



WYPEŁNIA ZDAJĄCY

KOD

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PESEL

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**Egzamin maturalny**

*Formuła 2023*

# JĘZYK ANGIELSKI

## Poziom podstawowy

DATA: .....

GODZINA ROZPOCZĘCIA: .....




CZAS TRWANIA: **120 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**


**Przed rozpoczęciem pracy z arkuszem egzaminacyjnym**

1. Sprawdź, czy nauczyciel przekazał Ci **właściwy arkusz egzaminacyjny**, tj. arkusz we **właściwej formule**, z **właściwego przedmiotu** na **właściwym poziomie**.
2. Jeżeli przekazano Ci **niewłaściwy** arkusz – natychmiast zgłoś to nauczycielowi.  
Nie rozrywaj banderol.
3. Jeżeli przekazano Ci **właściwy** arkusz – rozerwij banderole po otrzymaniu takiego polecenia od nauczyciela. Zapoznaj się z instrukcją na stronie 2.

**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera zadania 1–12. Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie arkusza oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
3. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
4. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
5. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
6. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
7. Aby zaznaczyć odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.
10. Symbol  zamieszczony w nagłówku zadania oznacza, że rozwiązanie zadania zamkniętego musisz przenieść na kartę odpowiedzi.

**Zadania egzaminacyjne są wydrukowane  
na następnych stronach.**

**Zadanie 1. (0-5)** 

Usłyszysz dwukrotnie pięć wypowiedzi związanych z użytkowaniem samochodu. Do każdej wypowiedzi (1.1.-1.5.) 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. was satisfied with the final result of the driving service.
- B. advertises a brand new driving service.
- C. warns against the practice of charging motorists to use busy roads at certain times.
- D. mentions the pros and cons of some economical way of travelling by car.
- E. describes an occasion when he/she could have caused a car accident.
- F. offers training for people who want to improve the way they drive.

1.1.	1.2.	1.3.	1.4.	1.5.

**Zadanie 2. (0-6)** 

Usłyszysz dwukrotnie trzy teksty. W zadaniach 2.1.-2.6. z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

Tekst 1. (do zadań 2.1.-2.2.)

**2.1. The text suggests the passers-by refused to help the man because**

- A. there were too few of them to help.
- B. it was too hard to notice him.
- C. individual people follow the crowd.

**2.2. According to the text, the Bystander Effect**

- A. means you help only when somebody's watching you.
- B. explains why people are not rescued in the crowd.
- C. has been created to help people observe others.

Tekst 2.

2.3. Which is the best title for the story?

- A. THE DOUBLE ROCKET MAN
- B. THE FLYING SINGER
- C. THE SINGING DELIVERY MAN

Tekst 3. (do zadań 2.4.–2.6.)

2.4. Japanese people take part in smiling classes because

- A. they want to have some entertainment.
- B. of the lack of muscle memory in some part of their face.
- C. this is part of their obligatory school program.

2.5. Which is the correct sequence of events in Japan?

- A. the pandemic – wearing masks – seasonal illnesses – the rise in the use of masks
- B. wearing masks – seasonal illnesses – the rise in the use of masks – the pandemic
- C. seasonal illnesses – wearing masks – the pandemic – the rise in the use of masks

2.6. What conclusion can you draw from the text?

- A. Not using certain muscles may lead to forgetting basic abilities.
- B. Japanese people wear masks so they don't have to smile at each other.
- C. The Japanese have to communicate with foreigners without smiling.

**PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!**

### Zadanie 3. (0–4)

Usłyszysz dwukrotnie wywiad na temat ciekawej oferty zamieszkania w pewnym kraju. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 3.1.–3.4., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.

**Uwaga:** w każdą lukę można wpisać maksymalnie cztery wyrazy.

The government have been worried after the number of tourists visiting the islands started 3.1. \_\_\_\_\_ between 1996 and 2016.

The grants 3.2. \_\_\_\_\_ awarded so far.

Because of the tide, it's impossible to 3.3. \_\_\_\_\_ during the day.

