

2.6.5. Część pisemna. Przykładowe zadania z rozwiązaniami

ROZUMIENIE ZE SŁUCHU

Task 1. (0–4)

You are going to hear three people talking about their problems with parking in London. For questions 1.1.–1.4., choose the right speaker (A–C) and put a cross (X) in the appropriate column in the table. Some speakers may be chosen more than once.

Which speaker		A	B	C
1.1.	believes a parking attendant did not act according to regulations?			
1.2.	has successfully challenged many parking tickets?			
1.3.	questions the rules of rewarding parking attendants?			
1.4.	did not receive any response to his complaint?			

Transkrypcja

Speaker A

I am a courier and I drive all over London. I often have to park my van in prohibited places, simply to load or unload the goods I deliver. I can't even remember how many times I've been given a ticket and how many times I've had to have the tickets cancelled. The cancellations are always approved, but it's just such a nuisance! After all, I'm delivering, not looking for tourist attractions on a map! And they always make you wait for the cancellation. Like the last ticket I got. I can only assume it was cancelled, as Ealing Council never wrote back to me after my letter of complaint. Driving for a living is a nightmare here. I am fed up with London. It's getting worse and worse.

Speaker B

I was walking back to my car that was parked in Marylebone. The parking time was almost up but I could already see the car so I didn't think the extra minute would be a problem. Then, I saw the parking attendant start to issue the ticket so I started running towards the car. I was just two minutes over my time after having paid £5 for just over an hour and I got a ticket for £20! I challenged it, of course, but the Council found my complaint unjustified so it all came to nothing! Aren't the parking attendants supposed to wait by the car for five minutes before issuing a ticket? So I've heard on TV. I think the attendants really are overzealous, and while parking control is essential, this kind of practice will never help parking enforcement get public acceptance.

Speaker C

I live in Ealing, and the Controlled Parking Zone in the area operates, not – like everywhere else – from 9 am to 5 pm Monday to Friday, but from 9 am to 9 pm seven days a week! This is a residential area, with no underground stations nearby, and very few shops, and has never had a shortage of parking spaces. The Controlled Parking Zone is not, of course, about controlling parking: it's about making money. And clear evidence of this can be seen from the behaviour of the parking attendants, who routinely patrol at five-to-nine in the evening, including Sundays, ticketing the cars of unsuspecting visitors. This is an abuse of authority by the Council in order to extort money. I also believe it should be made illegal to pay parking

attendants a bounty for issuing penalty notices. It's no wonder they try to catch people out if they know they're going to profit from it.

adapted from www.bbc.co.uk

Wymagania ogólne

II. Rozumienie wypowiedzi.

Zdający rozumie skomplikowane wypowiedzi ustne [...] na różne, także abstrakcyjne tematy, o różnorodnej formie i długości, w różnych odmianach języka i warunkach odbioru [...].

Wymagania szczegółowe

2.3. Zdający znajduje w tekście określone informacje (1.1., 1.2., 1.3., 1.4).

Rozwiązanie

- 1.1. B
- 1.2. A
- 1.3. C
- 1.4. A

Schemat punktowania

1 pkt – poprawna odpowiedź.

0 pkt – odpowiedź niepoprawna lub brak odpowiedzi.

ROZUMIENIE TEKSTÓW PISANYCH

Task 2. (0–7)

You are going to read two texts connected in some way with education. For questions 2.1.–2.7., choose the answer that best matches the text and circle the appropriate letter A, B, C or D.

Text 1

I discovered that George was an old friend of Larry's who had come to Corfu to write a novel. There was nothing very unusual about this, for all my brother's acquaintances in those days were either authors, poets or painters. It was George, moreover, who was really responsible for our presence in Corfu, for he had written such eulogistic letters about the place that Larry had become convinced we could live nowhere else. Now George was to pay the penalty for his rashness. He came over to the villa to discuss my education with Mother, and we were introduced. We regarded each other with suspicion during this first meeting and over the following few weeks.

