



Patronat Prezydenta
Miasta Kielce



naszemiasto®

**PRÓBNY EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO
Formuła 2023**

POZIOM PODSTAWOWY

**Czas pracy: 120 minut
Liczba punktów do uzyskania: 60**

**MARZEC
ROK 2024**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 18 stron (zadania 1 – 12). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 minut i jest nagrana na płycie CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
6. Na karcie odpowiedzi wpisz swój numer PESEL.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ⊗ i zaznacz właściwe.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

WPISUJE ZDAJĄCY

KOD

--	--	--

PESEL

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

DYSLEKSJA

--

Arkusz opracowany przez Świętokrzyskie Centrum Doskonalenia Nauczycieli.
Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione.

Odpowiedzi z tej próbnej matury znajdziesz dziś po zakończeniu egzaminu na www.scdn.pl, www.echodnia.eu/edukacja oraz w jutrzejszym wydaniu papierowym „Echa Dnia”



echodnia.eu

**MARSZAŁEK
WOJEWÓDZTWA
ŚWIĘTOKRZYSKIEGO**



ROZUMIENIE ZE SŁUCHU

Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie rozmowę z korespondentem z Ameryki Południowej. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	The home of <i>The Recycled Orchestra</i> is in Paraguay, in the centre of the capital.		
1.2.	The people of Cateura make their living searching through the rubbish from the city of Asunción.		
1.3.	Don Cola made instruments from rubbish because he had once seen a violin before.		
1.4.	Old metal pipes and a piece of wood are parts of the cellos made by Don Cola.		
1.5.	Since <i>The Recycled Orchestra</i> became well-known, they received authentic musical instruments as gifts.		

Zadanie 2. (5 pkt)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z tematem tożsamości narodowej. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A.	describes himself/herself as having two cultural identities.	2.1.	
B.	explains in what ways the social surroundings change his/her point of view.	2.2.	
C.	shows his/her strong involvement in social issues in his /her new country.	2.3.	
D.	describes a variety of his/her professional and family roles.	2.4.	
E.	gives advice how to start life as an immigrant in a new country.	2.5.	
F.	talks about his/her family experience in a new country and his/her plans for the future.		

Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

3.1. Which is the correct order of the events?

- A. meeting the girl – taking off his jacket – talking to the receptionist
- B. taking off his jacket – meeting the girl – talking to the receptionist
- C. meeting the girl – talking to the receptionist – taking off his jacket

Tekst 2.

3.2. In the text

- A. the speaker presents the pros and cons of sharing a room with your siblings.
- B. the speaker describes his brothers and sisters.
- C. the speaker gives advice what you should do to get on well with your relatives.

Tekst 2. (do zadań 3.3.–3.5.)

3.3. The woman wants to buy a hoodie for

- A. herself.
- B. her male friend.
- C. her female friend.

3.4. The woman has finally bought

- A. a medium green hoodie.
- B. one large green and one large blue hoodies.
- C. a large blue hoodie.

3.5. The conversation DOES NOT take place in

- A. a clothes shop.
- B. a carpet shop.
- C. a boutique.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1 DO 3 NA KARTĘ ODPOWIEDZI!

ROZUMIENIE TEKSTÓW PISANYCH

Zadanie 4. (4 pkt)

Przeczytaj tekst. Dobierz właściwy nagłówek (A-F) do części tekstu ponumerowanych od 4.1. do 4.4. Wpisz odpowiednią literę obok numerów 4.1. do 4.4.

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A. PUBLIC TRANSPORT INCENTIVES
- B. BUS DRIVERS PROTEST
- C. NO-TRAFFIC AREAS
- D. PAY ZONE ADVANTAGES
- E. CURRENT IMPROVEMENTS
- F. FEES FOR PEDESTRIANS

CITY CENTRES IN THE FUTURE

4.1.

For many of us, getting around a city has become a great deal easier over the last few years. There had been a need for many years to try to ease the traffic jams that have contributed to both drivers' frustrations and air pollution. Changing travelling habits for thousands of people is not an easy thing to do, but in many places it has been successful and today, in many big cities, too much traffic in the centre has almost become a thing of the past. There are several reasons for this.

4.2.

