

HOW TO PREPARE FOR THE BOARD OF EDUCATION COMPETITION FROM ENGLISH?

The Board of Education competition in English tests the level of C1 skills (CAE level).

Some competition issues may include level C2 (Proficiency).

Profile of a student who joins the Board of Education competition:

- has high language competence at the level of minimum CAE in the use of language and knowledge of words and expressions
- edits written statements at CAE level
- mastered the use of phrases, tenses and grammatical forms as well as the correct spelling of words
- makes an effort to learn the subject of the competition independently, which changes every school year
- does not make spelling mistakes (dysorthographic and dyslexia certificates are not included)

Remember:

1. After writing down phraseological compounds in English, we get an extensive book!

Most phraseological compounds do not appear in the core curriculum and very rarely appear in practical texts discussed during the implementation of the Canadian program – we do not know what compounds the creators of the competition will choose – students who read a lot get a better chance of getting points in this area. For those willing to join the curatorial competition in English, we recommend **reading many different English-language literary items** – this will broaden your knowledge in the field of **phraseological relationships**.

Our observations show that students who read only obligatory readings in English very rarely go to the next stage of the competition due to insufficient knowledge of phraseological relationships.

2. The competition tests the unique and extra-curricular knowledge of the student. The competition questions are based on the assumption that the student has mastered the extended core curriculum. When preparing for the competition, it is worth paying attention to exceptions, rare grammatical forms or content – but you should not focus only on these issues. The competition requires the formulation of correct and coherent statements in a short time – students who have the ease of formulating texts in their native language often use the same skills also when writing texts in English.
3. During the competition, the student's linguistic knowledge is tested. A person who would like to participate in the competition should constantly expand their competences in this area.
4. During the competition, very good knowledge of **idioms** is selectively tested – we are not sure which of them will appear in the subject of the competition – students who read a lot of different books increase their chances.
5. The competition checks the content that **is thematically** not covered by the extended core curriculum - each competition, with the exception of the school stage, has its own main theme.

6. The general rule of the competition is to check the high school level of knowledge about Anglo-Saxon culture - the substantive scope of the competition concerns strictly defined and selected issues of knowledge about the United Kingdom of Great Britain and Ireland.
7. The student must put a lot of their own work into preparing for the competition due to the assessment of extracurricular knowledge about the issues covering the scope of the competition.

The subject matter of the competition after passing the school stage may concern, for example:

- diplomatic protocol, information about the royal family and court rules, etiquette and customs,
 - collections collected in museums in Great Britain,
 - knowledge about prominent figures of Anglo-Saxon culture,
 - knowledge of the history of England.
8. The competition checks grammatical forms when checking other issues and tenses (both those commonly used and those more difficult to use in the situation or rarely occurring).
 9. The answer key is formulated in such a way that the next stage is joined by the most narrow group of students. During the competition, you should read the instructions very carefully – two incorrect answers in one task may cause the student not to get a score for the entire task.
 10. Students achieving success in the competition (finalists and laureates) work with the Matura School-leaving Review. For comparison, students of the IB (English B) matriculation class prepare for the matura exam on the basis of CAE tests.

Board of Education competition and the Canadian program:

1. Learning within the Canadian program enables the student to acquire competencies in the following areas:
 - Essay Writing
 - use of English, use of expressions and phraseological compounds (English use),
 - knowledge and vocabulary in the area of "Social Studies",
 - knowledge or vocabulary from other areas (Science & Technology, Art, Mathematics)
 - correct use of grammatical forms, tenses, sentence order (Grammar),
 - ability to understand and analyze text in English (Basic of Critical Writing).
2. The Canadian curriculum does not cover the thematic scope of the English language competition, as it does not implement the curricular content in the field of knowledge of the United Kingdom – the student must master them independently (under the supervision of a school mentor).

Board of education competition and the exam after grade 8:

The main difference between the competition and the exam is due to the objectives and assumptions of both formats:

1. The aim of the Board of Education competition is to check the **extracurricular knowledge of selected** students - students who have above-average knowledge enter the competition.

2. The aim of the exam is to check the obligatory knowledge of **all students** in Poland in the field of the core curriculum.
3. The competition tests **knowledge that goes beyond the core curriculum.**
4. The exam after the 8th grade checks the compulsory core curriculum – **every** student who has mastered the core curriculum has the competences necessary to write this exam.

This information is illustrated below:

PURPOSE OF THE BOARD OF EDUCATION COMPETITION	PURPOSE OF THE EXAM AFTER GRADE 8
tests the extracurricular knowledge of selected students	checks the obligatory knowledge of all students in Poland
SCOPE OF THE COMPETITION	SCOPE OF THE EXAM
knowledge beyond the core curriculum	knowledge of the core curriculum
SUBJECT MATTER OF THE COMPETITION	SUBJECT MATTER OF THE EXAM
The subject matter changes every year, includes extracurricular issues, requires learning historical data, checks the student's above-average knowledge	The subject matter of the exam has remained unchanged for years; includes the core curriculum, does not require learning historical data, tests language skills, no additional knowledge required
WHO ENTERS THE COMPETITION	WHO TAKES THE EXAM
a student who has knowledge at a minimum level comparable to the CAE matriculation class	Every student obligatory