

ÉRETTSÉGI VIZSGA • 2006. május 10.

**TÖRTÉNELEM
ANGOL NYELVEN
HISTORY**

**EMELT SZINTŰ ÍRÁSBELI
ÉRETTSÉGI VIZSGA
ADVANCED LEVEL
FINAL WRITTEN EXAM**

**JAVÍTÁSI-ÉRTÉKELÉSI
ÚTMUTATÓ
KEY AND GUIDE FOR
EVALUATION**

**OKTATÁSI MINISZTERIUM
MINISTRY OF EDUCATION**

Guide to the evaluation of the essays

The paper should be corrected using the following symbols, and **in a colour different from that used by the candidate**.

1. Correct answer	— ✓
2. Missing part	— √
3. Not closely connected to topic	[]
4. Unnecessary part that cannot be evaluated (crossed out)	— /
5. Grave mistake in the content (underlined)	=
6. Meaningless, unclear text, logical problems (underlined)	~~~~~
7. Inaccurate use of English (underlined)
8. Grave spelling or punctuation mistake (underlined)	=

Under each task, on the left-hand side of a box you can find the number of maximum points that can be given. **Write the total (added-up) number of points achieved by the candidate in one task into the right-hand side of this box.**

The sub-points given for the sub-tasks should also be written on the test paper(s).

Only the solutions provided in the key can be accepted, and the maximum number of points for each task should not be disregarded. The detailed key indicates if (parts of) alternative answers, i.e. reasoning, can differ from the ones that are provided in the key.

I. Correcting and evaluating short-answer tasks

The basis for evaluation is that the answers provided in the key must always be accepted.

Scoring

Correct answer/ or part of an answer:	0.5 or 1 point (according to the key)
Incorrect answer:	0 points
Missing answer:	0 points

0.5 points can only be given where the key specifically allows for it.

Points allocated to individual parts of a task cannot be further subdivided.

When adding up the sub points for a task, points should not be rounded up or down, e.g. 3.5 should be left as 3.5 and not 4 points.

When scoring tasks with answers consisting of several elements or parts:

- when 2 points can be given and the answer consists of two parts, each correct part can be awarded 1 point,
- when 1 point can be given and the answer consists of two parts, each correct part can be rewarded with 0.5 points.

In the case of open-ended questions (e.g. reasoning, text analysis) any answer that has the same content as the answer provided in the key should be accepted.

In the case of tasks where the candidate has had to choose the correct answer from among several options, e.g. to decide if a statement is true or false, no points can be given to a candidate who has underlined or marked more than one of the options.

Extra points cannot be given.

Points cannot be subtracted for incorrect or missing answers.

The key must be followed in all circumstances, **except in very special cases**, the reason for which must be explained in writing.

II. Correcting and evaluating longer, essay-type questions

1. Choosing the right tasks

Altogether **four** tasks can be evaluated:

two short and **two long** essays, which must all be about **different periods**, with at least two of them dealing with **Hungarian history**, and at least one with **world history**.

Evaluating the paper when the essay questions were **not chosen correctly**

If the candidate chose *four tasks* but disregarded the guidelines for choosing the right essay length or period, etc.

- the task(s) that would bring the fewest points should be disregarded so that the total score is as high as possible
- the task (or those two or three tasks) that are chosen correctly and that would bring the highest number of points to the candidate should be evaluated and scored

If a candidate started working on more than four tasks, but his or her final choice of tasks is not indicated properly, and there are four tasks that were chosen correctly, then the task that comes earliest in the test booklet should be evaluated, followed by those two that were correctly chosen. For example these can be tasks 13, 16, 17, 20. or 14, 16, 17, 20.

If the candidate starts working on *more than four tasks*, but s/he has not chosen at least four tasks correctly, then those or that one should be evaluated that were correctly chosen, and which would bring the highest number of points.

If the candidate starts working on all the tasks but has failed to indicate which four s/he would like evaluated, then, according to the instructions to the test, tasks **13, 16, 19, 22.** should be evaluated.

2. Evaluating the tasks

When evaluating the tasks, the following should be taken into consideration:

- a) **understanding of the task**
- b) **proper and relevant content**
- c) **logical overall structure and accurate language**

The essay-type questions should be evaluated using the key, which contains specific guidelines for evaluating the content and the skills that are required.

a) Scoring of 'understanding of the task':

When evaluating whether the candidate has understood the task properly, consider the following

- Identifying the task (period, topic): did the candidate write about the problem, topic, and period in question?
- Keeping to the topic, emphasizing the main points: did the candidate focus on the main point of the question?
- Content value, complexity: how complex and relevant are the reasoning and the statements?
- Variety and efficiency of skills used: did the candidate use the sources, and did s/he state the main points and draw the conclusion properly?

First of all decide whether the candidate can be given any points at all (out of the maximum 4 or 8 points) for '**understanding of the task**'. If not, the total number of points achieved for that task can only be 0 too.

For shorter, **problem-solving** essay tasks

4 points can only be given if the candidate has fully and correctly understood the problem, and his/her answer is proportionate, logical and focused. The candidate uses the sources to draw important conclusions; the ratio of specific and general statements is balanced.
3 points can be given if the candidate deals with the whole scope of the problem, understands it correctly, but the answer is unbalanced or not focused.
2 points can be given if the problem is only partially dealt with, and, although the sources are used, no main conclusions are drawn from them.
1 point can be given if at least one of the statements of the candidate proves that s/he has understood the problem, but most of the answer does not focus on identifying or discussing the problem task.
0 points can be given if the candidate has not understood the task or has completely misunderstood it, does not use the sources and his/her statements are not relevant to the problem.

