

ÉRETTSÉGI VIZSGA • 2006. május 10.

**TÖRTÉNELEM
ANGOL NYELVEN
HISTORY**

**KÖZÉPSZINTŰ
ÍRÁSBELI VIZSGA
INTERMEDIATE LEVEL
WRITTEN FINAL 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 awarded 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. (This is why solutions for these tasks begin with 'e.g.')

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. If a specific number of elements are required in one answer and the candidate provides more than this number of elements, then they must be evaluated in the order in which they are written.

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 **three** tasks can be evaluated:

one essay about **world** history,

one short essay about **Hungarian** history,

one long essay about **Hungarian** history.

The two essays about Hungarian history should be about two **different periods**.

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

If the candidate chose *three 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(s) 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 three tasks, but his or her final choice of tasks is not indicated properly, and there are three 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, 15, 18 or 14, 15, 18.

If the candidate starts working on *more than three tasks*, but s/he has not chosen at least three tasks correctly, then those two 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 three s/he would like evaluated, then, according to the instructions to the test, tasks **13, 15, 20** 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 appropriate 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 focussed. 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 focussed.
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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.
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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.
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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.
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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 (e.g. location of era and space use of sources) 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 location; using general and specific 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.
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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.
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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.
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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.
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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.
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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.
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3. The length of compositions

The ability to express ideas within the constraints of a set number of lines is an important writing skill. However, in well-justified cases paragraphs may exceed the dotted lines by 2-3 lines (in the case of short tasks) or 4-5 lines (longer tasks), and be evaluated.

4. Recommended 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.

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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 by 2 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 three essays. (Do not round the complete exam score up or down.)

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

Add up the scores of the first and second parts (I and II) (Do **not** round the final score up or down.)

Tables for evaluating and scoring the tasks

Short essay tasks

Criteria	Maximum	Achieved points
Understanding of task	4	
Location: era and place	4	
Use of special vocabulary	4	
Use of sources	4	
Describing the reasons behind events	6	
Structure, clear language	2	
Total	24	
	DIVIDED BY 2	
Exam points	12	

Long essay tasks

Criteria	Maximum	Achieved points
Understanding of task	8	
Location: era and place	4	
Use of special vocabulary	4	
Use of sources	8	
Describing the reasons behind an event	10	
Structure, clear language	8	
Total	42	
	DIVIDED BY 2	
Exam points	21	

I. SHORT ANSWER TASKS**1. Ancient Roman Republic (Total: 3 points)**

- a) 3
- b) 2
- c) 1

2. World religions (Total: 4 points)

- a) Islam *or* Mohammedanism
- b) Christianity
- c) Brahmanism *or* Hinduism
- d) Jewish *or* Judaism

3. The conquest of the land (Total: 4 points)

- a) True
- b) False
- c) False
- d) False

4. Early modern colonisation (Total: 4 points)

- a) Spaniards *or* Spanish people *or* Spanish men *or* conquistadors *or* explorers
- b) Aztecs
- c) Incas
- d) plantations *or* fields

5. Joseph II (Total: 4 points)

- a) enlightened absolutism
- b) 2: decree on tolerance 3: decree on language
- c) decree on serf regulations *or* regulation concerning state stipends for priests

6. The industrial revolutions (Total: 4 points)

- a) (0.5 points for each correct item)
 - 1. steam *or* steam power
 - 2. heavy industry *or* chemical industry *or* machine production *or* electrical industry
 - 3. steam engine *or* steam boat
 - 4. telephone *or* light bulb *or* motor car
- b) Western Europe: manufacture (1 point)
Hungary: guild (1 point)

7. The 1848-49 war of independence (Total: 5 points)

- a) August 1849
 - b) Segesvár, Temesvár
 - c) governor *or* governing president
 - d) e.g.: The Russian-Austrian army was numerically superior *or* the freedom fight was internationally isolated *or* the Russian intervention (*Any other, historically correct reasoning is also acceptable.*)
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8. European dictatorship (Score: 0.5 points for each correct item, total: 2 points)

