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## Verification of competences for the Matura exam in Polish, regional language, national minority languages and ethnic analysis

"The issue of national minorities has been one of the most interesting research areas for years. There are still issues that are not well understood, waiting for deep reflection, many issues remain open and debatable"<sup>1</sup>. This bold thesis contained in the introduction published before the decade of the monograph, without losing its relevance to this day, has become an inspiration for the following considerations, and they in turn - a kind of response to the postulate included in it.

The essence of the article is a comparative analysis of the formula of language education on the Matura exam of Polish language, regional language, national minority languages and ethnic minorities. The most recent educational documents, including the core curriculum, the maturity brochures of the Central Examination Board and sheets constituting the foundation of the mother tongue Matura exam, as well as other Slavonic languages and dialects: Belarussian, Lithuanian, Ukrainian and Lemko, and Kashubian have been put together for this purpose. It needs to be clarified here that the examination only covered the Matura exam in the so-called "new formula", which was held for the first time in May 2015 for students who finished then implementing the reformed high school core curriculum.

In accordance with the educational provisions in force, a high school and technical secondary school graduate can take a final exam, which consists of two oral exams: from Polish language and a modern foreign language (both without specifying the level) and four exams in the written part: from Polish (at the elementary level), from mathematics (at the elementary level), from a modern foreign language (at the elementary level) and from a selected additional subject at an extended level. Graduates of schools or departments with the national minority language of instruction are compulsorily also required to take the language test of this minority both in the oral part (without specifying the level) and in the written part (at the elementary level).

In order to pass the Matura exam, at least 30% of points in each compulsory subject should be obtained in the oral and written part and take the exam in the chosen subject at an extended level in the written part, for which the threshold for passing is not specified. A student declaring his will to pass the final exams in the last class can choose him from a wide range of

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<sup>1</sup>Introduction, [in:] *Mniejszości narodowe i etniczne w procesach transformacji oraz integracji*, ed. E. Michalik, H. Chałupczak, Lublin, 2006, p. 7.

subjects. In the proposed graduates, the list includes general subjects (such as Polish, mathematics, biology, chemistry, physics, geography, history, computer science, and social studies), foreign languages (including English, German, Russian and Italian), music history, art history and Latin language with ancient culture, as well as languages of national minorities (Belarusian, Lithuanian, German, Ukrainian), ethnic minority language, or Lemko language and regional language - Kashubian.

The starting point for considerations on the Matura exam formula in the languages of national, ethnic and regional minorities is worthwhile, and even an analysis of legal fortifications, under which education of these communities in Poland functions in Poland, should be made. The basic document defining their status is *The Act of 6 January 2005 on national and ethnic minorities and on regional language*. We find many definitions, classifications and distinctions relevant for this statement:

"The national minority, within the meaning of the Act, is a group of Polish citizens who jointly meets the following conditions:

1. It is less numerous than the rest of the population of the Republic of Poland;
2. Significantly differentiates itself from other citizens by language, culture or tradition;
3. Strives to preserve its language, culture or tradition;
4. Is aware of its own historical national community and is focused on its expression and protection;
5. Her ancestors lived in the present territory of the Republic of Poland for at least 100 years;
6. He identifies himself with the nation organized in his own country"<sup>2</sup>.

In Poland, according to the cited document, Belarusian, Czech, Lithuanian, German, Armenian, Russian, Slovak, Ukrainian and Jewish communities are considered as national minorities.

Meanwhile, "the ethnic minority, within the meaning of the Act, is a group of Polish citizens who meet all the following conditions:

1. Is less numerous than the rest of the population of the Republic of Poland;
2. Significantly differs from the other citizens in language, culture or tradition;
3. Strives to maintain its language, culture or tradition;
4. Is aware of its own historical ethnic community and is oriented towards its expression and protection;
5. Her ancestors lived in the present territory of the Republic of Poland for at least 100 years;
6. He does not identify with a nation organized in his own country"<sup>3</sup>.

Ethnic minorities in Poland include the Karaim, Lemko, Roma and Tatar communities.

The Act, whose main and clearly defined task in the introduction is to regulate matters related to the preservation and development of the minorities cultural identity, clearly states that the persons belonging to them "have, in particular, the right to:

1. The free use of the minority language in private and public life;
2. Dissemination and exchange of information in the minority language;
3. Posting information in a minority language of a private nature;

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<sup>2</sup>The Act of January 6, 2005 on National and Ethnic Minorities and on Regional Language (DziennikUstaw, No. 17, item 141, as amended)

<sup>3</sup>There.

4. Learning a minority language or in a minority language <sup>4</sup>.

In addition to the systematisation of national and ethnic minorities, we find in the 2005 Act the definition of a regional language, for which, in accordance with the letter of this document referring additionally to the European Charter for Regional or Minority Languages, is "a language that:

1. Is traditionally used on the territory of a given state by its citizens, who constitute a numerically smaller group than the rest of the population of that state;
2. Differs from the official language of that country; this does not include either the dialects of the official language of the state or the languages of migrants<sup>5</sup>.