For longer, **analysis-type** essay tasks

7-8 points can only be given if the candidate has fully and correctly understood the problem, and his/her answer is proportionate, logical and focussed. The candidate uses the sources to draw important conclusions; the ratio of specific and general statements is balanced.
4-6 points can be given if the candidate deals with the whole scope of the problem, and has understood it correctly, but the answer is unbalanced and not focussed.
2-3 points can be given if the problem is only partially dealt with, and, although the sources are used, no main conclusions are drawn from them..
1 point can be given if at least one of the statements of the candidate proves that s/he has understood the problem, but most of the answer does not focus on identifying or discussing the problem task.
0 points can be given if the candidate has not understood the task or has completely misunderstood it, does not use the sources, and his/her statements are not relevant to the problem.

b) Scoring ‘skills and content’

In the key the skills and competences a candidate has to show are marked with the letter ‘S’, while the description of what is required in terms of content is marked with the letter ‘C’.

Usually one or two elements of content correspond to a skill or competence in the case of the shorter problem-solving essay tasks, whereas in the case of the longer, analysis-type essay tasks two or three elements will be involved, especially in the part where the causes of an event are to be identified. If the key identifies only one element of content as belonging to a skill, then the number of points given for skills and contents must be the same. As a general rule, follow the guidelines below when scoring the ‘skills and content’ section:

Scoring ‘Skills’ (‘S’)

2 points can be given if the score for content belonging to skill is relatively high (more than 50 percent of the maximum points)
1 point can be given if the candidate achieved at least 1 point for content and there are no grave mistakes (incorrect facts or statements)
0 points can be given if the candidate does not get any points for content and his/her answer contains a grave mistake.

Naturally, there is a close relationship between these two aspects of scoring, since the skills can only be realized and evaluated through (the study of) content.

The examples (E.g.) provided in the contents section show what can be accepted as good answers. Most of **the elements of content have two parts**: identifying the period *and* the topic; using concrete *and* abstract concepts; listing (identifying and presenting) *and* interpretation (conclusion). If the answer fails to include both of these pairs, then of course it means that the score should be halved too, leaving 1 point instead of the maximum 2. Obviously in the case of the content other combinations of elements can be accepted, besides those provided in the key, especially in the case of lists and conclusions. Sometimes the key uses the word ‘*or*’ when listing several good examples, but not all correct answers are listed here, so these are not the only ones that can be accepted.

Scoring ‘Contents’ (‘C’)

2 points can be given if sufficient accurate information is included, the analysis refers properly and adequately to the sources (author, intentions, conditions, etc.); identifies several typical causes and results, and/or mentions people who are involved in the historical events.
1 point can be given if insufficient and not very relevant information, conclusions, or statements, and only few (and not very typical) data are included.
0 points can be given if no data are provided, relationships between events are not identified, or the statements are incorrect.

c) Scoring 'structure and clear language'

For shorter, **problem-solving** essay tasks

2 points can be given if the text is structured and well-built of clear sentences, without grave spelling or punctuation mistakes.
1 point can be given if the text contains several grammar and spelling mistakes.
0 points can be given if the text is merely an outline, an incoherent set of sentences.

For longer, **analysis-type** essay tasks

7-8 points can be given if the text is logically structured, coherent and well-built of clear sentences, suits the content, with detailed and varied statements, and without spelling, punctuation or grammar mistakes.
4-6 points can be given if the text is not very logically structured, but contains clear sentences; some of the statements are simple, one-sided, and there are some minor spelling, punctuation or grammar mistakes.
2-3 points can be given if the text contains clear sentences but is poorly structured, lacks the right proportions, and is incomplete (e.g. the introductory, body or concluding paragraph is missing). The statements are simplified, one-sided, with errors in the use of language.
1 point can be given if the text contains sentences, but without textual or contextual coherence, and with grave spelling, punctuation and grammar mistakes.
0 points can be given if the answer is merely an outline made up of words, rather than sentences.

3. The length of essay-type tasks

It is one of the fundamental writing skills to be able to express one's thoughts within the limits specified by the task. The candidate may finish writing in the blank space below the dotted lines, and this part of his/her answer can also be evaluated. In the case of short tasks, this cannot be more than ca. 2-3 lines, while in the case of long tasks, ca. 4-5 lines.

4. The steps in evaluating the essay-type tasks

1. Study the key for the task.
2. Study the evaluation guide above.
3. Check whether the candidate has chosen the tasks correctly.
4. Read the candidate's essay at least twice.
5. Give the various scores using the guides for scoring.
6. Add up the scores that will give the total number of points, then divide it by 3 or 4 to get the exam points.
7. Do not round the scores for the tasks up or down.
8. Add up the **exam points** of the four essays. Do not round the complete exam score up or down if it is a number ending in 0.5. If the end of the number is less than 0.5, then round it down, if it is 0.6 or more, then round it up. (E.g.: leave the number 27.5 as it is, but 27.3 points should be rounded down to 27 points, while 27.7 points should be rounded up to 28 points.)

III. How to calculate the final score of the exam paper

Add up the scores for the first and second parts (I and II). (These may have been rounded up or down previously.)

Tables for evaluating and scoring the tasks

Short essay tasks

Criteria	Maximum Points	Achieved Points
Understanding of task	4	
Location: era and place	4	
Use of special vocabulary	4	
Use of sources	6	
Describing the reasons behind an event	8	
Structure, clear language	2	
Total	28	
	DIVIDED BY 4	
Exam points	7	

Long essay tasks

Criteria	Maximum Points	Achieved Points
Understanding of task	8	
Location: era and place	4	
Use of special vocabulary	6	
Use of sources	10	
Describing the reasons behind an event	12	
Structure, clear language	8	
Total	48	
	DIVIDED BY 3	
Exam points	16	

I SHORT-ANSWER TASKS
1 Ancient Eastern civilisations (0.5 points per item, 4 points altogether)

Number	Name of the country	Letter of the word
1	Sumer/Mesopotamia/Babylonia	B)
2	China	A)
3	India	D)
4	Israel/Jewish state	C)

