying to implement permeable pavements when most of the land area of a city is already settled and informally utilised is very difficult.
- Developing cities may be more immediately concerned with economic development and other aspects more crucial to the city's survival and may not consider aspects such as water management to be a priority. This may inhibit their ability to implement a complicated city design that is water sensitive.
- Developing cities are prone to be run by political entities who are apathetic to such concerns of urban planning. This inhibits the likelihood that they will take up such intricate plans to design a water sensitive city.

Award **4 marks** for a strong evaluation that includes at least two elaborated arguments.

Award **3 marks** for a good evaluation that includes at least two elaborated arguments.

Award **2 marks** for a satisfactorily evaluation that includes at least one elaborated argument or two listed arguments without elaboration.

Award **1 mark** for a poor evaluation that includes one partially listed argument.

Do not award 0.5 marks.

Accept any other relevant and complete answer.

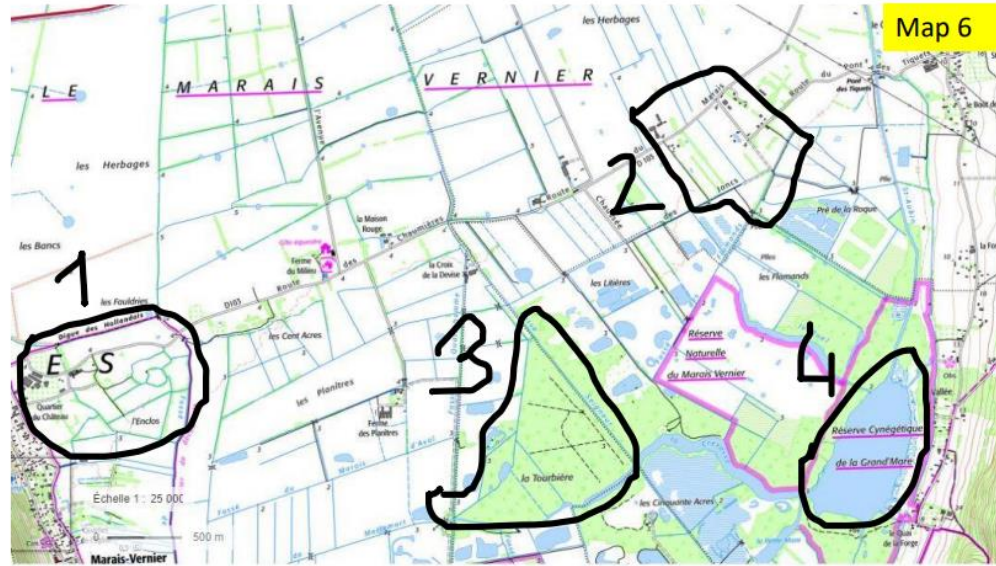
# Terenski rad - FWT

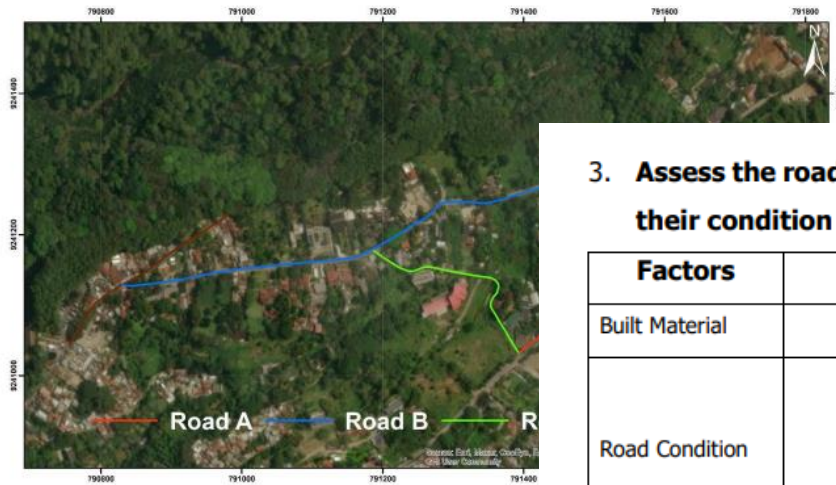
- dva dijela – terenski i kabinetski
- terenski dio obično uključuje tri lokacije (45 min.)
- zadatci zatvorenoga i otvorenog tipa
- ispituje geografske vještine te vještine rješavanja prostornih problema
- 40% ukupnoga broja bodova



For markers  
Max. 2 marks

0.5 for each correct place





Map 1C

3. **Assess the road quality** in the area by analyzing the 4 roads shown on map 1C and **describe their condition in the table below.**

Factors	Road A	Road B	Road C	Road D
Built Material				
Road Condition				
Largest vehicles that can access (Pedestrian; motorcycle/bicycle; cars; buses; and/or trucks)				
No of lanes				
Obstacles that might impede traffic				





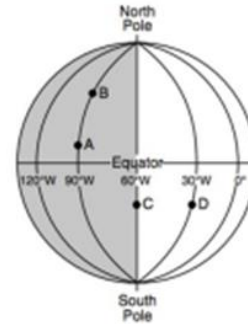
# Multimedijski ispit - **MMT**

- zadatci zatvorenoga tipa
- rješava se na računalu
- grafički prilozi, video-isječci, zvučni zapisi
- 40 zadataka višestrukoga izbora s jednim točnim odgovorom
- 20% ukupnoga broja bodova

✗ 27. State the solar time at location D if the solar time at location C is 6:00 a.m.