- A) 3
- B) 2
- C) 1
- D) 4

9. Preceding events and consequences of Trianon (Total: 5 points)

- a) World War I (0.5 points)
- b) 1918 (0.5 points)
- c) Entente, Central Powers (0.5 points)
- d) (Score: 0.5 points for each correct item)
 - 1. Czechoslovakia or Czech- and Slovakian Republic
 - 2. Romania or Romanian Kingdom
 - 3. Yugoslavia or Serbian-Croatian-Slovenian Kingdom
 - 4. Austria/Austrian Republic
- e) E.g.: Many Hungarians were stranded beyond the borders, *or* many millions of Hungarians became a minority, *or* territories populated mainly by Hungarians were given to neighbouring countries. (1 point)

10. The Kádár Era (Total: 5 points)

- a) True
- b) False
- c) False
- d) True
- e) True

11. 'The global world' (Total: 2 points)

- a) E.g.: The exhaustion of natural resources, urbanisation, inequalities, poverty, famine, epidemics (0.5 points for each correct item)
- b) E.g.: solar cells (solar energy), wind energy, tidal power plants, hydroelectric stations built on waterfalls and dams (0.5 points for each correct item)

12. Hungarian Romas (Score: 0.5 points for each correct item, total: 3 points)

- a) the change of regime *or* privatisation
- b) E.g.: closing factories, *or* cutting down on workforce, *or* they do not continue their education *or* low qualification *or* living in an underdeveloped area *or* social prejudice
- c)
 - 1. commuting
 - 2. semi-skilled labourer *or* unskilled labourer
 - 3. day labour

II. LONGER, ESSAY-TYPE QUESTIONS
13. Medieval farming (short)

Criteria	Skills and content	Points
Understanding of task	The candidate describes the new tools and techniques of medieval agriculture and evaluates their role in the 'agrarian revolution'. Using the sources the answer refers to essential connections, e.g. thanks to technical innovations higher yields were produced, which made it possible to feed more people.	0–4
Location: place and era	S The candidate correctly locates historical events in place and time. C The candidate states that the renewal of medieval agriculture took place between the 10 th and 13 th centuries, and it happened at different times in the various parts of Europe.	0–4
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general terms and expressions: agriculture, technique, farming etc., and uses topic-specific terms: e.g. heavy plough, two- and three-course rotational farming, horse-collar, breast harness, horseshoe etc.	0–4
Use of sources	S The candidate uses the information in the sources in his/her answer and comes to simple conclusions. C E.g. The candidate recognises the characteristics of the new techniques and technologies of agrarian production: the development of the plough, the change in the method of harnessing, the development of rotational systems of land use, and states that the economic and social transformation of the period was triggered by the development of agriculture.	0–4
Describing reasons behind events	S The candidate reveals the cause and effect relationships that originated in the use of new techniques. C E.g. the candidate states that better quality tools and improving technology (heavy plough, breast harness, horseshoe) resulted in increased average yields, more secure living, and as a final consequence of this a significant increase in the population. C E.g. the candidate mentions that intensive farming required new techniques: two- and three-course rotational farming developed, which required the community to comply with common norms (forced rotation) and states that the development of agriculture also resulted in the division of labour and the transformation of industry.	0–6
Structure, clear language	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

14. The social transformation of the USA (short)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate describes the situation of slaves in the South with its plantations, and the answer includes the fact that that licensed slavery further damaged the relationship between the North and South, which was already strained by conflicting interests, and which could not be improved even by making compromises.</p> <p>Using the sources the candidate in his/her answer refers to the essential connections (e.g. the labour force of black slaves ensured prosperity and welfare due to the success of cotton, thus the maintenance of slavery was in the interests of the whole Southern population.)</p>	0–4
Location: place and era	<p>S The candidate correctly locates historical events in place and time.</p> <p>C E.g. the candidate states that the problem emerged strongly in the USA in the 1850s, and refers to the beginning of the civil war in 1861. S/he also refers to the geographical position of the Northern and Southern states.</p>	0–4
Use of special vocabulary	<p>S The candidate uses both general and topic-specific historical terms correctly.</p> <p>C The candidate uses the following general terms: socio-economic conflict, protective tariff, rigidly divided society etc., and uses topic-specific terms correctly: plantation, farm, cotton, Republican Party etc.</p>	0–4
Use of sources	<p>S The candidate uses the information in the sources in his/her answer and comes to simple conclusions.</p> <p>C E.g.: the candidate mentions that a significant part of the Southern population were black slaves, most of whom worked on plantations, and states that the democratic bourgeois society of the North called for a war against slavery for economic and political reasons.</p>	0–4