2 The functioning of the feudal state (3 points altogether)

a) Chart 1: France (0.5 points)

Chart 2: England

b) **Chart 1:** the third estate / bourgeoisie **Chart 2:** House of Lords (0.5 points per item)c) The co-operation of the king and the estates, *or* their joint exercise of power. (E.g. legislation, voting on taxes, decisions on going to war.) (1 point)**3 The Kingdom of Hungary in the Middle Ages (4 points altogether)**

a) (0.5 points per item)

1. False

2. True

3. True

4. False

b) The protection of private ownership *or* its consolidation. (1 point)

c) The development of feudalism. (1 point)

4 The principles of enlightenment (0.5 points per item, 2 points altogether)a) the principle of power sharing *or* the three branches of powerb) the principle of the people's sovereignty *or* the source of power is the peoplec) free trade *or* free competitiond) the principle of popular representation *or* elected legislation *or* parliamentary system**5 István Bocskai's last will and testament (5 points altogether)**

a) the (so-called) 15 years' war

b) E.g. because Hungary is under foreign occupation (Turkish, or Habsburg), *or* it is not an independent country, *or* to support the efforts of the estates.c) the *hajdú* (*hajduk*) soldiersd) the *székely* (*Seklers*)

e) military service

6 The French Revolution (0.5 points per item, 3 points altogether)

- a) absolute monarchy
- b) estates *or* enlightened nobility and bourgeoisie
- c) king *or* government
- d) constitutional
- e) republic
- f) Jacobins

7 The economy of the Dual Monarchy (5 points altogether)

- a) 3; 4 (0.5 points per item)
- b) E.g. secured the profit of the investors, *or* this made it possible to take a loan under favourable conditions, *or* it made it possible to take a loan of 150 million francs for a period of 50 years. (1 point)
- c) the 1890s (1 point)
- d) E.g. machine industry, metallurgy, timber processing industry (0.5 points per item)
- e) Gábor Baross (1 point)

8 20th-century economy (3 points altogether)

- a) E.g. economic crisis *or* overproduction crisis (0.5 points)
- b) (0.5 points per item)
 - 1. the economy
 - 2. economic activity *or* new workplaces
 - 3. production *or* market
- c) E.g. to avoid crises, *or* in the interest of market regulation (planned economic management), *or* a vicious circle is formed: unemployment further reduces purchasing power which then leads to the disappearance of more workplaces. (1 point)

9 Hungary between the two world wars (4 points altogether)

- a)
 - 1. The number of people who complete their primary and secondary studies rises.
 - 2. E.g. the educational policy of Kunó Klebelsberg between 1922 and 1931, *or* the building of classrooms and the creation of teaching posts, *or* putting an end to illiteracy. (1 point)
- b)
 - 1. Among intellectuals and in agriculture. (0.5 points)
 - 2. E.g. it was difficult to rise (to a different social status) from an agricultural (peasant) background because of economic and cultural handicaps. (1 point)
E.g. in certain professions the intelligentsia tended to reproduce itself (creating a caste), *or* after Trianon the intellectuals arriving from the regions which had been taken away caused an oversupply, *or* there was a limited number of institutions of secondary and higher education, and they were expensive. (1 point)

10 The Communist dictatorship in Hungary (1 point per line, 4 points altogether)

- a) False E.g. neither Pan-Slavism, nor the Orthodox Church had roots; *or* people were not afraid of the revival of German aggression.
- b) True E.g. Hungary was occupied by the Soviet army, *or* the presence of the European Advisory Commission, *or* the control of the Interior Ministry, *or* the activities of *ÁVO* [secret police].
- c) True E.g. all important personal and authority issues were settled by the Kremlin (e.g. Imre Nagy's appointment as prime minister in 1953), *or* the rise of the so-called Muscovite Communists within the party ranks.
- d) True E.g. by 1949 Communist ideology became universal (e.g. in politics, in official parlance, in scholarship, in literature), *or* reference to the evolving personality cult, to Rákosi.

11 North and South (4 points altogether)

a) (0.5 points per item)

Cartoon: E.g. the (rich) North exploits ("squeezes") the (poor) South.

Diagram: E.g. world population is continuously growing, and within this the populations of Asia and Africa are growing the most dynamically, *or* the candidate mentions that the populations of Europe and the developed world are decreasing.

b) E.g. both illustrations refer to the problem that while the population of the South is increasing steadily, the North disposes of the greater part of consumer goods, *or* the greater part of consumer goods is in the hands of a decreasing minority. (1 point)

c) E.g. famine, migration, debt crisis, terrorism, humanitarian catastrophes, environmental problems. (1 point per item)

12 The ombudsman (3 points altogether)

a) The Constitution (of the Republic of Hungary) *or* the basic laws. (0.5 points)

b) the ombudsman for data protection (0.5 points)

c) anybody (0.5 points)

d) by a two-thirds majority (0.5 points)

e) They protect the citizen against the state. (0.5 points per item)

II LONGER, ESSAY-TYPE TASKS
13 Eastern and Western Christianity (short)