Gravely, George set about the task of teaching me. He was undeterred by the fact that there were no school-books available on the island; he ransacked his own library and appeared on the appointed day armed with **a most unorthodox selection of tomes**. He taught me the rudiments of geography from the maps in the back of an ancient copy of *Pears Cyclopaedia*, French from a fat dictionary called *Le Petit Larousse* and mathematics from memory. From my point of view, however, the most important thing was that we devoted some of our time to natural history and George meticulously and carefully taught me how to observe and how to note down observations in a diary. At once my enthusiastic but haphazard interest in nature became focused.

Every morning I would watch George stalking through the olive-trees. “Good morning. The disciple awaits the master agog with anticipation, I trust. If I remember rightly, we were involved in the herculean task of discovering how long it would take six men to build a wall if three of them took a week. I seem to recall that we spent almost as much time on this problem as the men spent on the wall. Ah well, let us gird our loins and do battle once again. Perhaps it’s the shape of the problem that worries you, eh? Let us see if we can make it more exciting. If it took two caterpillars a week to eat eight leaves, how long would four caterpillars take to eat the same number? Now, apply yourself to that.”

While I struggled with the apparently insoluble problem of the caterpillars’ appetite, George would be otherwise occupied. He was at that time engaged in learning some of the local peasant dances, for which he had a passion. So, while waiting for me to finish the sum, he would drift about in the gloom of the room, practising complicated dancing-steps, a habit that I found disconcerting, to say the least, and to which I shall always attribute my inability to do mathematics.

abridged from My Family and Other Animals by Gerald Durrell

2.1. What do we learn about George in paragraph 1?

- A. He had encouraged the narrator’s family to move to Corfu.
- B. He and the narrator took to each other immediately.
- C. He became a novelist following Larry’s advice.
- D. The narrator had met him before coming to Corfu.

2.2. Which of the following is true about George?

- A. He was upset by the lack of teaching aids he could use.
- B. He decided to use available teaching materials.
- C. He had plenty of school-books in his own library.
- D. He searched the island for books to teach from.

2.3. By ‘a most unorthodox selection of tomes’ in paragraph 2 the narrator refers to

- A. books written by well-known authors.
- B. a variety of books on natural history.
- C. texts with controversial views.
- D. an unusual choice of books.

2.4. What is implied about George as a teacher in paragraph 3?

- A. He considered mathematics easier than biology.
- B. He considered his pupil exceptionally gifted.
- C. He could adjust his teaching to the pupil’s interests.
- D. He couldn’t focus attention on one problem.

Text 2

This fall some two million high school seniors will apply to one of the thousands of colleges and universities in the United States. And many decisions will rely on *U.S. News & World Report’s* “America’s Best Colleges”, one of the most widely quoted rankings in the US, published since 1983. Many education analysts and university presidents believe that rankings have distorted the admissions process. **1** Not until the 1990s, when college guides became a growing industry, did it really dawn on critics that college rankings were also providing kids with reliable data that could be used to compare schools and pick one out of the clutter. To reduce the relevance of one sort of ranking the critics would have to provide another: an alternative measure of educational quality based on a new standard to which institutions could aspire.

Let's look more closely at some of the specific measures taken into account under the *U.S. News* formula. Take faculty resources. A school that primarily hires full-time professors with the highest degrees in their fields and pays them handsomely scores above a school that relies more on lower-paid, part-time professors. The thinking here seems plausible enough: the higher-paid professor is more likely to have an impressive curriculum vitae and be a good teacher, and a full-time professor has more time to teach and prepare for classes than a harried adjunct. **2** But in practice the things that make a professor well known in his field – published articles, groundbreaking research – must compete for his time and attention with teaching obligations.