As a result of the National Population and Housing Census conducted in 2011 by the Central Statistical Office, information on the national-ethnic identification of Polish citizens was obtained. Kashubian affiliation was declared by 232 500 people, German 147 800, Belarusian - 46800, Ukrainian - 51000, Romanian 17 000, Lemko 10500, Russian 13000, Lithuanian 7900, Jewish 7500, Armenian 3600, and Slovak 3200<sup>6</sup>. Subsequent statistical data developed within the framework of the Department of Religious Denominations and National and Ethnic Minorities of the Ministry of the Interior and Administration show the exact number of schools in which the minority language (or regional) is implemented, along with the number of students attending these classes<sup>7</sup>. Detailed results in the table below are included:

Language	Number of	Kindergarten	Primary school	Gymnasium	Lyceum	technical	vocational school	Sum
Belarussian	schools	3	25	17	3	0	0	48
	students	163	1728	646	535	0	0	3072
Hebrew	schools	4	4	2	0	0	0	10
	students	64	317	46	0	0	0	427
Lithuanian	schools	4	7	4	2	1	0	18
	students	117	281	124	93	7	0	622
Lemko	schools	6	22	7	1	0	0	36
	students	45	215	62	11	0	0	333
German	schools	186	431	121	4	6	6	754
	students	6970	38252	5638	61	185	92	51198
Armenian	schools	4	0	0	0	0	0	4
	students	0	86	0	0	0	0	86
Romany	schools	0	0	0	0	0	0	0
	students	0	0	0	0	0	0	0
Russian	schools	1	1	0	0	0	0	2
	students	2	57	0	0	0	0	59
Slovak	schools	2	6	3	0	0	0	11
	students	7	177	35	0	0	0	219
Ukrainian	schools	39	81	53	9	3	1	186
	students	318	1782	679	324	31	2	3136
Kashubian	schools	29	305	116	13	12	9	485
	students	712	15799	2846	335	428	201	20323

Table 1. The number of schools of different types and learning languages of national and ethnic minorities, as well as the regional language in the 2015/2016 school year

<sup>4</sup>There.

<sup>5</sup>There.

<sup>6</sup>Based on: *Struktura narodowo – etniczna, językowa i wyznaniowa ludności Polski. Narodowy Spis Powszechny Ludności i mieszkań*, edited by Central Statistical Office, Department of Demographic and Labor Market Research. Warsaw, 2015, p. 31.

<sup>7</sup>Based on: [mniejszosci.narodowe.mac.gov.pl/mne/oswiata/informacje-dotyczace-o/8128,Nauczanie-jezykow-mniejszosci-narodowych-i-etnicznych-oraz-jezyka-regionalnego-n.html](http://mniejszosci.narodowe.mac.gov.pl/mne/oswiata/informacje-dotyczace-o/8128,Nauczanie-jezykow-mniejszosci-narodowych-i-etnicznych-oraz-jezyka-regionalnego-n.html), DOA 24/10/2016.

Summing up selected parameters of the above table summary gives the overall result of 1,552 schools in which 793,47 pupils learn a minority language and a regional language. Moreover, one special school operates in Poland as a teaching subject with Kashubian language in which two children are taught and one first level music school which also teaches education in a Romani language for two pupils.

The basic determinants of education of national and ethnic minorities can be found in the document constituting the foundation of education in Poland, that is in *The Act on the education system of September 7, 1991*. It makes it clear that a public school is designed to enable students to maintain their national, ethnic, linguistic and religious identity, and in particular to learn the language and their own history and culture. This science can be organized in many different variants: in separate groups, departments or schools, with a minority language as a lecture or an additional subject<sup>8</sup>.

An interpretation for the implementation of these assumptions is *The Regulation of the Minister of National Education of November 14, 2007. on the conditions and manner of performing by kindergartens, schools and public institutions of tasks allowing to maintain the sense of national, ethnic and linguistic identity of pupils belonging to national and ethnic minorities and a community using a regional language*<sup>9</sup> and *The Ordinance of the Minister of National Education of 4 April 2012 amending the ordinance on the conditions and manner of performing by kindergartens, schools and public institutions of tasks enabling the national, ethnic and linguistic identity of pupils belonging to national and ethnic minorities and a community using a regional language*<sup>10</sup>. The latter document specifies in detail the hours of learning a minority language or a regional language and the number of hours of learning their own history and culture in individual types of schools and at different stages of education.

Detailed analysis of the entire educational cycle of national minorities, both in the diachronic and comparative perspective, is certainly a very interesting and extensive research material<sup>11</sup>, however, further considerations will be devoted only to the final stage of education, or more precisely to its culmination, ie, the Matura exam.

In 2015, there were 203 Matura graduates, from Ukrainian on the basic level 70, and extended 9 from the Ukrainian language on the basic level 34, while on the extended 22, from the Kashubian language on the extended level 18, from the Lemko language on the extended level, there were 203 graduates of the Belarusian language<sup>12</sup>. In 2016, 198 people graduated from the Belarusian language, 77 from the Ukrainian language, 17 on extended level, from Lithuanian on the basic level 35, on extended 28, from Kashubian on the extended level 20, from the Lemko language on the extended level<sup>13</sup>. Thus, it can be seen that - excluding the

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<sup>8</sup> The Act of 7 September 1991 on the education system (Dziennik Ustaw, No. 95, item 425, article 13).

<sup>9</sup> Dziennik Ustaw, No. 214, item 1579.