Criteria	Skills and content	Points
Understanding of task	The candidate presents the differing characteristics of Eastern and Western Christianity and the causes of the schism. The answer focuses on some fundamental connections (e.g. differences in the liturgy, relations between the state and the church).	0–4
Location: era and place	S The candidate locates the era and the place of the events. C The candidate mentions that the schism was in 1054 but that different developments started earlier on, and also mentions the geographical aspects of Eastern and Western Christianity (Rome, Byzantium, etc.).	0–4
Use of special vocabulary	S The candidate correctly uses the general and the specific concepts related to the period. C The candidate uses the following general terms: bishop, emperor, Eastern and Western Christianity, etc., and topic-related special vocabulary (Pope, Patriarch, synod, Orthodox Church, celibacy, etc.) correctly.	0–4
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws basic conclusions from them. C E.g.: the candidate realises that secular and ecclesiastic powers were connected in Christian kingdoms, and mentions that in the east imperial and ecclesiastic powers were in one hand, while in the west the head of the Church (the Pope) and the secular ruler (the Holy Roman Emperor) shared power. C E.g.: the candidate mentions the main differences between the Eastern and the Western Churches (liturgy, different dogmas, different hierarchy, etc.), and says that the schism of 1054 gave the strengthening differences between the Eastern and the Western Church a decisive push.	0–6
Describing the reasons behind an event	S The candidate presents the main features, the background, and the consequences of the different developments (Eastern and Western) in the Christian Church. C E.g.: the candidate mentions that the 11 th and the 12 th centuries were characterised by a struggle between the Papacy and imperial power, and says that the aim of this competition was to seize secular power. C E.g.: the candidate realises that the Orthodox Church has a different opinion on various issues (e.g. it rejects the dogma of the Holy Trinity, celibacy is not obligatory), and mentions that these differences also contributed to the struggle between the two ecclesiastic tendencies. C E.g.: the candidate realises that Western Christianity was simultaneously fighting Byzantium and the German Emperor for power. The candidate also says that the aims of this struggle were both to preserve the independence of the church and to extend its secular powers.	0–8

Structure, clear language	The essay consists of complete sentences and has a logical structure. There are no grave spelling, punctuation or grammar mistakes.	0–2
TOTAL FOR THIS TASK		28
EXAM POINTS		7

14 Mediaeval economy and commerce (long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate presents the characteristics of mediaeval economy and commerce.</p> <p>The answer focuses on the main characteristics of economy and commerce and the changes they underwent.</p> <p>The analysis presents the connections between economic change and the development of commerce (e.g. the development of industry, the extension of trade routes).</p> <p>The candidate includes the information provided by the sources in his or her essay and draws conclusions from them.</p>	0–8
Location: era and place	<p>S The candidate locates the era and the place of the events.</p> <p>C The candidate recognises the most important economic centres of Europe in the 11th-13th and the 14th-15th centuries. The candidate also mentions the geographic features of trade relations (Levantine trade, the Hanseatic League, etc.).</p>	0–4
Use of special vocabulary	<p>S The candidate correctly uses the general and the specific concepts related to the period.</p> <p>C The candidate uses the following general terms: industry, commerce, economy, exchange of goods, market, monetary policy, etc.</p> <p>C The candidate uses topic-related special vocabulary: Hanseatic cities, Levantine trade, Champagne, banking company, the Fuggers, etc.</p>	0–6
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from them.</p> <p>C E.g.: the candidate recognises the main economic centres of the 11th-13th centuries and that thanks to the Hanseatic League and Levantine trade luxury goods, spices, broad-cloth, salt, and wine were introduced to the eastern part of Europe and the Middle East, and also says that in exchange for these raw materials were imported to Western Europe.</p> <p>C E.g.: the candidate realises that in the 11th-14th centuries both sea trade and continental trade were significant, and says that thanks to them various minerals and precious metals were also exchanged.</p> <p>C E.g.: the candidate mentions that the industrial centres were mostly situated in Western Europe, and also says that North Italian and German banking companies, which were making exorbitant profits, had a significant role in commerce.</p> <p>C E.g.: the candidate realises that in the 15th century a</p>	0–10

	connection was established between long-distance trade in the Mediterranean and the North Sea, and also says that as a result of the changes the economy of Europe became complete, and long-distance trade became better organised and more efficient.	
Describing the reasons behind an event	<p>S The candidate reveals the connections between the economic changes and local and long-distance trade.</p> <p>C E.g.: the candidate mentions that merchants established their own characteristic guilds, and that apart from these organisations aimed at safeguarding their members' interests, the development of the banks was another precondition of successful long-distance trade.</p> <p>C E.g.: the candidate mentions that fairs, where great quantities of wool, leather, broad-cloth, flax cloth, metal objects, and cereals were exchanged, played an important part in domestic and foreign trade. The candidate also mentions that some of the markets developed into industrial centres.</p> <p>C E.g.: the candidate realises that long-distance trade was based on the different production conditions in distant regions, and also says that the merchants of Venice, Genoa, and Pisa maintained the so-called Levantine trade, which connected the Middle East and Southern Europe, <i>or</i> the candidate mentions that the Hanseatic League, led by Hamburg and Lubeck, traded with London, the cities of Flanders, and even Novgorod, exerting a predominant control over trade in Northern Europe.</p> <p>C E.g.: the candidate realises that the significance of trade with the Middle East and the Far East decreased in the 14th-15th centuries, and says that this was caused by Tartar and Ottoman Turkish advances.</p> <p>C The candidate supports and complements his or her analysis with his or her own knowledge and statements.</p>	0–12
Structure, clear language	<p>The candidate's essay consists of sentences, which are clear and unambiguous.</p> <p>The analysis is an organized text serving the logical discussion of the content.</p> <p>The candidate's statements demonstrate accurate analytical skills.</p> <p>There are no grave spelling, punctuation or grammar mistakes.</p>	0–8
TOTAL FOR THIS TASK		48
EXAM POINTS		16