How about schools that are rich? On the whole, such schools can spend more money on their students and score better in the “financial resources” category – which measures spending on things such as faculty salaries, libraries and other forms of academic support, and student counselling – than schools with tiny endowments. The catch is that a high level of per-student spending does not necessarily translate into, say, a high level of per-student learning. **3**

The fact that faculty resources and financial means don't necessarily correlate with high levels of learning also undercuts the most important of the *U.S. News* measures: peer assessment. Peer assessment is purely subjective: university presidents, provosts, and admissions officers are simply asked to rate each school on a scale of 1 to 5. **4** In one sense, then, rankings have merely made explicit the perceptions of prestige and quality that existed among educators long before anyone tried to record them. But it turns out that university officials tend to base their assessment of “reputation” on an institution's wealth in resources.

On the whole, rich, prestigious, research-oriented universities are assumed, rightly or wrongly, to provide a better education than other schools. Therefore, university administrators are devoting increasing amounts of time and money to improving the things that build prestige, whether or not those things improve the educational experience of the undergraduates the institution is meant to serve.

abridged from The Atlantic Monthly, November 2003

2.5. As suggested in paragraph 1, college rankings are useful because they

- A. make the admissions process easier.
- B. help in choosing the best university.
- C. point out wealthy and reliable schools.
- D. raise educational standards in colleges.

2.6. Look at the squares marked 1–4 in the text and decide where the following sentence fits best in the passage.

It's the difference between having a well-stocked library and knowing that your students read a lot of books.

- A. In the space marked **1**.
- B. In the space marked **2**.
- C. In the space marked **3**.
- D. In the space marked **4**.

2.7. The author's purpose in presenting the three evaluation criteria is to

- A. emphasize their irrelevance in appraising colleges and universities.
- B. account for their popularity and point out their weaknesses.
- C. quote examples of the most useful and important measures.
- D. demonstrate the problem they pose for all candidates.

Wymagania ogólne**II. Rozumienie wypowiedzi.**

Zdający rozumie skomplikowane wypowiedzi [...] pisemne na różne, także abstrakcyjne tematy, o różnorodnej formie i długości, w różnych odmianach języka [...].

Wymagania szczegółowe

3.3. Zdający znajduje w tekście określone informacje (2.1., 2.2., 2.5.).

3.10. Zdający rozpoznaje w tekście środki stylistyczne oraz zjawiska językowe powodujące niejednoznaczność wypowiedzi (2.3.).

3.2. Zdający określa główną myśl poszczególnych części tekstu (2.4.).

3.7. Zdający rozpoznaje związki pomiędzy poszczególnymi częściami tekstu (2.6.).

3.4. Zdający określa postawy i intencje nadawcy/autora tekstu (2.7.).

Rozwiązanie

2.1. A

2.2. B

2.3. D

2.4. C

2.5. B

2.6. C

2.7. B

Schemat punktowania

1 pkt – poprawna odpowiedź.

0 pkt – odpowiedź niepoprawna lub brak odpowiedzi.

Task 3. (0–4)

Read the article. Four fragments have been removed from the text. Complete each gap (3.1.–3.4.) with the fragment which fits best and put the appropriate letter (A–E) in the gap. There is one fragment which you do not need to use.

IRISH MUSIC

You may have noticed that wherever you go in Ireland, it's very hard to avoid Irish music, in all its myriad forms. But it wasn't always like this. Up to and well into the 1960s, Irish music was to a large extent looked down on, in much the same way that city children disparage their country cousins for being rather behind the times. 3.1.

While herculean efforts were made to revive Irish, however, little or nothing was done to promote what is now accepted as an equally important aspect of the nation's culture: its music.

Up to the 1960s, popular attitudes ranged from indifference to downright hostility. 3.2. In an era innocent of discos, every neighbourhood had its dance hall, where people would gather on weekend nights. The speculation about who was going to dance with whom and the dancing itself was executed to the strains of a show band playing jazz, jive, and that distinctive Irish export to America re-imported under the name of 'country and western'. In those days, dancing was banned during Lent, but the church made an exception for dancing to traditional music on St Patrick's night. 3.3.