<sup>10</sup> Dziennik Ustaw, No. 2012, item 393.

<sup>11</sup> Articles on the subject of education of national minorities developed by their representatives are found in collective work: *Szkoły dla mniejszości narodowych i społeczność kaszubskiej w Polsce – stan, problemy i perspektywy*, ed. T. Lewowicki, J. Nikitorowicz, A. Szczurek-Boruta, Warszawa-Cieszyn-Białystok 2013 (O. Wojciechowski, *Oświata litewska w Polsce*, p. 23-34; I. Matus, G. Charytoniuk – Michiej, *Szkolnictwo białoruskie w Polsce*, p. 35 – 74; L. Łabowicz, *Raport o stanie szkolnictwa ukraińskiego w Polsce*, p. 75-104; V. Juchniewiczová, *Szkolnictwo słowackiej mniejszości narodowej w Polsce*, p. 105-122; W. Pospiszył, *Szkolnictwo wśród mniejszości czeskiej w Żelowie i okolicach*, p. 143-150; B. Gaida, *Nauczanie języka niemieckiego jako języka mniejszości narodowej w Polsce – stan i przyszłość*, p. 151 – 155).

<sup>12</sup> Based on: [cke.edu.pl/images/\\_EGZAMIN\\_MATURALNY\\_OD\\_2015/Informacje\\_o\\_wynikach/2015/sprawozdanie/Sprawozdanie\\_mniejszosci\\_2015.pdf](http://cke.edu.pl/images/_EGZAMIN_MATURALNY_OD_2015/Informacje_o_wynikach/2015/sprawozdanie/Sprawozdanie_mniejszosci_2015.pdf), dostęp 24.10.2016.

<sup>13</sup> Based on: [cke.edu.pl/images/\\_EGZAMIN\\_MATURALNY\\_OD\\_2015/Informacje\\_o\\_wynikach/2016/](http://cke.edu.pl/images/_EGZAMIN_MATURALNY_OD_2015/Informacje_o_wynikach/2016/)

results of the Matura exams from the Belarusian language - the number of exams from the languages of national minorities, ethnic minority and from the regional language has slightly increased. It is worth commenting on the extreme results: the largest number of high school graduates is a Belarussian language student, which directly results from the large number of students attending schools with this language as a subject of teaching. The quantitative dependence can also be seen in the list of people who take the Lemko language with the number of high school students learning (2:11). Such a proportion cannot be applied to the Kashubian language, where with a large number of people learning this language in a high school, a small group of graduates is surprising.

Referring to the main topic of consideration, which is the language education at the Matura exam, it is time to look at the curriculum from this angle. In terms of learning the language of a national minority or ethnic minority for the fourth stage of education it defines the following learning goals: "1. Understanding your own national or ethnic heritage; 2. Receipt of statements and use of information contained in them; 3. Creating statements; 4. The cultural texts analysis and interpretation"<sup>14</sup>. This program range is not much different from the educational assumptions of the Polish language course, containing the last three of the listed points. The determinants of teaching the Kashubian language are different. They were replaced by the following: "Knowledge of the Kashubian material and spiritual culture: history, geography, nature and understanding of the specific cultural heritage of the region; 2. Understanding oral and written statements on subjects related to everyday life and discussed reading; the use of information contained in them in various communication situations; 3. Creating oral speeches in Kashubian and written speeches in Kashubian and Polish; using a developed resource of linguistic means (lexical, grammatical, spelling and phonetic); 4. Processing text formulated in Kashubian from word or mouth; change in the form of oral or written communication; 5. Cultural texts analysis and interpretation".

When making a comparative analysis of the formula of language education proposed in the core curriculum for the Polish language, the language of national, ethnic and regional minorities, it is easy to notice that this aspect of school education is devoted to a lot of space and attention in these documents.

The basic range	The range extended
Understanding the specifics of their national or ethnic heritage. Pupil:	
	- recognizes and understands the influence of other languages on the language of a national minority or ethnic language
Receipt of statements and use of information contained in them. Pupil:	
<ul style="list-style-type: none"> <li>-prepares a bibliographic description of a book and an article, a bibliography of a given topic, a footnote</li> <li>- knows the notion of language sign and character system; can justify that the language is a system of characters (...)</li> <li>-recognizes different varieties of language, e.g. colloquial, dialectic, literary, dialect</li> <li>- recognizes and names text functions (...)</li> </ul>	<ul style="list-style-type: none"> <li>- distinguishes and discusses language functions on selected examples (...)</li> <li>- recognizes and indicates selected features of the mother tongue / ethnic; situates mother tongue / ethnicity against other languages spoken in Europe</li> </ul>

sprawozdanie/Sprawozdanie\_mniejszosci\_2016.pdf, dostęp 24.10.2016.

<sup>14</sup>This and Rother references based on: Rozporządzenie Ministra Edukacji Narodowej z dnia 27 sierpnia 2012r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół. Journal of Laws, No. 2012, item 977.