You can get 3.4. \_\_\_\_\_ from the government when choosing a building on the mainland rather than on an island.

Zadanie 4. (0–4) 

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej oznaczonej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.

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

- A. DIFFERENT BUT SIMILAR LEARNING ENVIRONMENTS
- B. CULTURAL AND ARTISTIC PERFORMANCES
- C. THE ESSENTIALS TO KNOW IN ADVANCE
- D. A SPECIAL SCHOOL FOR ESCAPE ROOM PLAYERS
- E. THE MIXTURE OF INFLUENCES
- F. THE EVOLUTION OF THE GENRE

**ESCAPE ROOMS**

4.1.	
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Escape Rooms have become an integral part of modern society, offering hours of intellectually stimulating and enjoyable experiences for families and friends. Partly, escape rooms come from *Live Action Role Playing*, or LARPing, which is an activity where participants become characters from games or historical events to create an interactive experience. Their beginnings can be traced back to online “point and click” escape the room games, where players could solve puzzles, combine items, and break free from a virtual room while being in their own homes. Other sources of inspiration include classic scavenger or treasure hunts, and interactive theaters.

4.2.	
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First-timers probably won't finish the most difficult rooms. Once they've completed a few of the easier scenarios, players are better prepared to tackle intermediate rooms, and finally challenge themselves with the advanced games. Players should consider their team members before selecting a room and a level. Teams with a mix of beginners and experienced players may feel confident with an intermediate scenario, where your task is to find missing items and more in-depth thinking is required. Also, remember that this is a team game, so don't be selfish. Collaborate!

4.3.	
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The concept probably originated from a computer “point and click” game created in 2004 by Toshimitsu Takagi. The concept of this game was similar to the escape rooms commonly found worldwide nowadays – you find yourself in a locked room and have to work out a series of clues to escape. Three years later, the 5–6 player game was performed in a single room in Kyoto, Japan. Since then, escape rooms have become famous internationally, found in over 60 countries around the world now. COVID-19 offered an opportunity to adapt it, which resulted in online options like virtual escape rooms!

4.4.	
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Escape rooms are kind of a test which requires a variety of skills and knowledge to complete it, but don't worry – you won't get a grade or will be sent to detention if you don't work it out. However, there are some of the common school subjects we can apply to escape rooms! In fact, some teachers even create mini in-class escape rooms or puzzles for their students to work through. Just because escape rooms incorporate a lot of the fundamentals learned in education doesn't mean that any student could complete a room entirely on their own!