15 The world economy after World War I (short)

Criteria	Skills and content	Points
Understanding of task	The candidate focuses on the realignment of the world economy between the end of World War I and 1929. The answer uses the sources and focuses on some fundamental connections, e.g. the economic consequences of the war, the revival of the economy by an international effort and loans.	0–4
Location: era and place	S The candidate locates the era and the place of the events. C The candidate realises that after World War I the centre of economic development moved from Europe to North America, and also says that the period of consolidation and economic boom lasted from the beginning of the 1920s until the world crisis of 1929.	0–4
Use of special vocabulary	S The candidate correctly uses the general and the specific concepts related to the period. C The candidate uses the following general terms: world war, development, productivity, etc., and topic-related special vocabulary: prosperity, protective tariffs, motorisation, assembly-line production, etc.	0–4
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws basic conclusions from them. C E.g.: the candidate mentions that industrial production increased internationally, but not to the same extent everywhere, and also says that this increase was the most dynamic in the Soviet Union because its initial level of development was lower, <i>or</i> the candidate mentions that economic growth in the United States was outstanding as its initial level of development was higher. C E.g.: the candidate realises that opportunities for the newly formed small states of Eastern Europe were scarce because of the fragmentation of the markets, and also says that this was partly the cause of a relative slowdown in economic development in Germany and all over Europe. <i>Or</i> the candidate mentions that new industries appeared and that standardisation, assembly line production, etc. played a very important part in the increase in productivity.	0–6
Describing the reasons behind an event	S The candidate reveals the background of economic changes and mentions the achievements of the world economy in the 1920s. C E.g.: the candidate mentions that to various degrees economic development made its influence felt all over the world; the number of people employed in the different economic sectors changed in favour of industry and commerce, and the candidate concludes that the most significant change (motorisation) happened in the United States as it was not directly affected by the war, and it was the Entente's biggest creditor. C E.g.: the candidate mentions that international co-operation and credits played a vital part in regaining economic stability	0–8

	<p>after the war. The candidate also says that even Germany received credit so that it could fulfil its obligation to pay war reparations.</p> <p>C E.g.: the candidate realises that the development of the new industries (chemical industry, aircraft manufacturing, canned food industry, etc.) also played a part in international economic growth, and the candidate also says that the world economy was made unstable by the fact that, for different reasons, neither Germany nor the Soviet Union joined the international division of labour.</p>	
Structure, clear language	The essay consists of complete sentences and has a logical structure. There are no grave spelling, punctuation or grammar mistakes.	0–2
TOTAL FOR THIS TASK		28
EXAM POINTS		7

16 Anti-war diplomacy (long)

Criteria	Skills and content	Points
Understanding the task	<p>The candidate presents anti-war efforts in the second half of the 1930s.</p> <p>The candidate focuses on the background to diplomatic events and presents the aims of English, French, and German foreign policy.</p> <p>The analysis shows the connections between the successes of German foreign policy and the failures of European diplomacy (e.g. the misjudgement of Hitler’s aspirations, the “bad conscience” of the victors, anti-war public sentiment).</p> <p>The candidate uses and analyses the sources in his or her answer, and formulates major statements and conclusions.</p>	0–8
Location: era and place	<p>S The candidate locates the era and the place of the events.</p> <p>C The candidate states that after (January 31) 1933, the Nazi takeover, Germany disregarded the stipulations of the peace treaty and thanks to the political weakness of Britain and France Hitler’s diplomacy succeeded, and he also made territorial gains (Austria and the Sudeten region).</p>	0–4
Use of special vocabulary	<p>S The candidate correctly uses the general and the specific concepts related to the period.</p> <p>C The candidate uses the following general terms: diplomacy, peace treaty, reparations, revision, armament, etc.</p> <p>C The candidate uses correctly the following topic-related special vocabulary: civil war, Nazi danger, exchange of population, League of Nations, appeasement policy, etc.</p>	0–6
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from them.</p> <p>C E.g.: the candidate realises that Nazi Germany engaged in aggressive policies from the moment of its establishment, and also says that its success was also favoured by the unpreparedness of Western diplomacy and the misjudgement of</p>	0–10

	<p>Hitler's intentions.</p> <p>C E.g.: the candidate states that British diplomacy (Attlee and Chamberlain) followed a policy of appeasement, and also says that as a result of this they made Germany several concessions (Anschluss and Munich).</p> <p>C E.g.: the candidate realises that being Britain's ally, France also made efforts to avoid a war, and also says that the unstable domestic situation, anti-war public sentiment, and the weakness of the League of Nations all contributed to this.</p> <p>C E.g.: the candidate mentions that the Treaty of Munich, which resulted in territorial gains, was a significant political success for Hitler, and also says that he used this to justify his policy of strength at home and abroad.</p>	
Describing the reasons behind an event	<p>S The candidate reveals why Nazi Germany was a source of danger for European security.</p> <p>C E.g.: the candidate realises that as a result of the unjust Versailles treaties and the world economic crisis extreme forces rose to power in several countries in Europe. The candidate also says that most of them demanded the revision of the peace treaties.</p> <p>C E.g.: the candidate mentions that Hitler used the weakness of French and British diplomacy skilfully. The candidate also says that in several cases (e.g. the Spanish Civil War) this brought Germany political and military success.</p> <p>C E.g.: the candidate realises that in Western Europe only a few people (e.g. Churchill) recognised the German danger, and also says that the isolationist policy of the US contributed to Hitler's success too.</p> <p>C E.g.: the candidate realises that the Treaty of Munich led to the division of Czechoslovakia, and also says that after the annexation of the Czech regions the confrontation of the western powers and Germany became unavoidable.</p> <p>C The candidate supports and complements his or her analysis with his or her own knowledge and statements.</p>	0–12
Structure, clear language	<p>The candidate's essay consists of sentences, which are clear and unambiguous.</p> <p>The analysis is an organized text serving the logical discussion of the content.</p> <p>The candidate's statements demonstrate accurate analytical skills. There are no grave spelling, punctuation or grammar mistakes.</p>	0–8
TOTAL FOR THIS TASK		48
EXAM POINTS		16