Describing reasons behind events	<p>S The candidate explains that underlying the North-South conflict, there were increasing differences in economic interests.</p> <p>C E.g. recognises that the institution of slavery ensured social welfare in the South, which was interested in free trade and produced for the world market, and s/he states that in the industrialised North farmers were self-sufficient, they were interested in an economic policy which would make state intervention possible, and this was basically what intensified the conflict .</p> <p>C E.g. the candidate recognises that the election of the Republican Lincoln, who fought for the abolition of slavery, upset the inner balance of the union (the non-slave states became the majority), and states that in the newly joining states licensed slavery resulted in the establishment of plantations, while its prohibition led to the formation of farms, thus emigration reinforced the North, so the crisis threatened to cause the disintegration of the union.</p>	0–6
Structure, clear language	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

15. 16th -century Transylvania (short)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate describes the unique ethnic and religious situation of 16th-century Transylvania, through its dominant constituent nationalities and recognised religious denominations.</p> <p>Using the sources the candidate in his/her answer refers to the essential connections. E.g.: that Transylvania was a state made up of many nations and different religions.</p>	0–4
Location: place and era	<p>S The candidate correctly locates historical events in place and time.</p> <p>C S/he refers to the fact that the problem discussed is partly connected to the history of the independent Transylvanian Principality, s/he also describes, in connection to the formation of the Union of Kápolna (1437), the tradition of disunity, and s/he could mention the dates of the period of separation (1541-1699).</p>	0–4
Use of special vocabulary	<p>S The candidate uses both general and topic-specific historical terms correctly.</p> <p>C The candidate uses the following general terms: nationalities, religious freedom, Catholic, Lutheran etc., and uses topic-specific terms correctly: Szekler and Saxon sees (székek), Hungarian counties, voivod etc.</p>	0–4

Use of sources	<p>S The candidate uses the information in the sources in his/her answer and comes to simple conclusions.</p> <p>C E.g.: the candidate recognises the territorial separation of the three estate nations, the unique features of the administrative division (szék and county) and states that religious freedom widely prevailed (everybody could decide freely which denomination they wished to belong to).</p>	0–4
Describing reasons behind events	<p>S The candidate describes the unique national, social and religious conditions prevailing in Transylvania, and the relationships between them.</p> <p>C E.g.: s/he mentions that following the establishment of the Union of Kápolna there were three estate nations: Hungarian, Szekler and Saxon, and mentions that these were separated on a territorial basis, and they controlled politics.</p> <p>C E.g.: s/he recognises that after the tripartition the independent region of the country was subordinate in foreign policy, but the prince's power was significant in domestic politics, and states that this unique situation also played a role in the realization of a tolerant religious policy, or refers to the fact that it was only in Transylvania that the Reformation, spreading throughout Europe in the 16th century, led to almost complete religious freedom.</p>	0–6
Structure, clear language	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

16. The reign of Béla IV (long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate concentrates on the characteristics of Béla IV's reign before and after the Tartar invasion .</p> <p>In a concise answer the candidate describes the changes which took place after the Tartar invasion.</p> <p>In his/her analysis the candidate reveals the relationship between the king's new estate-policy, his castle-building program and the social conditions.</p> <p>In his/her answer the candidate uses, interprets and compares the sources, and extracts the most significant points and draws conclusions.</p>	0–8
Location: place and era	<p>S The candidate correctly locates historical events in place and time.</p> <p>C E.g. the candidate states that Béla IV's reign lasted from 1235 to 1270, and the Tartar invasion of 1241-42 affected virtually the whole of the country.</p>	0–4
Use of special vocabulary	<p>S The candidate uses both general and topic-specific historical terminology correctly.</p> <p>C The candidate uses general terms properly: royal power, archbishop, aristocrat, estate etc., and uses the following topic-specific terms properly: Tartar invasion, servient, baron, granted land, stone castle, hospites etc.</p>	0–4