One is the increased use of charges for drivers using the roads in city centres. This is certainly not always a popular idea among motorists who need to travel into the centres by car every day, but it has reduced the traffic going through the centres significantly. This can only be a good thing for pedestrians and the air quality in those areas. Taxi and bus drivers are also very happy with the move as it gives them much more freedom to travel through previously busy streets.

4.3.

Another way of decreasing traffic in the centre of cities has been the introduction of pedestrianised zones where traffic, apart from essential vehicles, is completely banned. We are used to seeing some pedestrianised streets, but now whole areas are becoming no-car zones and this has allowed the culture of street cafés and outdoor sellers to flourish. The air in these places is fresher and the continual noise of traffic is absent.

4.4.

To enable commuters and visitors to access the town and city centres, you will often find a system of park and ride schemes, which enable travellers to leave their cars outside the town and easily travel by special buses or coaches. Additionally, a large amount of money has been spent on improving other forms of public transport to encourage people to leave their cars at home. Large cities have seen extensions to their underground systems and more efficient bus services created.

Na podstawie: *Gateway plus 3 Tests*, Macmillan Polska 2014, str. 1

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (7 pkt)

Przeczytaj cztery teksty (A–D). Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

Tekst A

Shrove Tuesday

The exact date of Shrove Tuesday each year is determined by the date of Easter. Depending on when Easter is, it can fall anytime between 2 February and 9 March. Shrove Tuesday is known as Pancake Day. The word shrove comes from the old English word 'shrive' which meant 'to confess your sins to a priest'. In French, Pancake Day is known as 'Mardi Gras', meaning 'Fat Tuesday.' This day meant the end of the carnival and the beginning of Lent. Tradition says that in 1445 a woman in Olney in Buckinghamshire arrived just in time for Shrove Tuesday mass, carrying her pancake in a frying pan. And so began the tradition of holding pancake races through the streets on Shrove Tuesday – a tradition that continues to this day. There is even an annual pancake race held in London between politicians and journalists which raises money for charity.

Na podstawie: [/https://www.onestopenglish.com/download?ac=20665](https://www.onestopenglish.com/download?ac=20665) [dostęp 2.03.2024 r.]

Tekst B

Pancakes still a favourite

According to a recent survey, nearly 65% of respondents say they eat pancakes on Shrove Tuesday. Almost one in three (33%) people say that they might eat pancakes on Pancake Day, compared to around 10% who say they will not. Seven in ten people prefer sweet pancakes, while 5% prefer savoury fillings and almost a quarter (23%) like both equally. Over 60% of respondents say that they like to have sugar and lemon on their pancakes. In contrast, 20% prefer either ice cream or chocolate spread on their pancakes.

Na podstawie: [/https://www.onestopenglish.com/download?ac=20665](https://www.onestopenglish.com/download?ac=20665) [dostęp 2.03.2024 r.]

Tekst C

Making pancakes

200g flour; salt; 4 eggs; 500ml milk; oil for frying.

This will make 500ml batter sufficient for 16 pancakes.

1. Sift flour and salt into a bowl
2. Make a well in the centre. Add eggs and a little milk
3. Beat gradually mixing in the flour
4. Gradually add half the milk, beat until smooth
5. Add the remaining milk and beat until bubbly on top
6. Heat a little oil in a frying pan
7. Pour in enough batter to cover the bottom of the pan thinly
8. Cook for about one minute until browned
9. Toss or turn pancake over, then cook other side for ½ minute

Na podstawie: P. Mugglestone and R. O'Neill, *Third Dimension*, Longman 1990, str..19

Tekst D

Hi Tom,

I'd like to tell you about my last visit to Olney. I went there on 13th February to celebrate Shrove Tuesday. I wanted to take part in the Olney Pancake Race but unfortunately only local female residents can participate. The rules of the race require that each contestant wears an apron and a headscarf. The contestants must run over 415 yards and carry a frying pan tossing the pancake to prevent it from burning.

Maybe we could come to Olney together next year when you visit England.

Bye for now,

Justine

Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.

Uwaga: jeden tekst nie pasuje do żadnego zdania.

5.1.	This text presents data concerning eating habits.	
5.2.	This text informs you about the origins of the tradition.	
5.3.	This text includes an invitation to the event.	

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 5.1. DO 5.3. NA KARTĘ ODPOWIEDZI!

Przeczytaj e-mail Tomka do Justine. Uzupełnij luki 5.4–5.7 zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim.