0/1 PUNT

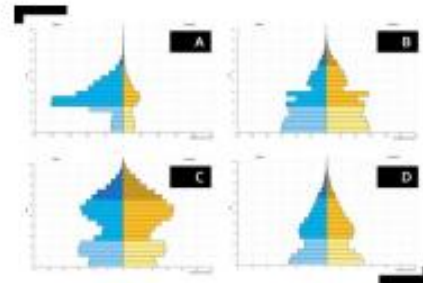
- A 4:00 a.m.
- B 5:00 a.m.
- C 7:00 a.m.
- D 8:00 a.m.



✗ 23. Which of these population graphs fits a country with a large influx of labor migration?

0/1 PUNT

- A graph A
- B graph B
- C graph C
- D graph D



✗ 4. Which of the following is found in all the products shown in the image?

0/1 PUNT

- A corn
- B palm oil
- C petroleum
- D wheat



✗ 10. Glacial-latte-art. Which type of glacier is shown in this "Earth-cappuccino"?

0/1 PUNT

- A cirque glacier
- B piedmont glacier
- C tidewater glacier
- D valley glacier



- ✗ 15. Vermeer painted *The Astronomer* and *The Geographer* in the 17th century. **Which one is more likely *The Geographer* and why?**

0/1 PUNT

- A The left because of the interest in the Earth's movement.
- B The left because of the dividers used for measuring distances.
- C The right because of the presence of the maps.
- D The right because of the celestial globe.



- ✗ 32. A geographer is doing research using colored water. **What coastal phenomenon is this geographer doing research on?**

0/1 PUNT

- A coastal abrasion
- B longshore drift
- C rip currents
- D wave refraction



# Izbor olimpijske ekipe

Odabir sudionika  
prekvalifikacija na temelju  
rezultata Državnog  
natjecanja iz geografije  
2023. te ranijih Natjecanja.  
(10-14)



Prekvalifikacijski ispit na  
daljinu. Šest najboljih  
prolazi u drugi krug.(6)

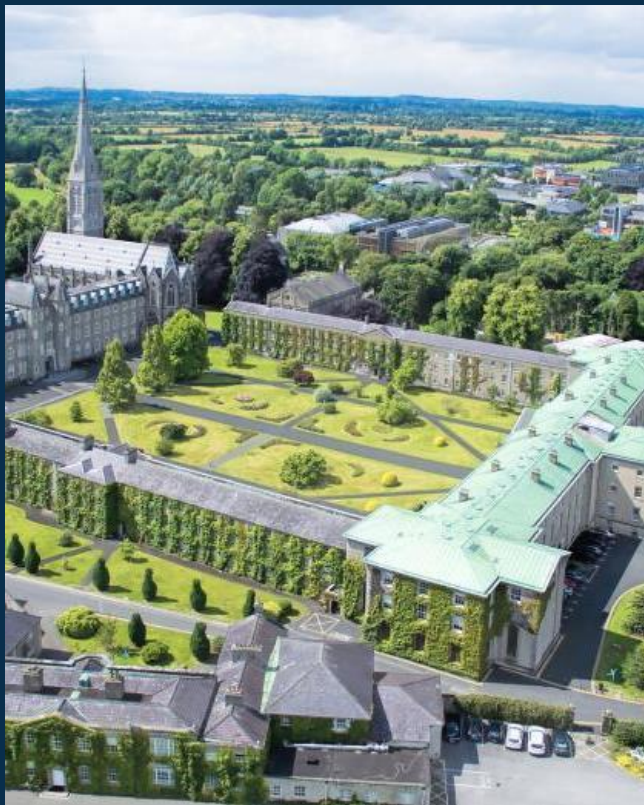


Po završetku priprema  
učenici koji su sudjelovali  
pišu kvalifikacijski ispit.  
Četiri\* najuspješnija učenika  
čine olimpijsku ekipu. (4\*)



Pripreme i motivacijski  
intervju. (6)

BODOVI	UVJET
20 bodova	Osvojena olimpijska medalja.
10 bodova	Prethodno sudjelovanje na Olimpijadi.
8 bodova	Svako osvojeno prvo mjesto na Državnom natjecanju u posljednje tri godine.
7 bodova	Svako osvojeno drugo mjesto na Državnom natjecanju u posljednje tri godine.
6 bodova	Svako osvojeno treće mjesto na Državnom natjecanju u posljednje tri godine.
5 bodova	Svako sudjelovanje na Državnom natjecanju u posljednje tri godine.
4 boda	Svako osvojeno četvrto mjesto na Državnom natjecanju u posljednje tri godine.
3 boda	Svako osvojeno prvo mjesto na Državnom natjecanju u posljednjih pet godina.*
2 boda	Svako osvojeno drugo mjesto na Državnom natjecanju u posljednjih pet godina.*
1 bod	Svako osvojeno treće mjesto na Državnom natjecanju u posljednjih pet godina.*



## Dublin (Maynooth) 2024.

- 20. međunarodna geografska olimpijada
- 19. – 24. kolovoza 2024.
- 13. sudjelovanje Republike Hrvatske
- započeo kvalifikacijski proces
- **Dino Fazlić** (Zagreb), **Gabrijel Kučko** (Donja Stubica), **Nereo Rundić** (Rijeka), **Bernard Trempetić** (Sesvete), **Petra Žnidarić** (Krapina), **Tin Matijaš** (Split)



Hvala na pozornosti!