Use of sources	<p>S The candidate uses the information in the sources in his/her answer and comes to simple conclusions.</p> <p>C E.g. the candidate mentions that at the beginning of his reign Béla IV attempted to regain the estates that had been granted, thus getting into conflict with the barons, and s/he states that the Tartar invasion represented a watershed in his land policy.</p> <p>C E.g. the candidate recognises that following the Tartar invasion the king encouraged the building of stone castles and fortifications in contemporary Hungary, by means of numerous decrees and diplomas, and states that this served primarily to strengthen the defensive ability of the country.</p> <p>C E.g. the candidate states that the 1267 decree mentions (for the first time) servients as nobles and concludes that the shows that the nobility was coming together as a class.</p>	0–8
Describing reasons behind events	<p>S The candidate reveals the connections between the Tartar Invasion and the ruler's defensive and social policies.</p> <p>C E.g. the candidate recognises that the Hungarian Kingdom, lacking any foreign help, was left completely on its own in the struggle against the Tartars, and states that this external threat forced Béla IV to compromise with the barons in the interests of the country's defence.</p> <p>C E.g. the candidate mentions that from 1242 the policy of regaining land was replaced by one of granting land on condition that grantees built stone castles and raised heavily armed troops, and states that this stimulated Hungarian town development, which was also encouraged by the king, and this contributed to the resettlement and repopulation of the country.</p> <p>C E.g. the candidate mentions that Béla IV's socio-political decisions were also significant because by winning the support of the lesser nobility he gained a new support-base, which he continuously strengthened, and states that these steps contributed to the beginning of the development of the estates.</p> <p>C The candidate uses her/his own knowledge to support and complete the analyses.</p>	0–10
Structure, clear language	<p>The text is logically constructed and uses full sentences. The sentences are clear and unambiguous.</p> <p>The analysis is a well-constructed text which serves the logical exposition of the contents.</p> <p>The statements made by the candidate give evidence of good analytical skills.</p> <p>The answer has no grave errors of accuracy or spelling.</p>	0–8
TOTAL FOR THIS TASK		42
MAXIMUM EXAM SCORE		21

17. The economic compromise (short)

Criteria	Skills and content	Points
Understanding of task	The candidate concentrates on the economic content of the compromise. Using the sources the candidate refers to important connections (e.g. the relationship between industry, trade and agriculture)	0–4
Location: place and era	S The candidate correctly locates historical events in place and time. C E.g. the candidate states that the Austro-Hungarian Monarchy was a multi-national country, in which the economic division of labour also prevailed, and gives the dates of the period of the Dual Monarchy (1867-1918).	0–4
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general terms: tariff barriers, tariff union, unified market etc., and s/he uses the following topic-specific terms: compromise, dual monarchy, areas beyond the Leitha etc.	0–4
Use of sources	S The candidate uses the information in the sources in his/her answer and comes to simple conclusions. C E.g. s/he states that following the compromise the two parts of the empire formed a unified tariff area, using a uniform system of weights and measures, and comes to the conclusion that as a result of this a significant internal market was created, which had a positive effect on economic development.	0-4
Describing reasons behind events	S The candidate describes the economic ramifications of the compromise, and analyses how the agreement encouraged economic development. C E.g. the candidate states that in the economy of the era the development of industry and the credit-system were prominent, and mentions that this is also connected to the spread of the second industrial revolution C E.g. the candidate states that Hungary supplied the Czech and Austrian parts of the empire with agricultural products, while they supplied Hungary with industrial goods, and concludes that this is a major reason why the food industry (milling industry, sugar industry, distilling industry) developed significantly more than other branches of industry.	0–6
Structure, clear language	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