Na podstawie: <https://aimescape.com>, <https://nmescaperoom.com>

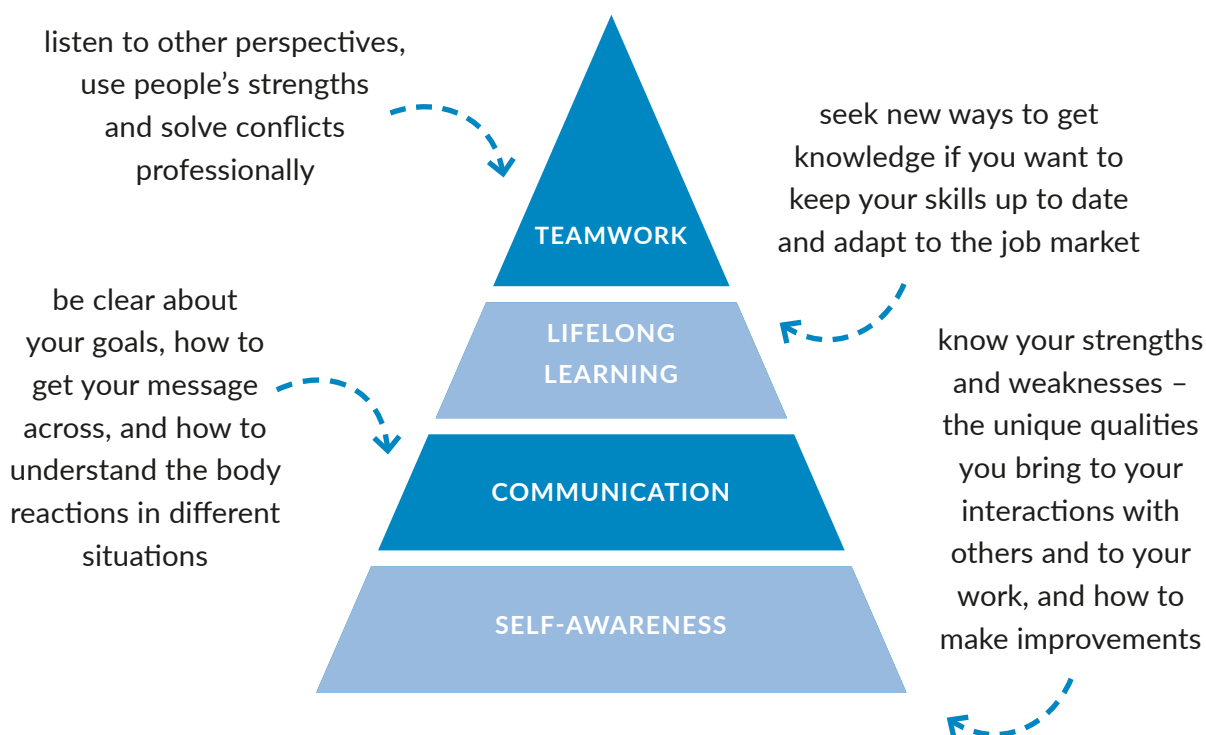
**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 5. (0-7)**

Przeczytaj cztery teksty (A-D) związane z pracą. Wykonaj zadania 5.1.-5.7. zgodnie z poleceniami.

**Tekst A**

*We've asked a few well-renowned businesspeople about the most desired skills they usually look for in their future employees. The results with some of their comments you'll find below.*



Na podstawie: <https://signposts.sch.im>

**Tekst B**

**FROM:** George Timber  
**TO:** Bookworm – ETL publishing company  
**TOPIC:** Digital content editor – position

Dear Sir od Madam,  
 I am writing to apply for the position of a digital content editor in your company.  
 I am a graduate of a secondary school and I have passed my Matura exam this year. I am planning to study journalism at the Jagiellonian University. However, I have always been interested in a career in editing and creating ETL materials. My attention to detail has resulted in me working in the school's writing club, in charge of managing the English section of the school's magazine. Furthermore, I create and manage my own website with ELT materials. Please find my CV attached to the e-mail.  
 I look forward to your response.  
 Yours faithfully,  
 George Timber

## Tekst C

## A BUSINESS BLOG

I know you desire it. In fact, many of us do. Being a millionaire would be awesome, but to reach that goal here are certain things you need to keep in mind to get there.

Millionaires send out masses of emails once every year. Each email gives you something extra to building your brand. The better you can communicate your message with the world, the higher the chances that people will be interested in working together with you.

The key to success is to know human nature. Millionaires can easily work out your motivation and body language on various occasions. It is emotional intelligence. We can learn most of this by simply focusing on the people around you.

Millionaires are good organizers and can adapt to their new environments. Your important decisions will come straight from your desk. Manage things wisely and make sure you find information as fast as possible.

The journey is more important than the destination!

FOLLOWERS (971)

ARTICLES

↓2025 (10)

↓January (1)

*Help yourself!*

Na podstawie: [www.purebookkeeping.com](http://www.purebookkeeping.com)

## Tekst D

## WORKPLACE BRAIN SCANNING

The policy of "Bookworm" is to help you develop yourself at our company. Before signing a contract, thanks to neurotechnology and advances in AI, we will take advantage of a special scanner. Its results give some information on how the work of different parts of your brain is connected with organism's reactions, such as stress or an ability to focus. It is possible because the scanner checks the electrical activity of different brain's areas, which have an effect on our body reactions. The ultimate goal is to optimize productivity, allowing individuals to work more efficiently and in a well-organized manner.