<ul style="list-style-type: none"> <li>- recognizes the type of sender and recipient and text</li> <li>- recognizes the genre characteristics of the text (...)</li> <li>- reads the meaning of the text (and in it the meanings of words, phrases, sentences, ...)</li> <li>- makes a logical summary of the argumentative text (...)</li> <li>- distinguishes between the notions of language error and linguistic innovation, correctness and appropriateness of speech; recognizes and corrects various types of language errors</li> <li>- sees the relationship between language and values, i.e. it understands that language is a value, a valuation tool and a source of value learning</li> </ul>	
<p>Creating statements. Pupil:</p>	
<ul style="list-style-type: none"> <li>- creates a longer written or spoken text (...)</li> <li>- creates an independent argumentative statement according to the basic principles of logic and rhetoric (...)</li> <li>- uses fair persuasion (...)</li> <li>- edits his own text (...)</li> <li>- performs different actions on the text of someone else (...)</li> <li>- publicly delivers the statement he has prepared (...)</li> </ul>	<ul style="list-style-type: none"> <li>- sees the functions of statements accompanying the communication function: causative and fatal- distinguishes between language and use standards; evaluates own language competences (...) and communication competences (...)</li> </ul>
<p>Analysis and interpretation of cultural texts. Pupil:</p>	
<ul style="list-style-type: none"> <li>- knows the concept of linguistic communication and indicates its components (...)</li> <li>- in the analysis and interpretation of the text he uses the basic concepts of (...) learning about language (...)</li> <li>- indicates the language means of artistic expression used in the work (...)</li> <li>- notices the style features characteristic of a given artist in the works he reads</li> <li>- distinguishes types of language styling in read texts and spoken statements (...)</li> <li>- indicates and analyzes examples of language variations encountered in the texts read</li> </ul>	<ul style="list-style-type: none"> <li>- recognizes the rhetorical organization of statements- indicates the methods used in the text to achieve its suggestiveness</li> </ul>

Table 2. Issues in the field of language education in the program assumptions of learning the language of national and ethnic minorities

The core curriculum of teaching Polish language is characterized, despite its apparent similarity, by a more complex structure and complication of content segmentation than the minority language core curriculum - the general goals are divided into further subcategories in which only specific skills are planned in education. For example, the section *Receiving statements and using the information* contained in them consists of the following parts:

*Reading and listening; Self-education and access to information and Linguistic Awareness, Department Analysis and interpretation of cultural texts* consists of parts: *Initial recognition; Analysis, Interpretation and Values and Valuation*, and in the *Making of the utterance* we find *Speaking and writing* and (again) *Linguistic Awareness*.

The difference in design is not the only one. The core curriculum of the Polish language is a document expanded also in terms of substantive content. There are far more to the issues addressed to the implementation of these issues than those required of education in a minority language. All components from the basic scope and most of the expanded scope can be found in an identical or convergent form in the program database of the Polish language. Issues in the field of language education, for which this document is richer, are included in the table below:

Basic range	Extended range
<i>Reception of expression and use of the information contained in them</i>	
<i>Listening and reading. The student:</i>	
<ul style="list-style-type: none"> <li>- distinguishes between proper and evasive answers in the dialogue</li> <li>- he recognizes irony in his statement, explains its mechanism and functions</li> <li>- recognizes tricky and suggestive questions</li> <li>- recognizes linguistic manipulation in advertising texts, in the language of politicians and journalists</li> </ul>	<ul style="list-style-type: none"> <li>- compares linear text and hypertext understood as a discontinuous, non-linear expression, constituting a system of related text segments, arbitrarily linked by the language user in each act of receipt</li> <li>- recognizes mechanisms jargon characteristic of totalitarian systems</li> </ul>
<i>Linguistic awareness. The student:</i>	
<ul style="list-style-type: none"> <li>- analyzes and defines (...) the meanings of words</li> <li>- indicates in the read texts and analyzes examples of territorial, environmental and professional variations of the Polish language</li> <li>- differentiates neutral vocabulary from emotional and evaluating, official from free language</li> </ul>	<ul style="list-style-type: none"> <li>- sees the relationship between language and the image of the world</li> <li>- recognizes and indicates selected features of the Polish language, which testify to his belonging to a family of Slavic languages</li> <li>- sees the colloquial style as the center of the stylish Polish language system (...)</li> </ul>
<i>Analysis and interpretation of cultural texts.</i>	
<i>Analysis. The student:</i>	
<ul style="list-style-type: none"> <li>- analyzing old texts, it notices linguistic differences (...) resulting from historical changes</li> </ul>	<ul style="list-style-type: none"> <li>- recognizes and characterizes the style of the text</li> </ul>

Tab. 3. Additional issues in the field of language education in the program assumptions of learning Polish

In comparison to the documents discussed above, the core curriculum of the Kashubian language is presented differently, both in terms of content and form. The determinants classified as an element of language education are specific and (mostly) characteristic of a regional language.