17 The reign of Louis the Great (short)

Criteria	Skills and content	Points
Understanding of task	The candidate focuses on the stipulations and the background of the laws of 1351. The essay also reveals major relationships by using the sources, e.g. how the new regulations (the collection of the ninth, the declaration of the “one and indivisible nobility”) served the interests of the lesser nobility.	0–4
Location: era and place	S The candidate locates the era and the place of the events. C The candidate points out that Louis the Great reigned as the second member of the House of Anjou between 1342 and 1382. The candidate also mentions that the mediaeval Kingdom of Hungary reached its greatest extent in that period.	0–4
Use of special vocabulary	S The candidate correctly uses the general and the specific concepts related to the period. C The candidate uses the following general terms: noble rights, inheritance, serfdom, etc., and correctly uses topic-related special vocabulary (Golden Bull, the law of entailment [<i>ősiség</i>], the law on the ninth, the baronial league, etc.).	0–4
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws basic conclusions from them. C E.g.: the candidate mentions that the laws of 1351 reconfirmed the Golden Bull, and also says that the changes served the interests of the lesser nobility and the strengthening of royal power. C E.g.: the candidate realises that the law of entailment and the obligatory collection of the ninth served the economic interests of the lesser nobility, and also says that by these regulations the king reinforced his own supporters against the baronial league.	0–6
Describing the reasons behind an event	S The candidate reveals the significance of the laws of 1351 for Louis the Great and the lesser nobility. C E.g.: the candidate realises that a new group of great landowners (the baronial league) emerged during the reign of Robert Charles, which was becoming more and more of a limitation to royal power, and says that the strengthening of the lesser nobility through the laws of 1351 was intended to counterbalance this. C E.g.: the candidate mentions that the law of entailment put an end to the previously free testamentary practices, and says that this also prevented the breaking up of nobles’ lands. C E.g.: the candidate realises that the law on the ninth made the taxation of the serfs uniform, and also says that the principle of “one and the same freedom” served the interests of the lesser nobility, since it made them legally equal to the members of the baronial league.	0–8

Structure, clear language	The essay consists of complete sentences and has a logical structure. There are no grave spelling, punctuation or grammar mistakes.	0–2
TOTAL FOR THIS TASK		28
EXAM POINTS		7

18 The siege of Buda (long)

Criteria	Skills and content	Points
Understanding of task	The candidate focuses on the 1686 siege of Buda, as well as its antecedents and consequences. The answer focuses on the significance of the successful recapture (e.g. it was the last joint Christian effort against the Turks) and its consequences. The analysis reveals the internal and international relations of the recapture of Buda (e.g. the role of the Holy League, the characteristics of Hungarian participation, the resolutions of the diet in Pozsony). The candidate uses and analyses the sources in his or her answer, and formulates major statements and conclusions.	0–8
Location: era and place	S The candidate locates the era and the place of the events. C The candidate states that the 1686 recapture of Buda was preceded by the 1683 siege of Vienna. The candidate mentions the geographical features of the campaign (the reconquest of the central regions of the country, or perhaps the battle of Zenta).	0–4
Use of special vocabulary	S The candidate correctly uses the general and the specific concepts related to the period. C The candidate uses the following general terms: siege, military operation, castle wars, international co-operation, etc. C The candidate correctly uses topic-related special vocabulary: Holy League, clause of resistance, etc.	0–6
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws conclusions from them. C E.g.: the candidate mentions that after the siege of Vienna a broad international league was formed in order to expel the Turks from Europe, and also says that this was connected to the balance of power in Europe. C E.g.: the candidate mentions that the military forces of a number of German principalities (e.g. Bavaria, Swabia took part in the recapture of Buda, and says that both Charles of Lorraine and Maximilian Emmanuel played significant parts in the success of the co-operation. C E.g.: the candidate realises that no independent Hungarian force formed part of the Holy League, but says that many Hungarian soldiers took part in the siege. C E.g.: the candidate realises that the Hungarian nobility agreed to the suppression of their freedom to elect a king at the diet of	0–10

	1687, and says that this was a mere formality as this freedom had already ceased to be effective.	
Describing the reasons behind an event	<p>S The candidate reveals the political antecedents and the consequences of the liberation of Buda and the whole country.</p> <p>C E.g.: the candidate mentions that after the Russian-Turkish war the Turks made a final attempt at seizing Vienna in 1683, and also says that they mobilised huge forces but their efforts proved to be fruitless.</p> <p>C E.g.: the candidate realises that the joint military force of the members of the Holy League was needed to defeat the Turks, and also says that this broad international co-operation strengthened the position of the Habsburg Empire in Eastern Europe.</p> <p>C E.g.: the candidate mentions that the nobility also renounced the so-called clause of resistance of the Golden Bull at the diet of 1687, and says that this created favourable conditions for the court's (absolutist) efforts at centralisation.</p> <p>C E.g.: the candidate realises that by the 18th century the organisation and the equipment (e.g. artillery) of the European forces surpassed those of the Turkish army, and the candidate also says that this also played an important part in the success of the campaign.</p> <p>C The candidate supports and complements his or her analysis with his or her own knowledge and statements.</p>	0–12
Structure, clear language	<p>The candidate's essay consists of sentences, which are clear and unambiguous.</p> <p>The analysis is an organized text serving the logical discussion of the content.</p> <p>The candidate's statements demonstrate accurate analytical skills.</p> <p>There are no grave spelling, punctuation or grammar mistakes.</p>	0–8
TOTAL FOR THIS TASK		48
EXAM POINTS		16