Uwaga: w każdą lukę można wpisać maksymalnie trzy wyrazy.

Hi Justine,

How are you? I hope you are fine. I have read your e-mail and I must admit that I am eager to visit Olney on Shrove Tuesday next year although I am really sorry to hear from you that boys are not allowed to take part in the 5.4. _____ .

But we have also another possibility of staying in London in order to see some 5.5. _____ during an annual race on Pancake Day. I think we should decide what to do when I arrive in England.

I have to add that once I read some statistics about eating pancakes and I was really surprised to find out that approximately 5.6. _____ ten people didn't intend to eat pancakes on Shrove Tuesday.

Before I finish my e-mail I would like to tell you that yesterday I tried to make pancakes for my family using the old recipe. Unfortunately I made a mistake and I forgot to

5.7. _____ a frying pan before pouring in batter, so I burnt the first pancake.

I am looking forward to hearing from you soon.

Yours, Tom

Zadanie 6. (5 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, A, B, C lub D, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

One day Susan Wright was sitting on the banks of a river near Dayton with her three children who were fishing. They were Wilbur, who was eleven, Orville, who was seven and Katherine, who was four. Suddenly a big bird swooped right up into the sky.

"What makes a bird fly, Mother?" Wilbur asked.

"His wings, " she said. "His wings support him in the air."

"If we had wings, then we could fly too. Perhaps we could make wings."

"No one ever did make wings that would allow a boy to fly." said Mother.

"I will some day," Wilbur said, and Orville repeated, "I will too."

Some days later autumn came and the wind was blowing very hard. Wilbur had to walk to the barn where the wood was stored. The wind was so strong it almost knocked him down. He told his mother about the wind.

"The thing to do is to lean forward into the wind," she said. "Bend over, and that way get closer to the ground and you get under the wind. There is less wind resistance."

"Wind resistance," Wilbur repeated thoughtfully, and maybe the airplane was born in that moment.

Nearly always when their father returned from a trip he brought presents. One day he gave Orville a toy. It was called a helicopter and flew several feet in the air whenever it was wound up.

"We'd better try it outside," their father said. The boys followed him outside. He wound up the helicopter. It darted right up into the air about fifteen feet, and then dropped to the ground.

"It's a kite without a tail," Will said.

Mr. Wright explained, "The name is from the Greek. 'Helico' means something of spiral formation, 'pteron' means a wing."

Orville and Wilbur asked themselves: "What makes it go? Why is the helicopter flying?"

They took their toy apart, rebuilt it, and flew it again and again. But they didn't understand why the toy went straight up. Why didn't it go like a kite or a bird? Finally, one day, the little helicopter, rising quickly, smashed into a branch of a big tree, and that was the end of the wonderful toy! But the boys never forgot the "helicopter" and these experiments increased their interest in flying.

Because the only thing that flies high was a kite, they began building and repairing kites, especially the big box kites which flew best.

Na podstawie: MOL, *Famous inventors*, PZWS - Warszawa 1972, str. 49

6.1. From the beginning of the story, we found out that

- A.** the mother believed in the possibility of flying by a boy.
- B.** the mother didn't answer Wilbur's questions.
- C.** Wilbur asked the first question when he saw a bird flying high in the sky.
- D.** the boys were sure that they would make a man fly.

6.2. The idea of the airplane possibly came to Wilbur's mind when

- A. the wind almost knocked him down.
- B. he walked to the barn to bring some wood.
- C. his mother explained to him how to avoid strong winds.
- D. he told his mother about the wind.

6.3. One day when Orville and Wilbur's father returned from the trip,

- A. he was wounded.
- B. the boys went outside to fly a kite.
- C. he told the boys to take the toy to pieces.
- D. he showed the boys how to make the helicopter fly.

6.4. What was NOT TRUE about the helicopter?

- A. Orville and Wilbur were interested in what the toy consisted of.
- B. When the boys rebuilt the helicopter they finally found out why it was able to fly up.
- C. The helicopter hit the tree and broke down.
- D. The boys were delighted with the toy.

6.5. What is the best title for the story?

- A. THE ORIGINS OF BROTHERS' INTERESTS
- B. TOYS FROM THE CHILDHOOD
- C. THE MEMORIES FROM THE FAMILY TRIP
- D. AN UNPLEASANT EXPERIENCE

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (3 pkt)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (7.1.–7.4.) literę, którą oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

There were many Ancient Greeks whose work helped to create the modern world we know today. One of these was extraordinary man called Hippocrates, who changed the world of medicine with his ideas.