Na podstawie: <https://spectrum.ieee.org>



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 describes someone’s past and present work experience.	
5.2.	This text may be useful for employers interested in making their employees’ speed of work greater.	
5.3.	This text is a review of different people’s opinions based on different experiences.	

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

Przeczytaj wiadomość, którą George wysłał do koleżanki. 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 cztery wyrazy.

Hi Susan,

I’ve started looking for some job, as my future studies won’t be for free and I need to collect some money. I’ve already sent an e-mail to the company called “Bookworm” to check my skills as an author and a proofreader.

Before I did that, I had done some research on the company and, to my surprise, I found some survey they had taken part in. According to it, apart from being a problem-solver and a communicator, you should 5.4. \_\_\_\_\_ nonstop by looking for new ways of learning to fit in when it comes to the job market. Also, it’s good to work on bad sides and use your good sides to your advantage.

What’s more, I’ve recently read a blog post about the qualities of a perfect businessman. The author also mentions communication skills as something important in life. For example, he agrees that you have to be emotionally smart. It means you should know how someone’s body 5.5. \_\_\_\_\_ and why he or she does it in these ones.

However, I am not sure if it was good to mention in my e-mail the information about 5.6. \_\_\_\_\_, as it is not strictly connected with the type of job I’m trying to get. But I hope they’ll consider it a plus.

There's one thing I find confusing. Before I start working there, I should agree to be tested with some brain scanning device, which uses some sensors. The information given after scanning is supposed to help me in my future work there. The scanner shows the link between the way 5.7. \_\_\_\_\_ different situations and what electrical activity across some areas of my brain is. Do you think I should worry about that? Drop me a line.

Take care,  
George

### Zadanie 6. (0-5)

Przeczytaj tekst. W zadaniach 6.1.–6.5. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

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When you come home from work, it can be difficult to relax right away. There are usually some tasks you need to take care of first. That's why you might feel rushed to finish everything quickly and finally take a break. For example, when you take your dog for a walk, you might start to feel frustrated. Your pet keeps stopping and sniffing everything outside. No matter what you say, it doesn't react to your commands and takes its time. Even barking at other dogs is better than that. Or maybe it's you who doesn't understand your pet?

Dog owners have been joking recently that their dog's habit of stopping to sniff is like their version of Twitter or Facebook. If that was true, it would change the way owners see their dog's need to pause during the walk and let them "see what's up". While sniffing a tree isn't the same as reading a tweet, sniff walks give dogs many profits without the pressure of showing their best life online.

Sniffing provides dogs with important information about their territory and other dogs in the area. Staci Lemke, a dog expert, explains that sniffing is about gathering and processing information by dogs. She compares it to someone taking you to an art gallery and blindfolding you. It wouldn't be possible to get much out of it, would it? It's similar for dogs that are rushed along on walks without the opportunity to stop and sniff.

A sniff walk is different from a regular walk. Penny Leigh, a certified dog trainer, underlines the importance of sniff walks for dogs living in urban areas. These dogs often lack opportunities to move around freely in safe, enclosed spaces, where they can sniff and explore at their own pace. During a sniff walk, make your dog choose the direction and how long they want to spend sniffing each spot. The focus is less on getting to a destination and more on allowing the dog to lead and explore. To make sure it's safe, it's recommended to use a comfortable harness and a long line instead of a retractable leash.

What's more, sniffing supports anxious dogs because it provides them with a sense of control. Dogs' lives are often tightly controlled by their owners, from their daily routines to walks. Quick walks in busy environments can add extra pressure to fearful dogs. In contrast, leisurely sniffing sessions on a long leash can help reduce stress and improve a dog's mood.

Na podstawie: [www.akc.org](http://www.akc.org)

**6.1. What is the reason for your greatest dog-related frustration?**

- A. The fact of taking your dog for a walk after work.
- B. It keeps barking at other dogs.
- C. Your pet is not fast enough during the walk.
- D. The dog refuses to be taken for a walk.