Basic range	Extended range
Knowledge of Kashubian material and spiritual culture: history, geography, nature and understanding of the specific cultural heritage of the region. The student:	
<ul style="list-style-type: none"> <li>- operates vocabulary related to the Kashubian region</li> </ul>	<ul style="list-style-type: none"> <li>- recognizes the influence of other languages on the Kashubian language</li> </ul>
Receiving statements in Kashubian and using information contained in them; understanding oral and written statements on various topics, form and length in various reception conditions. The student:	
<ul style="list-style-type: none"> <li>- understands texts that have been heard and read (independently and by the teacher) on various topics (...)</li> <li>- speaks verbally and in writing in typical situations</li> </ul>	<ul style="list-style-type: none"> <li>- distinguishes between the notion of linguistic error and linguistic innovation, correctness and appropriateness of speech; recognizes and corrects various types of language errors in spoken and</li> </ul>

<ul style="list-style-type: none"> <li>- recognizes different varieties of language: colloquial, dialectal, dialects, literary; types of sender and recipient; genre characteristics of the texts discussed</li> <li>Reads the meaning of the text (...)</li> <li>- summarizes, paraphrases the text</li> <li>He distinguishes between colloquial and literary language; recognizes and indicates selected features of the Kashubian language</li> <li>- sees the relationship between language and values (...)</li> </ul>	<p>written Kashubian texts</p> <ul style="list-style-type: none"> <li>- differentiates between colloquial and literary language; recognizes and indicates selected features of the Kashubian language, which testify to his belonging to a family of Slavic languages; situates the Kashubian language in comparison to other languages used in Europe</li> </ul>
<p>Individual creation of oral statements in the Kashubian language and written statements in Kashubian and Polish on typical topics; using a developed resource of linguistic means (lexical, grammatical, spelling and phonetic). The student:</p>	
<ul style="list-style-type: none"> <li>- uses the Kashubian language in a manner ensuring efficient language communication in various private and public situations; enriches the vocabulary</li> <li>- uses simple compensation strategies (eg replacing with another word, description) if it does not know or cannot remember a word</li> <li>- creates an independent argumentative statement according to the basic principles of logic and rhetoric (...)</li> <li>- edits own text (...)</li> <li>- performs different treatments on the text of someone else (...)</li> <li>- publicly delivers the statement he has prepared (...)</li> <li>- evaluates own language competences (...) and communication competences (...)</li> <li>- speaks and reads texts with understanding of the meaning, with care for the aesthetics of reading and speaking (...)</li> <li>- he is familiar with the spelling rules of the Kashubian language and applies them in the text</li> </ul>	<ul style="list-style-type: none"> <li>- creates a longer text written or spoken in Polish or Kashubian (...)</li> <li>- conducts negotiations in typical situations of everyday life</li> </ul>
<p>Processing of text verbally or in writing; change in the form of oral and written communication. The student:</p>	
<ul style="list-style-type: none"> <li>- transmit in Kashubian information heard or read in another language (...)</li> <li>- transmits in the Polish language the main, thought or selected information from the text in Kashubian</li> <li>- shortens, summarizes, develops the text heard or read</li> <li>- delivers Kashubian texts from memory</li> </ul>	
<p>Analysis and interpretation of cultural texts. The student:</p>	
<ul style="list-style-type: none"> <li>- distinguishes between types of language stylization in the texts read and in oral speeches (...)</li> <li>- (...) recognizes the rhetorical organization of expression</li> </ul>	<ul style="list-style-type: none"> <li>- analyzing old texts, he notices the language differences resulting from historical changes</li> <li>- indicates and analyzes examples of language variations encountered in the read texts</li> </ul>

- indicates the characteristic features of the style of a given text, calls the language means used in it and defines their functions	
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Table 4. Issues in the field of language education in the curriculum of regional language learning

The broad spectrum of issues listed in the above tables allows us to confirm the assumption that language education takes an extremely important position in education. It is particularly important in high school, which in the praxeological dimension is accompanied by the awareness of the educational finale - Matura. This exam is to close the school stage and to verify the knowledge and skills acquired during the course. In the light of the analyzes carried out, it will not be an exaggeration to say that the profile of a graduate who completes high school diplomas designed in educational documents consists mainly of a high level of linguistic awareness.

The formula of the matriculation examination in the language of the national minority, i.e. Belarusian, Lithuanian and Ukrainian, is similar to the Polish language matriculation exam. The graduate passes an oral part lasting 30 minutes and a 170-minute written part. In each case, the oral stage consists of three components: a fifteen-minute preparation of the monologue statement that is the implementation of the drawn task, the presentation of the monologue (10 minutes) and interviews with the subject team (5 minutes). The written part consists in solving a test examining the understanding of two non-literary texts and writing a longer statement in the form of an essay or interpretation of a poetic text. The formal difference is the discrepancy in the scoring of the written part - the Polish language is assessed at 70 points, and the language of the national minority at 50 points.

Separately, the formula of the ethnic minority language exam should be assessed, that is, the Lemko language and the Kashubian language, i.e. the regional language. These items appear as additional at the Matura exam. The testator may join the written and oral part or only the written part, but it is carried out only in the extended version. The oral stage looks the same as in the case of the Polish language and the language of the national minority. In both cases, the written part due to enlargement, lasts 180 minutes, but at the time caesura, the similarity between these examinations ends. At the written exam of the Lemko language there is no test part examining the understanding of the text. It consists only in writing your own longer text on one of two subjects to choose from: one of them requires the creation of a statement based on a journalistic or critical or historical literary text, the second proposes a comparative interpretation of two literary works. The matriculation sheet for the written part of the Kashubian exam consists of three parts: a test examining text understanding, translating a text from Kashubian to Polish and essays that a graduate can write in Polish or Kashubian. Graduate pursues one of two subjects to choose from: problem essay or comparative analysis of lyrical works.