Hippocrates was an extremely intelligent man who is famous for being „the father of medicine”. People called him „the father of medicine” because he was the first person to make medicine a serious profession. Before Hippocrates, people thought that supernatural, mystical or divine factors were responsible for illnesses. **7.1.** _____ He watched his patients very carefully and saw that illnesses come from the things that we eat, the things around us and our habits.

7.2. _____ He wrote down the information to analyse it later. With this observation and information he worked out how to look after the patient. **7.3.** _____ However, in general his way of working was revolutionary for the time.

For example, Hippocrates believed that doctors needed to be serious, professional and very importantly, to be clean. He told the student doctors to wash their hands all the time, and his patient were also clean too.

One of the many extraordinary things that Hippocrates did in his life was to discover and use an ingredient salicin. He used it to cure headaches. **7.4.** _____ But 2200 years later a German scientist rediscovered salicin and it became an ingredient in today’s typical cure for headaches – aspirin!

One final point about Hippocrates – he was clearly a good doctor because he himself lived until he was very old. Some people say that he was 83 when he died, some say he was 90 and others say that he was 100 years old.

- A.** We now know that he sometimes made serious mistakes in his analysis.
- B.** Hippocrates didn’t believe in these superstitious ideas.
- C.** Later people forgot about this medicine.
- D.** Hippocrates was one of the first people to ask his patients questions.
- E.** Salicin discovered by Hippocrates has been continuously used as a remedy for headaches until present times.

Na podstawie: Dawid Spencer, *Gateway plus 2 Workbook*, Macmillan Education 2015, str. 37

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Zadanie 8. (3 pkt)

Przeczytaj tekst. Uzupełnij poniższe minialogi (8.1.–8.3.). Wybierz spośród podanych opcji brakującą wypowiedź, tak aby otrzymać spójny i logiczny tekst. Zakreśl jedną z liter: A, B albo C.

8.1. X: What do you think about my new dress?

Y: I think _____

X: I'm glad you like it so I'll put on this dress for a prom.

A. it looks like you.

B. it looks good on you.

C. you should demand a full refund.

8.2. X: Tom, you mustn't play football in these shoes. These are your best ones.

Y: _____

X: Yes, but be careful, you broke a window last time.

A. I promise I won't break the window.

B. Can I play if I change them?

C. Why do you make me stop playing football?

8.3. X: I'm going to throw a party at the weekend.

Are you doing anything on Friday evening?

Y: _____

X: And what about Saturday evening?

A. Yes, I am as a matter of fact.

B. No, I'm free on Friday.

C. Why don't we meet on Saturday evening?

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (4 pkt)

W zadaniach 9.1.–9.4. spośród podanych wyrazów (A–C) wybierz ten, który poprawnie uzupełnia luki w obu zdaniach. Zakreśl jedną z liter: A, B albo C.

9.1.

- Anna ate fruit salad as a starter and salmon for the main _____ .
- The plane changed the _____ because of the very strong wind.

- A.** part
- B.** course
- C.** route

9.2.

- Yesterday Adam bought a new alarm clock and then he _____ an alarm for 5 am. Unfortunately the alarm didn't go off so Adam was late for school again.
- Maria _____ up a new company last year.

- A.** put
- B.** got
- C.** set

9.3.

- Although Mark missed the bus, he managed to arrive at the destination _____ time.
- I decided not to drive to work last Friday and I went _____ foot instead.

- A.** at
- B.** on
- C.** by

9.4.

- Children are usually very happy when the sun is _____ and there aren't any clouds in the sky.
- Joan is a _____ student because she can solve almost all maths problems.

- A.** bright
- B.** clear
- C.** smart

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (3 pkt)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.– 10.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

One of England's **10.1.(GREAT)**_____ men was Sir Isaac Newton. He was very wise but also very absent-minded. When he was thinking hard about important problems he forgot about small matters. One morning he was working on a very difficult problem. He was thinking so **10.2.(DEPTH)** _____ that he forgot to eat breakfast. His housekeeper did not want him to be hungry. So she sent her **10.3.(SERVE)** _____ to his study with a pot of water and an egg. She told her to boil an egg in Newton's study. But Newton wanted to be alone so he said he would do it himself. He was advised to boil an egg for four minutes. After some time a friend of his entered Newton's study and saw Newton standing by the fireplace and holding the egg in his hand. He had put the watch into the pot and was boiling it.