This is not to say that traditional music had no following. It had an extremely active and devoted one that kept it very much alive. 3.4. It was not until 1951 that a concerted effort was made to promote the tradition. Within ten years of being set up by the Dublin Pipers' Club, an organisation called Comhaltas Ceoltóirí Éireann had branches all over the country

and was holding an annual music festival, called fleá cheoil. Then, with the burgeoning international interest in folk music in the 1960s, came the ballad groups, which finally tipped the balance. Instead of being ignored, the country cousin was all of a sudden the centre of attention! Singing pubs, folk groups and clubs began to spring up everywhere.

from Encounter Ireland by Jennifer Sweeney, Gill and Macmillan

- A. As Fintan O’Toole says, “If ever there was a formula for making Irish music penitential, the artistic equivalent of salted herring on a Friday, this was it. The result, not surprisingly, was that the more exotic the music, the better it must be.”
- B. Like the Irish language, it belonged to a cultural tradition that was associated with oppression and poverty, a past that many people in the middle of the twentieth century wanted to forget.
- C. From the suburbs of Dublin to the most isolated corners of Co. Kerry, those who had the ability played for the sheer love of it, usually gathering in somebody’s house and often playing till dawn. But while there was fervent interest, it lacked organisation.
- D. They opened the eyes of the unenlightened to the realisation that their musical heritage was not something to be despised as unsophisticated and old-fashioned but an inherent part of their culture that they could both enjoy and be proud of.
- E. At best it was barely tolerated céilí band music played on accordions with the inappropriate backing of a piano; at worst it was considered a form of low-life entertainment indulged in by ‘tinkers’, that distinctive and controversial breed of travelling people whose life and culture is another story.

Wymagania ogólne

II. Rozumienie wypowiedzi.

Zdający rozumie skomplikowane wypowiedzi pisemne [...] na różne, także abstrakcyjne tematy, o różnorodnej formie i długości, w różnych odmianach języka [...].

Wymagania szczegółowe

3.7. Zdający rozpoznaje związki pomiędzy poszczególnymi częściami tekstu (3.1., 3.2., 3.3., 3.4.)

Rozwiązanie

3.1. B

3.2. E

3.3. A

3.4. C

Schemat punktowania

1 pkt – poprawna odpowiedź.

0 pkt – odpowiedź niepoprawna lub brak odpowiedzi.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Task 4. (0–5)

For questions 4.1.–4.5., think of one word only which can be used appropriately to complete all three sentences. Write the missing word in the space provided.

4.1. _____

- Edward fell to the ground as a ... pain shot up his ankle suddenly.
- The light was poor and my hands weren't very steady, so many photographs weren't
- *Lufengosaurus* probably ate plants, but its teeth were ... and it may have also eaten small animals.

4.2. _____

- Fortunately, there was a ... in the weather and Steve and his friends managed to get a day's fishing in.
- The dish was a ... from the norm and the only thing I would add is some garlic, the flavor just needed a little kick to it.
- Taking the family on a well-earned ... may be top of your priority list this Easter and if it is then you have plenty of options.

4.3. _____

- The wind and waves pushed their little boat to shore, where they waited in a little cave until the storm
- Although their debut album ... almost unnoticed, they turned out to be successful in 1969 with a song about a cosmonaut lost in space, *Space Oddity*.
- She ... the ball to Jared, and he began dribbling it.

4.4. _____

- Congress may make laws, but the president has the ... to veto them.
- My ultimate goal is to have enough ... from wind and solar sources to run a small observatory.
- When it comes to living in a successful way, your ... to concentrate on the things that matter most is paramount.

4.5. _____

- Visitors to the restaurant will enjoy breathtaking views of the city at night, including a ... view of St. Joseph's Cathedral.
- I believe his name was Walter, but my memory is not ... on that point.
- We waited at the entrance until the road was ... and then sprinted through, hoping to reach the end before a truck caught up.

Wymagania ogólne

I. Znajomość środków językowych.

Zdający posługuje się bogatym zasobem złożonych środków językowych, w tym wyrażen idiomatycznych, oraz bogatą frazeologią, a także wykazuje się wysokim poziomem poprawności gramatycznej [...] i ortograficznej [...].