18. The question of serfdom (long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate describes the political concepts which were developed in the hope of solving the question of serfdom.</p> <p>The candidate interprets the points of view of the authors of the sources in relation to the question of serfdom.</p> <p>The answer includes the reasons why this was the most serious problem in Hungary in the Reform Era.</p> <p>In his/her answer the candidate uses and interprets the sources, extracts the most important points, and draws conclusions.</p>	0–8
Location: place and era	<p>S The candidate correctly locates historical events in place and time.</p> <p>C The candidate states that the question of serfdom was one of the most significant socio-economic problems of the country from the second half of the 18th century (1767) to the end of the Reform Era (1848), which neither the Viennese court, nor the reforming diets of Pozsony (e.g. 1832-36) could satisfactorily settle.</p>	0–4
Use of special vocabulary	<p>S The candidate uses both general and topic-specific historical terminology correctly.</p> <p>C The candidate uses general terms properly: e.g. serfs, bourgeois transformation, socage (corvee), decree, law etc. and the following topic-specific terms and expressions: urbarium, decree regulating serfdom, the Reform Era, fee simple (redemption), compulsory fee simple (compulsory redemption) etc.</p>	0–4
Use of sources	<p>S The candidate uses the information in the sources and comes to conclusions.</p> <p>C E.g. s/he describes the gist of Maria Theresia's regulations on socage (feudal obligations), and the measures of Joseph II designed to abolish the term "perpetual serf", and states that the rulers' ideas about transforming society were determined by enlightened absolutism .</p> <p>C E.g. the candidate refers to the fact that while the demand for civil liberties was present in the concepts of both Széchenyi and Wesselényi, the authors made no mention of any means of practical implementation.</p> <p>C E.g. the candidate points out that fee simple (redemption) could not solve the question of serfdom, and states that it was as a result of this failure that Lajos Kossuth and the opposition formulated the programme of compulsory fee simple (compulsory redemption).</p>	0–8

<p>Describing the reasons behind events</p>	<p>S The candidate points out those socio-economic aspects of serfdom which were significant from the point of view of the bourgeois transformation.</p> <p>C E.g. the candidate states that in the settlement of the serf question, the enlightened absolutist rulers were guided not only by enlightened theories, but also by the desire to protect reliable tax payers, and states that their regulations did improve the situation of the serfs, but only partially and temporarily.</p> <p>C E.g. the candidate states that as a result of the beginning bourgeois transformation, the serf question became one of the most prominent questions of the Reform Era, and concludes that the demand for the liberation of the serfs was combined with other reform theories (equality before the law, general sharing of taxation, popular representation, reconciliation of interests) .</p> <p>C E.g. the candidate describes and evaluates the decisions of the reform diets, mentions the conflicts between the court and the diet, and states that the liberation of the serfs was eventually accomplished after the 1848 revolution by means of compulsory fee simple (compulsory redemption) with state compensation.</p> <p>C The candidate uses her/his own knowledge to support and complete the analyses.</p>	<p>0–10</p>
<p>Structure, clear language</p>	<p>The text is logically constructed and uses full sentences. The sentences are clear and unambiguous.</p> <p>The analysis is a well-constructed text which serves the logical exposition of the contents.</p> <p>The statements made by the candidate give evidence of good analytical skills.</p> <p>The answer has no grave errors of accuracy or spelling</p>	<p>0–8</p>
<p>TOTAL FOR THIS TASK</p>		<p>42</p>
<p>MAXIMUM EXAM SCORE</p>		<p>21</p>

19. Present day Hungarian democracy (short)

Criteria	Skills and content	Points
<p>Understanding of task</p>	<p>The candidate establishes the basic electoral principles: who has the right to vote and who can be elected, and how somebody can become member of parliament.</p> <p>Using the sources the candidate refers to important related issues (e.g. general and equal suffrage, direct and secret vote, distribution of representative mandates etc.)</p>	<p>0–4</p>
<p>Location: place and era</p>	<p>S The candidate correctly locates historical events in place and time.</p> <p>C S/he states that the first free multi-party elections took place in 1990, in the course of the change of regime, and mentions that parliamentary elections happen every four years.</p>	<p>0–4</p>