Na podstawie: Edward Kowalski, *Stories 2*, PZWS-Warszawa 1972, str. 11

Zadanie 11. (3 pkt)

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

11.1. A: "I love ice-cream." B: („Ja też”)) _____ .

11.2. Martha hasn't seen John (*odkąd wyjechała do*) _____ Canada.

11.3. Adam suggested (*żebyśmy poszli*) _____ to the shopping mall.

WYPOWIEDŹ PISEMNA

Zadanie 12. (12 pkt)

W zeszłym miesiącu zdałeś/aś egzamin na kartę pływacką. W e-mailu do kolegi ze Szkocji:

- przedstaw powody, dla których nauczyłeś/aś się pływać
- napisz w jaki sposób przygotowywałeś/aś się do tego egzaminu
- opisz swojego instruktora pływania
- zaproś kolegę do Polski i przedstaw swoje plany na wspólny wyjazd nad wodę.

Napisz swoją wypowiedź w języku angielskim. Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 80 do 130 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

Podpisz się jako XYZ.

CZYSTOPIS

Hi Ian,

You know what! Last month I got a swimming certificate and I am very pleased with this.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

16

BRUDNOPIS (*nie podlega ocenie*)

KOD

PESEL

KARTA ODPOWIEDZI

WYPEŁNIA ZDAJĄCY

Nr zad.	Odpowiedzi					
	T	F				
1.1	☐	☐				
1.2	☐	☐				
1.3	☐	☐				
1.4	☐	☐				
1.5	☐	☐				

	A	B	C	D	E	F
2.1	☐	☐	☐	☐	☐	☐
2.2	☐	☐	☐	☐	☐	☐
2.3	☐	☐	☐	☐	☐	☐
2.4	☐	☐	☐	☐	☐	☐
2.5	☐	☐	☐	☐	☐	☐
	A	B	C			
3.1	☐	☐	☐			
3.2	☐	☐	☐			
3.3	☐	☐	☐			
3.4	☐	☐	☐			
3.5	☐	☐	☐			

Nr zad.	Odpowiedzi					
	A	B	C	D	E	F
4.1	☐	☐	☐	☐	☐	☐
4.2	☐	☐	☐	☐	☐	☐
4.3	☐	☐	☐	☐	☐	☐
4.4	☐	☐	☐	☐	☐	☐
	A	B	C	D		
5.1	☐	☐	☐	☐		
5.2	☐	☐	☐	☐		
5.3	☐	☐	☐	☐		
5.4 – 5.7	Ocena egzaminator					
	A	B	C	D		
6.1	☐	☐	☐	☐		
6.2	☐	☐	☐	☐		
6.3	☐	☐	☐	☐		
6.4	☐	☐	☐	☐		
6.5	☐	☐	☐	☐		

Nr zad.	Odpowiedzi				
	A	B	C	D	E
7.1	☐	☐	☐	☐	☐
7.2	☐	☐	☐	☐	☐
7.3	☐	☐	☐	☐	☐
7.4	☐	☐	☐	☐	☐
	A	B	C		
8.1	☐	☐	☐		
8.2	☐	☐	☐		
8.3	☐	☐	☐		
	A	B	C		
9.1	☐	☐	☐		
9.2	☐	☐	☐		
9.3	☐	☐	☐		
9.4	☐	☐	☐		
10–12	Ocena egzaminator				

WYPEŁNIA EGZAMINATOR

Nr zad.	0	1		Nr zad.	0	1		Nr zad.	0	1		ZADANIE 12						
5.4	☐	☐		10.1	☐	☐		11.1	☐	☐		Punkty	0	1	2	3	4	5
5.5	☐	☐		10.2	☐	☐		11.2	☐	☐		Treść	☐	☐	☐	☐	☐	☐
5.6	☐	☐		10.3	☐	☐		11.3	☐	☐		Spójność	☐	☐	☐			
5.7	☐	☐			☐	☐						Zakres	☐	☐	☐	☐		
												Poprawność	☐	☐	☐			

SUMA PUNKTÓW