Wymagania szczegółowe

Zdający posługuje się bogatym zasobem środków językowych, w tym wyrażen idiomatycznych, oraz bogatą frazeologią, a także wykazuje się wysokim poziomem poprawności gramatycznej [...] i ortograficznej [...] (4.1., 4.2., 4.3., 4.4., 4.5.).

Rozwiązanie

- 4.1. *sharp*
- 4.2. *break*
- 4.3. *passed*
- 4.4. *power*
- 4.5. *clear*

Schemat punktowania

- 1 pkt – poprawna odpowiedź.
0 pkt – odpowiedź niepoprawna lub brak odpowiedzi.

Task 5. (0–5)

For questions 5.1.–5.5., complete the second sentence so that it is as similar in meaning as possible to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- 3.1.** You have to be very diligent to qualify as a doctor these days.
DEAL
Qualifying as a doctor calls _____ these days.
- 3.2.** People believe that the fire was caused by lightning.
BELIEVED
The fire _____ by lightning.
- 3.3.** I believe things will improve after we vote in the next elections.
CHANGE
I believe that there will be _____ better after we vote in the next elections.
- 3.4.** Your mobile phone should be switched off at all times during the exam.
SHOULD
Under no circumstances _____ during the exam.
- 3.5.** One cannot see the lighthouse at the port from the North Sea because it is too low.
SEEN
The lighthouse at the port is not _____ from the North Sea.

Wymagania ogólne

I. *Znajomość środków językowych.*

Zdający posługuje się bogatym zasobem złożonych środków językowych, w tym wyrażen idiomatycznych, oraz bogatą frazeologią, a także wykazuje się wysokim poziomem poprawności gramatycznej [...] i ortograficznej [...].

Wymagania szczegółowe

I. *Zdający posługuje się bogatym zasobem środków językowych, w tym wyrażen idiomatycznych, oraz bogatą frazeologią, a także wykazuje się wysokim poziomem poprawności gramatycznej [...] i ortograficznej [...]* (5.1., 5.2., 5.3., 5.4., 5.5.).

Rozwiązanie

- 5.1. *for a great deal of diligence*
 5.2. *is believed to have been caused*
 5.3. *a change for the*
 5.4. *should your mobile phone be switched on*
 5.5. *high enough to be seen*

Schemat punktowania

- 1 pkt – poprawna odpowiedź.
 0 pkt – odpowiedź niepoprawna lub brak odpowiedzi.

TWORZENIE WYPOWIEDZI PISEMNEJ**Task 6. (0–15)**

Choose one of the topics below. Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

1. W środkach masowego przekazu toczy się dyskusja na temat wprowadzenia do szkół krajów Unii Europejskiej takiego samego podręcznika do historii. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony tej propozycji.
2. Coraz częściej organizuje się akcje mające na celu podniesienie świadomości ekologicznej społeczeństwa. Napisz **artykuł** do czasopisma internetowego, w którym zrelacjonujesz przebieg takiej akcji oraz przedstawisz własną opinię na temat skuteczności takich akcji w aspekcie indywidualnym i społecznym.
3. W czasopiśmie filmowym ukazał się artykuł poświęcony problemowi nielegalnego ściągania filmów z Internetu. Artykuł kończył się słowami:

Such acts of piracy must be condemned. Illegally downloading films from the Internet is unethical, dangerous and causes financial losses.

Napisz **list** do redakcji tego czasopisma, w którym przedstawisz swoją opinię na temat nielegalnego ściągania filmów z Internetu, odnosząc się do trzech kwestii wskazanych przez autora w ostatnim zdaniu artykułu.

Przykładowe ocenione wypowiedzi**Temat 1.**

Unification is one of the keywords describing the aims of the European Union. A heated debate has been provoked recently by one of the projects concerning education, namely the introduction of a unified history textbook in schools across the EU. Such a coursebook would surely bring some benefits, but opponents list many a danger such a move would entail.