19 Nationality movements in the Habsburg Empire (short)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate presents the situation and the ambitions of the nationalities in the Habsburg Empire.</p> <p>The essay reveals major relationships by using the sources (e.g. spreading nationalist ideology and new nationalist ambitions).</p>	0–4
Location: era and place	<p>S The candidate locates the era and the place of the events.</p> <p>C The candidate states that the Habsburg Empire, with its numerous nationalities often living together in a bloc, was the leading East European power in the first half of the 19th century.</p>	0–4
Use of special vocabulary	<p>S The candidate correctly uses the general and the specific concepts related to the period.</p> <p>C The candidate uses the following general terms: territory,</p>	0–4

	language, culture, nation, etc. The candidate correctly uses topic-related special vocabulary: nationalism, Illyrian movement, nationality administration, etc.	
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws basic conclusions from them.</p> <p>C E.g.: the candidate mentions that the idea of national unity was becoming more and more popular, and also says that as a result of this the internal problems of the Habsburg Empire came to the surface.</p> <p>C E.g.: the candidate realises that nationalities were making more and more radical demands (use of language, their own culture) in the interests of their independence, and also says that these demands weakened the cohesion of the empire and thwarted independent Hungarian ideas with respect to Hungary.</p>	0–6
Describing the reasons behind an event	<p>S The candidate presents the complexity of the nationality issue in the empire and analyses its consequences.</p> <p>C E.g.: the candidate mentions that as the nationalist idea spread all over Europe, the foundation of national cultures (literature, theatre, cultivation of the language, collection of folk traditions) became a trend all over the continent, and says that as a result of these processes nationalist (independence) movements gained strength in several multi-national empires.</p> <p>C E.g.: the candidate realises that in this period the Hungarian national movements were the most significant in the empire, which is, among other things, explained by Hungary’s partial independence, and says that in order to secure its power, the court used the different nationalist movements against each other (“Divide et impera!”).</p> <p>C E.g.: the candidate mentions that Hungarian leaders simultaneously represented the idea of opposition and co-operation with respect to the Habsburgs and the nationalities. The candidate also says that the recognition of the dangers of Pan-Slavism was behind this double-faced approach.</p>	0–8
Structure, clear language	The essay consists of complete sentences and has a logical structure. There are no grave spelling, punctuation or grammar mistakes.	0–2
TOTAL FOR THIS TASK		28
EXAM POINTS		7

20 The establishment of the bourgeois state (long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate focuses on the development of the bourgeois state in Hungary in the last third of the 19th century.</p> <p>The candidate focuses on the relations between the new measures and the characteristics of the development of the modern bourgeois state.</p> <p>The analysis reveals the most significant measures and their importance (civil marriage, registration of births and marriages, law on public elementary schools, etc.).</p> <p>The candidate uses and analyses the sources in his or her answer, and formulates major statements and conclusions.</p>	0–8
Location: era and place	<p>S The candidate locates the era and the place of the events.</p> <p>C The candidate mentions that in the Hungary of the Dual Monarchy the most significant reforms were introduced after the compromise and in the 1890s. The candidate says that the independent Hungarian government was increasingly able to exert its will over its territories.</p>	0–4
Use of special vocabulary	<p>S The candidate correctly uses the general and the specific concepts related to the period.</p> <p>C The candidate uses the following general terms: bourgeois development, modernisation, public administration, system of counties, etc.</p> <p>C The candidate uses correctly topic-related special vocabulary: lord lieutenant, law on public elementary schools, civil marriage, etc.</p>	0–6
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws basic conclusions from them.</p> <p>C E.g.: the candidate mentions that the development of bourgeois public administration was connected to independent Hungarian interior policies within the dual state. The candidate also says that the changes in public administration resulted in the strengthening of the role of the state.</p> <p>C E.g.: the candidate mentions that the institution of civil marriage and the registration of births and marriages were significant steps towards the separation of state and church, and also says that thanks to the new regulations, there were no obstacles in the way of the emancipation of the various nationalities and religions.</p> <p>C E.g.: the candidate mentions that the law on public elementary schools of 1868 made education universally obligatory up to 12 years of age (with teaching in the pupils' mother tongue), and also says that this law had a liberal approach to nationality education and made a successful contribution to the abolition of illiteracy.</p> <p>T E.g.: the candidate realises that the counties were headed by the lord lieutenants, who represented the government and had a broad sphere of action, and says that their authority continued</p>	0–10

	to increase in the period of dual monarchy, strengthening state control locally.	
Describing the reasons behind an event	<p>S The candidate reveals that the development of the dual monarchy constituted a suitable foundation for the development of a modern state and its institutions.</p> <p>C E.g.: the candidate realises that from the 1870s liberal policies (under the leadership of Kálmán Tisza) significantly helped the development of a modern state, but reforms really accelerated during the premiership of Sándor Wekerle. The candidate also says that thanks to these changes Hungary had become a modern bourgeois state by the beginning of the 20th century.</p> <p>C E.g.: the candidate mentions that Eötvös's law on public elementary schools of 1868 was a milestone in the history of Hungarian education, and also says that as a consequence not only did the general standard of education rise, but the most fundamental conditions for scientific development were also created.</p> <p>C E.g.: the candidate mentions that apart from civil marriage and the registration of births and marriages, other progressive reforms were also introduced, e.g. the liberalisation of religion (classification of religions as common, recognised, and unrecognised), and also says that despite these reforms the influence of the conservative aristocracy and the idolisation of the "gentry mentality" remained significant.</p> <p>C E.g.: the candidate realises that the reform process introduced significant changes in contemporary Hungary, narrowing the gap between it and the more highly developed regions of Western Europe, and also says that the gap could only be narrowed so much, and a number of important social issues (nationalities, land, suffrage) were not dealt with.</p> <p>C The candidate supports and complements his or her analysis with his or her own knowledge and statements.</p>	0–12
Structure, clear language	<p>The candidate's essay consists of sentences, which are clear and unambiguous.</p> <p>The analysis is an organized text serving the logical discussion of the content.</p> <p>The candidate's statements demonstrate accurate analytical skills.</p> <p>There are no grave spelling, punctuation or grammar mistakes.</p>	0–8
TOTAL FOR THIS TASK		48
EXAM POINTS		16