Use of special vocabulary	<p>S The candidate uses both general and topic-specific historical terminology correctly.</p> <p>C: The candidate uses general terms: e.g. suffrage, parliament, party list etc., and uses topic-specific terms: e.g. individual constituency, regional and national lists etc.</p>	0–4
Use of sources	<p>S The candidate uses information from the sources in his/her answer and comes to simple conclusions.</p> <p>C E.g. the candidate introduces the basic principles of the Hungarian electoral system (every Hungarian citizen who has come of age and is not restricted in the exercise of his/her legal rights has the right to vote), refers to the ways in which members of parliament can be elected, and points out that the Hungarian system is in practice a combination of individual election and proportional representation.</p>	0–4
Describing reasons behind events	<p>S The candidate describes how the basic electoral principles and practice guarantee the exercise of democratic rights and the functioning of a system of representation.</p> <p>C E.g. the candidate points out that it was the change of regime that made the establishment of democratic conditions and multi-party elections possible in Hungary, and states that after this unrestricted political liberties prevailed .</p> <p>C E.g. the candidate states that the right to form associations, the activities of political parties, freedom of the press and the right of assembly are all basic conditions of democratic electoral system, and concludes that the electoral system's basic principles and structures and its operation conform to European democratic norms.</p>	0–6
Structure, clear language	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

20. Hungary's participation in WWII (long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate concentrates on the part Hungary played in the Second World War, the circumstances of her entry into it, and the campaigns in the Soviet Union.</p> <p>In a concise answer the candidate describes the causes and effects as a result of which the country slid into war.</p> <p>By describing the results of the territorial revisions s/he shows that commitment to the German cause was inevitable.</p> <p>In his or her answer the candidate uses and interprets sources, extracts the most significant points and draws conclusions</p>	0–8
Location: place and era	<p>S The candidate correctly locates historical events in place and time.</p> <p>C The candidate gives the most important dates of WWII (1939, 1941), and the essential dates in connection with Hungary (the years of territorial gains: 1938, 1939, 1940,</p>	0–4

	1941), and refers to the way the country's geopolitical situation changed in the course of the war.	
Use of special vocabulary	<p>S The candidate uses both general and topic-specific historical terminology correctly.</p> <p>C The candidate uses the following general terms: declaration of war, regions of the country etc., and the following topic-specific terms and expressions properly: wartime economy, revision, armed neutrality etc.</p>	0–4
Use of sources	<p>S In his/her answer the candidate uses information in the sources and comes to simple conclusions.</p> <p>C E.g. the candidate describes the circumstances under which, and the reasons why, Hungary slid into the war, the forcible nature of her participation in the war, and points out how closely the success of the revisionist policy was linked to the alliance with Germany.</p> <p>C E.g. the candidate gives the location and dates of the stages of the process by which territory was won back, and states that as a result of this Hungary became part of the German sphere of influence.</p> <p>C The candidate refers to Pál Teleki's plans to preserve the army intact, which would have enabled the country to exert influence on the way in which national borders in the region were "redrawn", and points out that German victories in Europe and the revisionist claims made the practical realisation of this political concept impossible.</p>	0–8
Describing reasons behind events	<p>S The candidate describes the conditions under which Hungary entered the war, and the reasons.</p> <p>C E.g. the candidate states that the two Viennese Awards seriously narrowed the choices open to Hungarian diplomacy, and points out that German influence was strong in all the countries of the region, which further limited the country's scope for action .</p> <p>C E.g. the candidate recognises that territorial revision enjoyed the support of the majority of the population, and states that German cooperation in winning back territory played a role in strengthening right-wing political forces, and the pro-German sympathies of the army commanders.</p> <p>C E.g. the candidate states that the Hungarian government joined the war against the Soviet Union after the neighbouring countries (Slovakia, Romania) had entered the war, following the bombing of Kassa, and points out that after this the Hungarian army fought as the military ally of the Germans, although Hungary had no territorial claims against the Soviet Union.</p> <p>C The candidate uses her/his own knowledge to support and complete the analyses.</p>	0–10
Structure, clear language	<p>The text is logically constructed and uses full sentences. The sentences are clear and unambiguous.</p> <p>The analysis is a well-constructed text which serves the logical exposition of the contents.</p>	0–8

	The statements made by the candidate give evidence of good analytical skills. The answer has no grave errors of accuracy or spelling.	
TOTAL FOR THIS TASK		42
MAXIMUM EXAM SCORE		21