If we look at it from the perspective of European Union integration, the idea seems brilliant. Nowadays history textbooks are definitely biased. The school curricula cover mostly national history and present it from the point of

view of the nation concerned. This, in turn, is the source of misunderstandings and may spur the growth of nationalism. Therefore, a unified textbook presenting a diversity of viewpoints is considered a suitable remedy.

Another advantage of such a textbook is the chance to put European history right. No matter how herculean the task seems, an objective version of European history would be much appreciated. And while we should not expect wonders, a concerted effort of international experts may be a real step forward.

However, opponents claim that the change would not eradicate the problems, it would only bring about different ones. While aimed at reconciliation and the strengthening of bonds between member states, the move is bound to stimulate conflicts concerning the content of the textbook, the choice of experts creating it, the selection of historical events, to name but a few. The cost of this research is going to be astronomical but the chances of success are really meagre.

Finally, we have to consider the risks for adolescents and society at large. It is obvious that the amount of national history in the school programmes will have to be reduced and consequently we may end up with a homogeneous European society, completely devoid of its roots and national identity.

To sum up, I would like to say that this major change in education would surely have numerous advantages but the cost and resources which would have to be put into creating such a coursebook may not be worthwhile.

Wymagania ogólne

I. Znajomość środków językowych.

Zdający posługuje się bogatym zasobem złożonych środków językowych, w tym wyrażen idiomatycznych, oraz bogatą frazeologią, a także wykazuje się wysokim poziomem poprawności gramatycznej [...] i ortograficznej [...].

III. Tworzenie wypowiedzi.

Zdający tworzy płynne, szczegółowe i logicznie skonstruowane dłuższe wypowiedzi [...] pisemne na różnorodne tematy, bogate i spójne pod względem treści [...].

Wymagania szczegółowe

I. *Zdający posługuje się bogatym zasobem środków językowych, w tym wyrażen idiomatycznych, oraz bogatą frazeologią, a także wykazuje się wysokim poziomem poprawności gramatycznej [...] i ortograficznej [...].*

- 5.8. Zdający wyraża pewność, przypuszczenie, wątpliwości dotyczące zdarzeń z przeszłości, teraźniejszości i przyszłości.
- 5.9. Zdający przedstawia w logicznym porządku argumenty za i przeciw danej tezie lub rozwiązaniu, kończy wypowiedź konkluzją.
- 5.10. Zdający stosuje formalny lub nieformalny styl wypowiedzi w zależności od sytuacji, dostosowuje styl wypowiedzi do potencjalnego odbiorcy.
- 5.11. Zdający stosuje zasady konstruowania tekstów o różnym charakterze.

Punktacja (wypowiedź oceniona zgodnie z kryteriami oceniania na str. 104–107)

Zgodność z poleceniem – 5 punktów:

elementy treści: teza adekwatna do tematu, trzy elementy tematu odpowiednio rozwinięte (wprowadzenie takiego samego podręcznika do historii w krajach Unii Europejskiej, argumenty za, argumenty przeciw), podsumowanie wypowiedzi adekwatne do tematu, praca nie zawiera fragmentów odbiegających od tematu;

elementy formy: poprawnie umiejscowiona teza, uwzględnione wszystkie części pracy (wstęp, rozwinięcie i zakończenie) z zachowaniem właściwych proporcji między nimi, pełna konsekwencja w układzie graficznym pracy, długość pracy w granicach określonych w poleceniu.

Spójność i logika wypowiedzi – 2 punkty: wypowiedź w całości spójna i logiczna na poziomie zdania, akapitu i całego tekstu.

Zakres środków językowych – 4 punkty: urozmaicone struktury gramatyczne, bogate słownictwo i frazeologia, zachowany jednorodny styl, adekwatny do treści i formy.

Poprawność środków językowych – 4 punkty: praca nie zawiera błędów.

Temat 2.

DO WE REALLY CARE?