The proposed exam formula affects the construction of the Matura informants about the above-mentioned subjects. The program scope and examination standards concerning the Polish language and national minority languages are identical to each other. Language education, which is the most important object of interest in this argument, occupies a superior position in these documents.

The oral part "checks the ability to create statements on a specific topic, consistent with the principles of linguistic correctness, logic and rhetoric. The text of culture is the inspiration

for the expression"<sup>15</sup>.The graduate comes to the oral part after drawing a task, the essence of which is to develop a problem related to the attached text of culture: literary, iconic or linguistic. He must prepare a coherent statement with the formalized structure assessed, in addition to the merits, for composition, style and language, within a quarter of an hour.

The written part of the Matura exam is another important element of verifying the level of language education which results from the name of the stage itself, consisting in writing. Whether in the test part of the sheet or during the development of the abitur, this basic competence must be demonstrated to a high degree. Apart from these obvious relationships that cement the written Matura with broadly understood language education, there are various issues, more or less detailed, which according to the informer's guidelines are to be enforced on the secondary school-leaving examination. The document clearly states that in the test part of the sheet, there may be tasks checking thorough knowledge of the abitur about various levels of language: vocabulary, word formation, inflection, syntax, as well as about the style, functions and genre features of the text.

The oral part of the mathematic examination in Lemko language as a language of ethnic minority looks the same as the Matura defined for this exam stage on the languages of national minorities and from the Polish language. Another dimension is the search for elements of language education in the written part, deprived, as already mentioned, of the test part. This results in the absence of purely grammatical issues related to traditional language teaching. Linguistic awareness is verified here on the occasion of the creation of a long-written statement and involves the use of skills developed on its basis. Therefore, the examiner checks, in addition to the correctness, the composition, style and consistency of the text, as well as linguistic correctness.

We see the true intensification of language learning issues in the information about the exam from the regional language - Kashubian. It is true that the oral part does not differ from all those discussed above, and the test examining the understanding of the text should check the same skills as the written exam of national minority languages, but the tripartite written stage expands the spectrum of language issues, which results from the presence of the task on translating the Kashubian text into Polish. This special and exceptional element in the context of other Matura exams is to test such skills as: "reading the text, understanding individual words, phraseologies, comprehensive understanding of the text, understanding grammatical structures, understanding the meaning of bonding elements, active knowledge of lexis"<sup>16</sup>. Translation is a very high scoring activity. The student may receive 20 of 63 points for her. Of the remaining points, 13 are for the test and 30 for the development. The advantage of punctual translation of the text over the test part that tests its understanding seems to be fully justified, because it is in a sense a higher, more difficult activity, a more complicated process, requiring competences that go beyond the multilevel understanding of meaning and structure. As a confirmation, it is worth recalling the words of Jerzy Pieńkos: "Translation is a dynamic concretization of meaning, an attempt to communicate people, and not a mechanical replacement of one word or word by another (...). Each language has its own wealth, it gives its

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<sup>15</sup>*Informator o egzaminie maturalnym z języka polskiego od roku szkolnego 2014/2015*, cke.edu.pl/images/\_EGZAMIN\_MATURALNY\_OD\_2015/Informatory/2015/Język-polski.pdf, p. 13, DOA 24/10/2016.

<sup>16</sup>*Informator o egzaminie maturalnym z języka kaszubskiego od roku szkolnego 2014/2015*, cke.edu.pl/images/\_EGZAMIN\_MATURALNY\_OD\_2015/Informatory/2015/Język\_kaszubski\_jako\_jezyk\_regionalny.pdf, p. 18, DOA 24/10/2016.

own vision of the world, it has unique qualities, not only communication, but also aesthetic and expressive. The total linguistic unification of the world would be a mistake. A good translation can save and convey many of these values, transplant them to other cultures. Through differentiation and integration - as it were at a higher level - through translation, the various cultures are permeated, mutual cultural and language inspirations are made, beneficial for both sides, which do not mean the loss of national identity. Translators are guides and intermediaries in learning the cultures and languages of different countries”<sup>17</sup>.

The following tabular summary seems to confirm that the regional language exam is an exceptional exam in comparison with others observed with it. The table presents the results of the analysis of the test part of the sheet from May 2016 (the absence of the Lemko language results, as mentioned, from the construction of the ethnic minority language Matura, lacking the part examining the text).

Language	The number of commands in the test part	Number of tasks related to the level of meanings	Number and examples of commands in tasks regarding the level of text structure and checking the level of linguistic awareness
Polish	12	6	<ol style="list-style-type: none"> <li>1. Formulation of the thesis.</li> <li>2. Print a syntactic stylistic measure, defining its function.</li> <li>3. Finding consistency determinants in the text.</li> <li>4. Summary of the text.</li> <li>5. Search, explanation of meaning and indication of the function used in the text of the phraseological relationship.</li> <li>6. Search for an argument.</li> </ol>
Belarusian	10	5	<ol style="list-style-type: none"> <li>1. Formulation of the thesis.</li> <li>2. Define the text style with the function of this style.</li> <li>3. Definition of the functions used in the text, collocations.</li> <li>4. Explanation of the meaning of the word relationship.</li> <li>5. Explanation of the metaphor;</li> </ol>
Lithuanian	10	5	<ol style="list-style-type: none"> <li>1. The writing of two means of persuasion.</li> <li>2. Indication of two linguistic indicators of the speech (on the analysis of which the test was based).</li> <li>3. Explanation of two words from the text.</li> <li>4. Explanation of the meaning of the whole sentence.</li> <li>5. Providing a synonym for the word used in the text.</li> </ol>
Ukrainian	11	7	<ol style="list-style-type: none"> <li>1. Explanation of the meaning of the word used in the text.</li> <li>2. Determining the function of a rhetorical question.</li> <li>3. Creation of synonyms for two words used in the text.</li> <li>4. Definition of the whole text function.</li> </ol>

