

ÉRETTSÉGI VIZSGA • 2006. május 26.

ANGOL IRODALOM

EMELT SZINTŰ ÍRÁSBELI ÉRETTSÉGI VIZSGA

JAVÍTÁSI-ÉRTÉKELÉSI ÚTMUTATÓ

OKTATÁSI MINISZTERIUM

1.**An Imaginary Walk in Charles Dickens' London (descriptive essay)**

Students are expected to conjure up images of Victorian London in Dickens' time and evoke its atmosphere based on what they have learnt about this period. They can use their imagination freely as long as they do not make anachronistic statements. It is not required to include too many factual details. Nevertheless, characteristic and important scenes of Dickens' London should be in the focus.

The descriptive paragraphs could feature glimpses of both spectacular and depressing sights showing the positive and negative consequences of the Industrial Revolution. London could be depicted as a thriving metropolis of stark contrasts.

Students familiar with Dickens' world could draw on his rich tapestry of characters and places.

The Main Scenes in Dickens' London

- Filthy slums, crowded streets with their open sewers
- Homes of unbelievable poverty
- Workhouses, prisons
- Markets (Smithfield, etc.)
- The East End with its docks
- Fleet Street and the City with its omnibuses
- Railway stations
- The West End with its opulence
- The Old Curiosity Shop
- The author's homes
(Devonshire Terrace, Tavistock House, Doughty Street, etc.)

Evaluation Points

Is it a truly descriptive essay? Is it the right length?

Does it complete the task?

Does the introduction arouse real interest?

Does it give a brief overview?

Does it create the right mood?

Does it provide the necessary background?

Is the point of view well-established and maintained?

Are the details carefully selected?

How relevant are they to the topic?

Is the structure of the essay clear and logical?

Are the paragraphs effectively organised?
Are they suitably connected?

Is there linguistic variety in the essay?
Is there a rich choice of words, especially adjectives?
Are different sensory impressions mentioned?
Are the images concrete? Are they dynamic and vivid?
Are there appropriate expressions of emotion?

Is there an original summary or conclusion at the end?

Are there only few or no mistakes of grammar and usage?
Are there few or no spelling mistakes?

2.**What is the Use of Studying English Literature? (reflective essay)**

In this essay students should examine how they have benefited from studying English literature at school. How has this subject enriched them? Besides improving their knowledge, widening their cultural horizon, what has it given them? In what ways has it contributed to their psychological development? How has it helped them cope with real life problems? This task provides an excellent opportunity to evaluate the gains of several years' hard work from a personal perspective. Obviously, this title involves thinking about the use of studying literature generally in the first place. Then the focus of attention should be directed to individual experience. Exploring the topic could involve looking at parallels between different literary traditions. Mentioning the contrastive aspect could enhance the quality of the composition.

Evaluation Points

Is it a truly reflective essay? Is it the right length?
Does it complete the task?

Does the introduction expose the subject effectively?
Does it create the right mood?

Are different viewpoints considered in the reflections?
Are there clear topic sentences in the paragraphs?
Are the opinion statements explained?
How relevant are they to the topic?
Is the writer's reasoning convincing?
Are there clever observations in the essay?
Is the structure of the essay clear and logical?
Are the paragraphs well-organised?
Are they suitably connected?

Is there linguistic variety in the essay?
Is there a rich choice of sentence patterns and vocabulary?
Is the style appropriate for this essay type?

Is there an ingenious summary or conclusion at the end?

Are there only few or no mistakes of grammar and usage?
Are there few or no spelling mistakes?

3.**Do We Need Poetry in the Information Age? (argumentative essay)**

Students should examine the function of poetry in our lives. Of course, they are expected to look beyond the walls of the classroom. Who reads poems these days? What are the chances of word magic in the 21st century? Have people lost the ability to appreciate the highest manifestation of their language? Conversely, is there any sign of change in our attitude towards poetry at all? The essay should answer the question why we do or do not feel the need to read or listen to poems through discussing carefully chosen arguments and counter-arguments. It is essential to measure the pros and cons before drawing any conclusions. Concrete examples will always make a point more clear and acceptable.

Evaluation Points

Is it a truly argumentative essay? Is it the right length?
Does it complete the task?

Does the introduction expose the problem effectively?
Is there an explicit statement of assertion in it?

Are both sides of the issue taken into consideration?
Are there clear topic sentences in the paragraphs?
Is there enough support for the opinion statements?
How relevant are they to the question?
Is the writer's reasoning convincing?
Are there clever examples in the essay?
Is the structure of the essay clear and logical?
Are the paragraphs well-organised?
Are they suitably connected?

Is there linguistic variety in the essay?
Is there a rich choice of sentence patterns and vocabulary?
Is the style appropriate for this essay type?

Is there a summary of viewpoints at the end?
Does the essay have a well-prepared and defensible conclusion?

Are there only few or no mistakes of grammar and usage?
Are there few or no spelling mistakes?

Students should get 15 points in each evaluation category if they completely satisfy the relevant requirements. If the answers for the evaluation points are 100% yes, the maximum points are to be given. Proportionately fewer points should be given according to the percentage of their performance in each aspect.