

**X WOJEWÓDZKI KONKURS Z JĘZYKA ANGIELSKIEGO
DLA UCZNIÓW SZKÓŁ PODSTAWOWYCH WOJEWÓDZTWA
ŚWIĘTOKRZYSKIEGO**

Klucz odpowiedzi i zasady oceniania rozwiązań zadań

Transkrypcja tekstu do słuchania

ETAP III – WOJEWÓDZKI

14 marca 2023 r., godz. 10.00

Liczba punktów możliwych do uzyskania: 100

Zasady ogólne

1. Za każde poprawne rozwiązanie zadania zamkniętego przyznajemy 1 punkt.
2. Jeżeli uczeń w zadaniach zamkniętych, zaznaczył zarówno poprawą jak i błędną odpowiedź (lub błędne odpowiedzi), nie przyznajemy punktu.
3. Punkty przyznajemy zgodnie z kryteriami punktowania, nie wolno dzielić punktów.

ZADANIA ZAMKNIĘTE**Zasady oceniania****1 punkt** – za każdą poprawną odpowiedź.

Numer zadania	Prawidłowa odpowiedź	Liczba punktów
1.	1.1.A 1.2.B 1.3.C 1.4.A 1.5.B	1-5
2.	2.1. 1 2.2. 3 2.3. 2 2.4. 1 2.5. 3 2.6. 2 2.7. 3	1-7
3.	3.1.I 3.2.L 3.3.E 3.4.H 3.5.B 3.6.G 3.7.J 3.8.D 3.9.K	1-9
4.	4.1.H 4.2.G 4.3.F 4.4.B 4.5.E 4.6.C	1-6
5.	5.1.C 5.2.B 5.3.A 5.4.D 5.5.D 5.6.A 5.7.D 5.8.C	1-8

6.	6.1.D 6.2.C 6.3.B 6.4.A 6.5.C 6.6.A 6.7.D	1-7
7.	7.1.B 7.2.D 7.3.D 7.4.C 7.5.B 7.6.C 7.7.A 7.8.B	1-8
8.	8.1.F 8.2.I 8.3.G 8.4.E 8.5.C	1-5
9.	9.1.F 9.2.D 9.3.I 9.4.E 9.5.J	1-5
10.	10.1. C 10.2. C 10.3. D 10.4. B 10.5. A 10.6. B 10.7. B 10.8. D 10.9. A 10.10. C	1-10
11.	11.1. G 11.2. C 11.3. A 11.4. E 11.5. K	1-10

	11.6. H 11.7. B 11.8. A 11.9. C 11.10. B	
12.	12.1. B 12.2. C 12.3. D 12.4. B 12.5. C 12.6. A 12.7. D 12.8. C 12.9. C	1-9
13.	13.1. E 13.2. H 13.3. F 13.4. C 13.5. A 13.6. B 13.7. J	1-7
14.	14.1. B 14.2. E 14.3. F 14.4. A	1-4

Transkrypcja tekstu do słuchania

Zadanie 1.

Presenter: Good morning. It's 10 a.m. and time for the weekly edition of 'Sports As They Once Were Played'. As usual, I've got Mark Sanders, our resident sports historian, with me. Hello, Mark.

Mark: Hi there. Good morning.

Presenter: Good to see you again. What have you got for us today?

Mark: Well, today's programme will differ slightly from our usual focus on games that were once popular anytime between the ancient period and the Middle Ages. Today, we're looking at Knattleikr, an extremely old game, once played by the Vikings of Iceland. What makes Knattleikr special, however, is that it has recently become popular again, thanks to Norse culture enthusiasts. So much so, that you can see it being played at events such as medieval fairs. Some colleges even have a team. So, we're moving from southern Europe, where we ended up last week, to the freezing north.

Presenter: Wonderful, it sounds fascinating, but the name's a bit tricky. I didn't quite catch it ...

Mark: Yeah, it's called Knattleikr. Well, first of all, I have to admit that there is relatively little information about the game. What we do know is found in several Viking sagas and, although the various descriptions are consistent about certain features of the game, there are many unanswered questions, especially when it comes to the equipment used and the exact rules of the game. So the historical re-enactment groups I mentioned earlier often rely on their imagination when playing the game.

Presenter: OK, so what aspects of the game can we be certain of?

Mark: Firstly, the players can use wooden sticks as well as their hands to hit a hard ball and score points. The game should be played by two teams, however, the number of players in each team is open to speculation. In my opinion, teams would have been fairly large, up to several dozen players, rather than the small teams that play in the modern-day interpretation of the game. There's also some disagreement about what the ball and the wooden sticks looked like, but we know that the sticks were often broken in the heat of the game, but repaired on the spot. Another point that we know for sure is that the games drew enormous crowds of spectators from all over Iceland. Most sources suggest that games lasted a long time. It seems certain that tournaments would have lasted from morning till night, but there's also evidence that they might have carried on for several days, so there is also some uncertainty here.

Presenter: Phew! It sounds like an exhausting activity!

Mark: And a violent one, too! Some of the sagas mention bloody injuries caused by being hit by the ball or by players hitting each other while fighting for possession of the ball. And the most striking thing is that there were penalties imposed for breaking the rules too often, something you would hardly expect of the warlike Vikings! Many of the descriptions suggest that the game might have been played on ice, things like frozen ponds, with players using tar and sand on their boots to help them keep their balance.

Presenter: Thank you for that, Mark, it all sounds fascinating. Now, we'll be taking a short commercial break...

Zadanie 2.

We asked several people for their opinions about what higher education should look like in our modern, fast-changing world. Here are three of the responses.

1. Hi, my name's Jeff, and I run a medium-sized electrical company. Whenever I need to recruit young graduates for my company, I must admit that I am somewhat disappointed with the way universities and colleges have prepared them for the world of work. Or, to put it bluntly, they

hardly seem capable of doing anything. It takes nearly a year to train a new staff member before they become competent and independent enough to contribute to the projects we're working on. As a result, I believe there is a need for some significant changes in higher education, which will result in a greater level of specialisation. The technology available nowadays is vast and is continually changing, so to give students adequate knowledge in a particular field, universities should narrow down the courses they offer. This would shorten the process of training them for work and also ensure that students acquire good and practical knowledge in a particular field, which will make them truly useful to the companies that take them on.

2. Hello, my name is Sandra, and a few months ago I got my degree in ICT studies. In my second year, I had to choose my specialisation which is, in simple words, computer programming. The trouble is that I've since found a job where I need to take care of the company database, which is modelled on three-tier architecture, which I know little about. My conclusion is that universities ought to cover a larger range of subjects related to a particular area of study, to give students a chance of keeping their options open rather than narrowing down their chances of finding a job. You know, the world of science and technology is changing very fast nowadays. There is little doubt that new fields of science will soon be emerging, so university graduates must have the possibility to retrain to meet the ever changing demands of the job market.
3. Hi, my name's Robert and I'm a retired university professor. I really don't like the direction that higher education is heading in these days. The increasingly narrow specialisation in subject areas is slowly turning colleges and universities into vocational schools, which I feel is a both waste of resources and young people's academic potential. In my opinion, a university course should cover a wide range of areas, from technology through business to the social sciences, and it should also focus on teaching creativity and critical thinking, especially in the early stages of higher education. While some specialisation is inevitable, I believe this should take place much later on, perhaps during the last year or so of a course? Naturally, I realise that introducing such changes would require a university education to last longer, but it would be really worth it in the long run.