<sup>17</sup> J. Pieńkos, *Podstawy przekładoznawstwa. Od teorii do praktyki*, Cracow, 2003, p. 13.

			5. Writing a plan of the whole text.
Kashubian	10	5	<ol style="list-style-type: none"> <li>1. An explanation of the meaning of two words from the text.</li> <li>2. Adding Kashubian synonyms of four words quoted from the text.</li> <li>3. Scribing four diminutive words from the text and determining by what formants these words have been created.</li> <li>4. Formulating the argument.</li> <li>5. An indication of the thesis proposed.</li> </ol>

Tab. 5. The number and examples of tasks in the test part of the matriculation sheet

The commands listed in the right column of the table require the student to have the ability to understand the text and the proficiency of performing various activities on it. The formula of the computed tasks is similar, partly even schematic. If we take into account their quantity, we note that in the Matura exam sheets from the languages of national minorities and the regional language it is identical. As for the Polish language - one more command was noted. This advantage is lost after combining the arithmetic sum of tasks with their proportion in relation to the commands concerning the level of meanings. The exception to the 50% relationship is a sheet for the Ukrainian language, in which the tasks related to linguistic awareness are more than the others (64%).

Using the classification of test tasks specified in the Matura reference books, it is possible to group other commands listed in the table above.

	Type of tasks	Examples of tasks from individual Matura sheets				
		Polish	Belarusian	Lithuanian	Ukrainian	Kashubian
Test tasks that check text understanding at the structure level	Understanding the function of linguistic means		Explanation of the metaphor		Determining the function of a rhetorical question.	
	Study of text structure	Finding consistency determinants in the text.				
	Defining the thesis of the text and indicating the argument	Formulation of the thesis.	Formulation of the thesis.			Formulation of the argument. Indication of the thesis proposed.
Test tasks checking the ability to perform actions on the text	Summary	Text summary.				
	Creating a text plan.				Writing the whole text plan.	
Test tasks checking language awareness regarding to:	Vocabulary			Explanation of two words from the text. Providing a synonym for the word used in the text.	Explanation of the meaning of the word used in the text. Creation of synonyms for two words used in the text.	Explanation of the meaning of two words from the text. Providing Kashubian synonyms of four words quoted from the text.
	Word formation					Printing four diminutive words from

						the text and specify which formants were created.
	<b>Syntax</b>			Explanation of the meaning of the whole sentence.		
	<b>stylistic issues</b>	Printing a syntactic measure stylistic, defining its function.	Define the style of the text with the function of this style.			
	<b>text functions</b>			The writing of two means of persuasion.	Definition of the function of the entire text.	
	<b>genre characteristics of the text</b>			Designation of the two linguistic determinants of speech.		
	<b>Other skills indicated in the core curriculum for the II, III and IV stage of education</b>	Search, explanation of meaning and indication of the function used in the text of the phraseological relationship.	Definition of functions used in the text of phraseological compounds. Explanation of the meaning of the word relationship.			

Tab. 6. Types and examples of tasks in the test part of the Matura sheet

In the test part of the analyzed matriculation sheets, the largest number of commands is to check the level of linguistic awareness (15 in all), mainly in the field of vocabulary, phraseology and stylistics, and to a lesser extent from syntax (the tasks of inflection were not recorded in any of the sheets). The second most important place was the structure of the text - 6 examples. The worst represented are the transformational tasks requiring the student to take specific actions on the text.

It is easy to notice that in this year's matriculation session in the Kashubian language, there were no more strictly linguistic issues than in the Polish language and minority languages. But they required a more penetrating and time-consuming work on the text from the student. For example: a graduate checking the knowledge of a regional language had to provide

synonyms of four words, the others from one to two - none of them having to prove fluency in the field of word formation, and the student who took the Kashubian exam was supposed to demonstrate knowledge about the formants. One could also explain these discrepancies by the fact that, unlike the others, the Kashubian secondary school exam is an optional exam, for real enthusiasts of regional culture. However, it is impossible to ignore the fact that another exam program, from the Lemko language, is devoid of a completely difficult test part of the sheet.

It is difficult to come up with a certain conclusion regarding this state of affairs. One is visible - the authors of the Kashubian matriculation exam require students to be thoroughly knowledgeable, both about the language and local culture. This activity coincides with loud demands of some organizations and associations fighting to preserve Kashubian identity<sup>18</sup>. Their efforts to recognize national autonomy, which can be seen quite recently in the media, give a sense of the implementation of integrated and effective actions aimed at preserving cultural heritage. Against this background, the activity of the Lemko minority is not so intense - this is certainly due to the fact that this community is very diverse, and the sense of identity of its members - some Lemks feel at the same time Poles, other Ukrainians, more Ruthenians<sup>19</sup>. Therefore, the Lemko organizations do not pursue a conceptually uniform activity aimed at shaping the ethnic affiliation of its members<sup>20</sup>.