It seems to me that over the last few years events organised to increase the environmental awareness of society have become an everyday reality. Events, media campaigns, advertisements promoting eco-friendly products; millions of dollars spent to drill ecological behaviour into society. And what is the outcome? Are we ready to pay the price for saving the Earth?

Last Saturday, I felt the urge to research the problem for our magazine and joined the crowds attending “Green Fair”, a widely-publicised event sponsored by our local authorities. At first glance everything seemed right. Colourful banners, recycling bins, environmental activists preaching about ‘the increasing levels of carbon dioxide’, ‘the depletion of the ozone layer’ and ‘rain forest destruction’. And then I noticed that, ironically, the fair had little to do with ecology. Literally thousands of paper leaflets flying around, organic products

consumed on plastic plates, bottles and cans thrown around or discarded in rubbish bins. And, to top it all, an open air concert and fireworks display. Amazingly, nobody seemed to care how much energy those flickering lights and sound system consumed!

I have been wondering since then how effective all those commercially-driven events really are. After all, the discrepancy between what was preached and actually done, went mostly unnoticed by most participants. In fact, many people I talked to on that day claimed that the event taught them a lesson and would definitely make an impact on the way they ran their households. Arguably, then, in this individual aspect, such events make sense. However, I must admit I am dubious about their effectiveness for a society as a whole. Money is said to make the world go round, and as long as being green is expensive, we cannot expect large scale gains. It is one thing to know what to do, and quite another put the principles into practice.

Remembering the “Green Fair” I just hope that in the privacy of our homes, we practise what was preached much better than the organisers and our small steps will turn out to be a leap for humanity.

Wymagania ogólne

I. Znajomość środków językowych.

Zdający posługuje się bogatym zasobem złożonych środków językowych, w tym wyrażen idiomatycznych, oraz bogatą frazeologią, a także wykazuje się wysokim poziomem poprawności gramatycznej [...] i ortograficznej [...].

III. Tworzenie wypowiedzi.

Zdający tworzy płynne, szczegółowe i logicznie skonstruowane dłuższe wypowiedzi [...] pisemne na różnorodne tematy, bogate i spójne pod względem treści [...].

Wymagania szczegółowe

1. Zdający posługuje się bogatym zasobem środków językowych, w tym wyrażen idiomatycznych, oraz bogatą frazeologią, a także wykazuje się wysokim poziomem poprawności gramatycznej [...] i ortograficznej [...].

5.3. Zdający [...] relacjonuje wydarzenia z przeszłości [...].

5.7. Zdający wyraża opinie, poglądy i uczucia swoje i innych osób i popiera je trafnymi argumentami i przykładami.

5.10. Zdający stosuje formalny lub nieformalny styl wypowiedzi w zależności od sytuacji, dostosowuje styl wypowiedzi do potencjalnego odbiorcy.

5.11. Zdający stosuje zasady konstruowania tekstów o różnym charakterze.

Punktacja (wypowiedź oceniona zgodnie z kryteriami oceniania na str. 104–107)

Zgodność z poleceniem – 5 punktów:

elementy treści: wstęp zawiera wprowadzenie do tematu, trzy elementy tematu odpowiednio rozwinięte (sprawozdanie oraz opinia w odniesieniu do dwóch wskazanych aspektów), podsumowanie wypowiedzi adekwatne do tematu, praca nie zawiera fragmentów odbiegających od tematu;

elementy formy: artykuł ma tytuł, uwzględnione wszystkie części pracy (wstęp, rozwinięcie i zakończenie) z zachowaniem właściwych proporcji między nimi, pełna konsekwencja w układzie graficznym pracy, długość pracy w granicach określonych w poleceniu.

Spójność i logika wypowiedzi – 2 punkty: wypowiedź w całości spójna i logiczna na poziomie zdania, akapitu i całego tekstu.

Zakres środków językowych – 4 punkty: urozmaicone struktury gramatyczne, bogate słownictwo i frazeologia, zachowany jednorodny styl, adekwatny do treści i formy.

Poprawność środków językowych – 4 punkty: praca nie zawiera błędów.