

# WRITING EXAM 2013/2014

EJA – EGZAMIN Z JĘZYKA ANGIELSKIEGO

## BA STUDIES

**Year 1** – word limit: 250-330 words. Time limit: 80 minutes.

- Compare and contrast essay
- Process essay

**Year 2** – word limit: 300-330 words Time limit: 90 minutes.

- Cause and effect essay
- Essays suggesting solution to a problem
- Opinion essay
- For and against essay

**Year 3** – word limit: 350 words. Time limit: 90 minutes.

- Argumentative essay

## MA STUDIES

The essay students are to write is expected to be a sample of advanced writing skill in which students show their ability to formulate their critical response to a given article presenting a controversial problem of scholarly, ethical, or social nature. They are supposed to show their ability to recapitulate the author's main idea and analyze it critically presenting their opinion in a carefully structured form, with clearly defined thesis statement, and carefully selected arguments that would support their thesis.

**YEAR 1MA: The essay is to be 350-500 words long and the time limit is 150 minutes.**

**YEAR 2MA : The essay is to be 500 words long and the time limit is 180 minutes.**

When evaluating the following criteria are taken into account:

- how accurately the article author's idea was grasped and how the student's own thesis was formulated
- how the arguments to support the thesis were selected
- whether the essay is logical, coherent and cohesive
- whether proper register was maintained
- what range of linguistic devices was used to express one's ideas
- what range of vocabulary was used to present the views
- whether the essay is linguistically accurate

Monolingual dictionaries are allowed (NB they may not be exam dictionaries or thesaurus dictionaries)

**In the excerpt presented below John S. Mill, a 19thC famous British philosopher and political economist, recollects his relationships with his father. Use the text to analyze critically the methods the parents use to stimulate their children's intellectual development. Write your analysis in about 350 words.**

**AUTOBIOGRAPHY by John Stuart Mill (1873)**

One of the evils most liable to attend on any sort of early proficiency, and which often fatally blights its promise, my father most anxiously guarded against. This was self-conceit. He kept me, with extreme vigilance, out of the way of hearing myself praised, or of being led to make self-flattering comparisons between myself and others. From his own intercourse with me I could derive none but a very humble opinion of myself; and the standard of comparison he always held up to me, was not what other people did, but what a man could and ought to do. He completely succeeded in preserving me from the sort of influences he so much dreaded. I was not at all aware that my attainments were anything unusual at my age. If I accidentally had my attention drawn to the fact that some other boy knew less than myself – which happened less often than might be imagined – I concluded, not that I knew much, but that he, for some reason or other, knew little, or that his knowledge was of a different kind from mine. My state of mind was not humility, but neither was it arrogance. I never thought of saying to myself, I am, or I can do, so and so. I neither estimated myself highly nor lowly. I did not estimate myself at all. If I thought anything about myself, it was that I was rather backward in my studies, since I always found myself so, in comparison with what my father expected from me. I assert this with confidence, though it was not the impression of various persons who saw me in my childhood. They, as I have since found, thought me greatly and disagreeably self-conceited; probably because I was disputatious, and did not scruple to give direct contradictions to things which I heard said. I suppose I acquired this bad habit from having been encouraged in an unusual degree to talk on matters beyond my age, and with grown persons, while I never had inculcated in me the usual respect for them. My father did not correct this ill-breeding and impertinence, probably from not being aware of it, for I was always too much in awe of him to be otherwise than extremely subdued and quiet in his presence. Yet with all this I had no notion of any superiority in myself; and well was it for me that I had not. I remember the very place in Hyde Park where, in my fourteenth year, on the eve of leaving my father's house for a long absence, he told me that I should find, as I got acquainted with new people, that I had been taught many things which youths of my age did not commonly know; and that many persons would be disposed to talk to me of this, and to compliment me upon it. What other things he said on this topic I remember very imperfectly; but he wound up by saying, that whatever I knew more than others, could not be ascribed to any merit in me, but to the very unusual advantage which had fallen to my lot, of having a father who was able to teach me, and willing to give the necessary trouble and time; that it was no matter of praise to me, if I knew more than those who had not had a similar advantage, but the deepest disgrace to me if I did not. I have a distinct remembrance, that the suggestion thus for the first time made to me, that I knew more than other youths who were considered well educated, was to me a piece of information, to which, as to all other things which my father told me, I gave implicit credence, but which did not at all impress me as a personal matter. I felt no disposition to glorify myself upon the circumstance that there were other persons who did not know what I knew; nor had I ever flattered myself that my acquirements, whatever they might be, were any merit of mine: but, now when my attention was called to the subject, I felt that what my father had said, respecting my peculiar advantages was exactly the truth and common sense of the matter, and it fixed my opinion and feeling from that time forward. <http://www.utilitarianism.com/millauto/>