One thing is certain - the very presence on the Matura exam, despite the optional formula, the Lemko and Kashubian language, is undoubtedly an expression of care and concern for preserving the cultural heritage of the regions. It is worth mentioning that in addition to the aforementioned organizations there are many smaller educational, socio-cultural institutions in Poland<sup>21</sup>, and over a dozen years, you can study Kashubian ethnolinguistics (University of Gdańsk) or Russian philology with Ruthenian-Lemkos (Pedagogical University of Cracow). This gives a picture of a certain tendency crowned by the resolution in 2013 of the European Commission's Committee on Culture and Education. It calls, among others, "The European Commission, the governments of the Member States and regional authorities to initiate programs that will serve the purpose of tolerating linguistic or ethnic communities endangered with extinction, promote respect for their cultural and linguistic values and increase social recognition for them"<sup>22</sup>. The implementation of these assumptions in Poland is clearly visible, the presence of the Kashubian and Lemko language at the Matura exam is an eminent example.

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<sup>18</sup> It is about, among others, the Association of People of the Kashubian Nationality, which in 2013 issued an open letter to the President Bronisław Komorowski for the recognition of the national identity of the Kashubians. It should be noted that this idea was not supported by another large organization - the Kashubian - Pomeranian Association.

See: [tvn24.pl/pomorze,42/kaszubi-narodem-prosza-prezydenta-o-wsparcie,337527.html](http://tvn24.pl/pomorze,42/kaszubi-narodem-prosza-prezydenta-o-wsparcie,337527.html), DOA 24/10/2016. Por. : A. Kożyczkowska, K. Kossak - Głowczewski, Education of the Kashubian language and culture on the territory of Kashubia. Selected aspects, [in:] Schools for minorities ..., p. 196-198.

<sup>19</sup> See. E. Michna, *Tożsamość Lemków u progu XXI wieku. Ciągłość i zmiana*, „Studia Migracyjne – Przegląd Polonijny”, 2011, vol.4, p. 189 – 208.

<sup>20</sup> For example: The Lemko Association is an organization with a clear national-Lemko and Rusyn attitude, while the Lemko Union emphasizes its Ukrainian affiliation. Based on: M. Barwiński, *Ukraińskie i lemkowski struktury organizacyjne w Polsce w latach 1956-2012*, „Acta Universitatis Lodziensis. Folia Geographica Socio – Oeconomica”, 2012, no 12, p. 111-144.

<sup>21</sup> Kashubian organizations: The Kashub Institute, Kashubian Institute of Development, Kashubian Folk University. Lemko organizations: "Ruska Bursa" Association, Lemko Song and Dance Ensemble "Kyczera, Stowarzyszenie Miłośników Kultury Lemkowskiej, Foundation for the Support of the Lemko minority "Rutenika", the Association of Youth of Lemkos "Czuha".

<sup>22</sup> The report on European languages at risk of extinction and linguistic diversity in the European Union is the result of the work of the Committee on Culture and Education in response to the European Parliament resolution of 13 December 2001 on regional languages and less widely used European languages, taking into account the

To sum up the whole argument, it should be stated that the current formula of the Matura exam emphasizes the educational importance of language education. Care for this educational component is visible not only at the level of verification of Polish language skills - determining the level of linguistic awareness is also an important element in the education of national and ethnic minorities in Poland. The analysis of the core curriculum, informers, and Matura sheets allows to note that the overarching goal of the school today is to improve the linguistic and communicative competence of the student. Efficient use of the native language is an indispensable condition of general education, also giving a testimony of cultural identity. The Matura can also be an answer to the need to search for a regional identity - to encourage and inspire to deepen knowledge about the language and culture of the local environment. The education of the national minority is a very important educational aspect not only for them, but also in the perspective of the education policy of the whole country, which can be justified by the words of Tadeusz Lewowicki: *"Multiculturalism is a common phenomenon, encountered in various situations, almost at every step. The diversity of people and the cultures they create is a wealth and a chance for the development of societies and individuals. (...) The multiplicity of national and ethnic communities is still a common wealth of culture. One of the important conditions of the duration and lifespan of cultures has been and is education, and a special role is played by education, cultivating languages, traditions and cultures of particular communities (...)"*<sup>23</sup>.

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effect of European Commission research EUROMOSAIC, which has shown that some European languages are disappearing. Based on:  
[europarl.europa.eu/sides/getDoc.do?pubRef=//EP//TEXT+REPORT+A720130239+0+DOC+XML+V0//PL](http://europarl.europa.eu/sides/getDoc.do?pubRef=//EP//TEXT+REPORT+A720130239+0+DOC+XML+V0//PL),  
DOA 24/10/2016.

<sup>23</sup> T. Lewowicki, *O przybliżenie spraw szkolnictwa dla mniejszości narodowych i etnicznych – perspektywa edukacji międzykulturowej*, in: *Szkoły dla mniejszości...*, p. 11.

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