**6.2. How does the text describe the difference between sniffing a tree and reading a tweet?**

- A. You can't get addicted to sniffing, unlike reading a tweet.
- B. While sniffing, you don't experience expectations or influence.
- C. You can get new information while using social media.
- D. Sniffing a tree provides dogs with more information than reading a tweet.

**6.3. According to the author, why is sniffing compared to being blindfolded in an art gallery?**

- A. Sniffing is a sensory experience like viewing art.
- B. People and dogs don't like to be late on important occasions.
- C. Sniffing and sigh help dogs understand the world.
- D. Blindfolding develops the sense of smell.

**6.4. What is important during a sniff walk?**

- A. Reaching a specific place.
- B. Allowing the owner to be the leader.
- C. Training the dog to follow commands.
- D. Letting the dog to decide on the route.

**6.5. Which would be the best title for the text?**

- A. THE SOURCE OF DOGS' KNOWLEDGE
- B. THE PROS AND CONS OF SNIFF WALKS
- C. SNIFF WALKS OF CITY DOGS
- D. A SUCCESSFUL WAY TO TRAIN YOUR DOG

**Zadanie 7. (0-4)** 

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

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

## IN SEARCH OF CONFORMITY

In 1951, Solomon Eliot Asch, a Polish American psychologist, asked a group of male students from Swarthmore College to take part in a vision test. **7.1.** \_\_\_\_\_ Not realizing that, each of them was put in a group with seven other people, who were extra part of the study group. Everybody was supposed to do the same thing.


At the very beginning, Asch, standing in the front of the room, held up a drawing to all the participants. **7.2.** \_\_\_\_\_ Apart from that, the picture presented a set of three extra ones nearby. Each of them was of different length. The task for members was to pick only one line out of the set that was as long as the target one. The eight students had to say their answer (A, B, or C) out loud. The real experiment partaker was intentionally asked to sit at the end of the row. **7.3.** \_\_\_\_\_ The seven extra ones sitting at the front had discussed what their answer would be before they were presented with the task. However, the true participant didn't know about that fact.

The point of the study was to see if this participant would answer correctly or if not, how much he would change his decision because of group influence. To sum up, the experiment showed that there are two reasons why people adapt their behaviour to the one expected by other people **7.4.** \_\_\_\_\_ What's more, they think other members have better knowledge than they do.

Na podstawie: [www.simplypsychology.org](http://www.simplypsychology.org)

- A. They did the opposite.
- B. It was to make him do this last.
- C. Above all, they want to feel they belong to the group.
- D. In fact, it was a social psychology experiment.
- E. You could see a separate line there – the target line.

**PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 6. DO 7. NA KARTĘ ODPOWIEDZI!**

Zadanie 8. (0–3) 

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

**8.1.**

X: Oh no! I left my passport in the shopping centre.

Y: There's still an option for you to go back there and take it. \_\_\_\_\_

X: Keep your fingers crossed for me!

- A. I'm sure you'll make it in time.
- B. What are you thinking of?
- C. I'll give you a hand.

**8.2.**

X: What are you up to?

Y: I'm in a hurry! \_\_\_\_\_ my dentist at 7!

X: I guess you started getting ready for today's appointment at the last minute again!

- A. I'm going to see
- B. I will see
- C. I'm seeing


**8.3.**

X: Can you do me a favour with a few tasks at home, please?

Y: Sure! I'll do the \_\_\_\_\_ if that helps.

X: You're the best. I'll take care of the kitchen then.

- A. dishes
- B. washing
- C. household chores

**Zadanie 9. (0-4)** 

W zadaniach 9.1.–9.4. spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem zdania lub fragmentu zdania podanego w nawiasie, poprawnie uzupełniającą lukę. Zakreśl jedną z liter: A, B albo C.