21 Hungarian scholarship between the two world wars (short)

Criteria	Skills and content	Points
Understanding of task	The candidate presents scientific and educational achievements in the 1920s and 30s. The essay reveals major relationships by using the sources (e.g. the almost total eradication of illiteracy and educational policies).	0–4
Location: era and place	S The candidate locates the era and the place of the events. C E.g. the candidate mentions that the Horthy period in Hungary started at the time the peace treaty of Trianon was signed in the 1920s, and also says that by that time the territorial conditions had changed significantly (border changes, small state status).	0–4
Use of special vocabulary	S The candidate correctly uses the general and the specific concepts related to the period. C The candidate uses the following general terms: culture, education, invention, Nobel Prize, etc., and correctly uses topic-related special vocabulary: cultural superiority, <i>collegium hungaricum</i> , etc.	0–4
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws basic conclusions from them. C E.g.: the candidate realises that Kunó Klebelsberg's policy served the cause of revisionism, and also says that his plans and measures were aimed at establishing Hungarian cultural superiority in the Carpathian Basin. C E.g.: the candidate mentions that education was considered to be defence and accordingly was generously funded. The candidate also says that among other things this contributed to the fact that besides the Nobel Prize winners the whole of education and science benefited from the reforms.	0–6
Describing the reasons behind an event	S The candidate reveals that there was a close cause and effect relationship between the development of education and the scientific achievements. C E.g.: the candidate realises that as a result of the treaty of Trianon expenditure decreased in certain areas (e.g. the army), and so larger sums were allocated to the development of education, and also says that broad sections of society agreed with this policy. C E.g.: the candidate mentions that new universities were founded to replace the ones in the previously Hungarian territories, Hungarian institutes were founded abroad, and the number of specialised institutes increased. The candidate also says that these measures greatly contributed to the achievements of the outstanding scientists of the time. C E.g.: the candidate points out the fact that Albert Szent-Györgyi, Zoltán Bay, György Békésy, etc. made Hungarian science internationally renowned, and also says that their achievements are still of fundamental importance in many fields.	0–8

Structure, clear language	The essay consists of complete sentences and has a logical structure. There are no grave spelling, punctuation or grammar mistakes.	0–2
TOTAL FOR THIS TASK		28
EXAM POINTS		7

22 The 1956 revolution and freedom fight

(long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate focuses on the characteristics of the 1956 revolution and freedom fight and the connections between the demands and the succession of events.</p> <p>In his/her analysis the candidate presents the aims and demands of the 1956 revolution and freedom fight.</p> <p>The analysis reveals the fact that the demand for democratic transformation was connected to the issue of national independence, since it was membership of the Soviet Bloc that created the necessary preconditions for the Communist dictatorship in Hungary.</p> <p>The candidate uses and analyses the sources in his or her answer, and formulates major statements and conclusions.</p>	0–8
Location: era and place	<p>S The candidate locates the era and the place of the events.</p> <p>C The candidate mentions that the Hungarian revolution took place between October 23 and November 4, 1956 and in this period Hungary belonged to the Soviet Bloc, <i>or</i> was member of the Warsaw Pact.</p>	0–4
Use of special vocabulary	<p>S The candidate correctly uses the general and the specific concepts related to the period.</p> <p>C The candidate correctly uses the following general terms: revolution, democracy, parliamentary system, independence, neutrality, etc.</p> <p>C The candidate correctly uses the following topic-related special vocabulary: power balance, Cold War, Warsaw Pact, NATO, Iron Curtain, multi-party system, sovereignty, military intervention, etc.</p>	0–6
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws basic conclusions from them.</p> <p>C E.g.: the candidate realises that the demands of October 23 aimed at the restoration of democracy and the termination of Soviet dependence, and also says that these demands did not concern the so-called Socialist achievements (nationalisation, full employment, etc.).</p> <p>C E.g.: the candidate mentions that by October 28 Imre Nagy and his government had accepted the majority of the revolutionary demands and the loosening of Soviet dependence, and the candidate also says that the demands were given support partly because of the revolutionary (street)</p>	0–10

	<p>fighting.</p> <p>C E.g.: the candidate mentions that the Soviet government also decided not act concerning the Hungarian question and made some concessions. The candidate says that the international situation explains this attitude (e.g. policy of containment of the US).</p> <p>C E.g.: the candidate realises that József Mindszenty considered the revolutionary events to be the freedom fight of the Hungarian nation. The candidate says that according to the archbishop the intentions of the Soviet Union defined future events and the prospects of the struggle.</p>	
Describing the reasons behind an event	<p>S The candidate reveals that Hungary had both a social revolution and a national independence fight in 1956.</p> <p>C E.g.: the candidate states that the majority of the Hungarian public considered the pre-1956 system to be a Soviet export. The candidate says that the overwhelming majority of Hungarians were in favour of Soviet withdrawal from Hungary.</p> <p>C E.g.: the candidate mentions that the establishment of democracy in Hungary would have meant the restoration of the multi-party system that prevailed between 1945-48, and also says that initially the Communist party did not support this, but as a result of the revolutionary events accepted it, and this is why a coalition government was set up in the first days of November.</p> <p>C E.g.: the candidate mentions that all significant social groups and political forces (FKGP [Independent Smallholders' Party], Petőfi Párt, MSZDP [Hungarian Social Democratic Party]) supported the multi-party system, and says that after the dissolution of MDP [Hungarian Workers' Party] the newly formed MSZMP [Hungarian Socialist Workers' Party] also accepted the multi-party system.</p> <p>C E.g.: the candidate realises that democracy and the pro-independence efforts mutually reinforced each other during the revolution and the unfolding freedom fight. The candidate also says that the linking of the two established broad social support for the events as they unfolded.</p> <p>C The candidate supports and complements his or her analysis with his or her own knowledge and statements.</p>	0–12
Structure and clear language	<p>The candidate's essay consists of sentences, which are clear and unambiguous.</p> <p>The analysis is an organized text serving the logical discussion of the content.</p> <p>The candidate's statements demonstrate accurate analytical skills.</p> <p>There are no grave spelling, punctuation or grammar mistakes.</p>	0–8
TOTAL FOR THIS TASK		48
EXAM POINTS		16