- 9.1. Can you tell me (czy pojechałeś) \_\_\_\_\_ there yesterday?  
 A. if you went  
 B. did you go  
 C. whether did you go
- 9.2. I think (lepiej żebyś nie) \_\_\_\_\_ be late tomorrow!  
 A. it's better for me not to  
 B. you had better not  
 C. I wish you could
- 9.3. We (czekaliśmy) \_\_\_\_\_ for you for an hour now! Why are you late?  
 A. are waiting  
 B. were waiting  
 C. have been waiting
- 9.4. I'm going to show (meble mojej siostry) \_\_\_\_\_ to you soon.  
 A. my sisters' furniture  
 B. my sister's furniture  
 C. my sister her furniture

**PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 8. DO 9. NA KARTĘ ODPOWIEDZI!**

**Zadanie 10. (0-3)**

W zadaniach 10.1.–10.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

- 10.1. \_\_\_\_\_  
 • Unfortunately, he didn't \_\_\_\_\_ me a compliment for what I had done.  
 • You should \_\_\_\_\_ much more attention to detail if you don't want to skip any important data.
- 10.2. \_\_\_\_\_  
 • I think she did it \_\_\_\_\_ accident. She had no intention of hurting him.  
 • The parcel should be delivered \_\_\_\_\_ Friday, just before your arrival.
- 10.3. \_\_\_\_\_  
 • Finally, I made up my \_\_\_\_\_ about my future career. It's settled – I will be an engineer!  
 • To my \_\_\_\_\_, it seems like a good plan. What about you?

**Zadanie 11. (0-3)**

Uzupełnij zdania 11.1.–11.3. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

11.1. Next time you (*ought/come/early*) \_\_\_\_\_ than today. Otherwise, you may miss the best part.

11.2. What (*they/talk*) \_\_\_\_\_ when you walked into the room?

11.3. My neighbour (*not/ful/recover*) \_\_\_\_\_ from coronavirus yet.



Area with horizontal dashed lines for writing.

Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5	0-1-2	0-1-2-3	0-1-2	

Karta odpowiedzi

Nr zad.	Odpowiedzi					
1.1.	A	B	C	D	E	F
1.2.	A	B	C	D	E	F
1.3.	A	B	C	D	E	F
1.4.	A	B	C	D	E	F
1.5.	A	B	C	D	E	F
2.1.	A	B	C			
2.2.	A	B	C			
2.3.	A	B	C			
2.4.	A	B	C			
2.5.	A	B	C			
2.6.	A	B	C			
3.1.–3.4.	Ocena egzaminator					
4.1.	A	B	C	D	E	F
4.2.	A	B	C	D	E	F
4.3.	A	B	C	D	E	F
4.4.	A	B	C	D	E	F
5.1.	A	B	C	D		
5.2.	A	B	C	D		
5.3.	A	B	C	D		

5.4.–5.7.	Ocena egzaminator				
6.1.	A	B	C	D	
6.2.	A	B	C	D	
6.3.	A	B	C	D	
6.4.	A	B	C	D	
6.5.	A	B	C	D	
7.1.	A	B	C	D	E
7.2.	A	B	C	D	E
7.3.	A	B	C	D	E
7.4.	A	B	C	D	E
8.1.	A	B	C		
8.2.	A	B	C		
8.3.	A	B	C		
9.1.	A	B	C		
9.2.	A	B	C		
9.3.	A	B	C		
9.4.	A	B	C		
10.	Ocena egzaminator				
11.	Ocena egzaminator				
12.	Ocena egzaminator				

WYPEŁNIA EGZAMINATOR

Nr zad.	0	1
3.1.	0	1
3.2.	0	1
3.3.	0	1
3.4.	0	1

Nr zad.	0	1
5.4.	0	1
5.5.	0	1
5.6.	0	1
5.7.	0	1

Nr zad.	0	1
10.1.	0	1
10.2.	0	1
10.3.	0	1

Nr zad.	0	1
11.1.	0	1
11.2.	0	1
11.3.	0	1

ZADANIE 12						
Punkty	0	1	2	3	4	5
Treść	0	1	2	3	4	5
Spójność	0	1	2			
Zakres	0	1	2	3		
Poprawność	0	1	2			