

ÉRETTSÉGI VIZSGA • 2013. május 8.

**TÖRTÉNELEM
ANGOL NYELVEN**

**EMELT SZINTŰ ÍRÁSBELI
ÉRETTSÉGI VIZSGA**

**JAVÍTÁSI-ÉRTÉKELÉSI
ÚTMUTATÓ**

**EMBERI ERŐFORRÁSOK
MINISZTERIUMA**

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.

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. (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.

If the total of short-answer tasks is a round number, nothing needs to be done, if it is not, it should be rounded up according to the mathematical rules (e.g. 23.5 points should be rounded up to 24 points).

The names of persons, topographical data and concepts which are in the **national curricula** can only be evaluated if they are **spelled correctly**.

The total score for short-answer tasks must be entered into the appropriate boxes in the summary tables on the last page of both exam booklets:

- **if the total is a round number, it must be entered into the *Total* box and again into the *I. Achieved points rounded up* box;**
- **if the total is not a round number, it must be entered into the *Total* box, and after rounding up according to the rules of mathematics (e.g. 23.5 points will be rounded up to 24) into the *I. Achieved points rounded up* box as well.**

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.
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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.
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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 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’.

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

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**. (E.g. in the case of short-answer tasks only 0, 2 or 4 points can be awarded for the criteria *Location: era and place* and *Use of special vocabulary* and the same points can be awarded for *Location: era and place* in longer, essay-type tasks.)

If the key provides several content entries for a skill, **certain points cannot be awarded** because of the close connection between them (e.g. 1 or 4 points cannot be awarded for *Use of sources* and 1 or 5 points cannot be awarded for *Describing the reasons behind an event* in short answer tasks, while in the case of longer, essay-type questions 1 or 4 points cannot be awarded for *Use of special vocabulary*, 1 or 6 points cannot be awarded for *Use of sources* and 1 or 7 points cannot be awarded for *Describing the reasons behind an event*).

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.

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 accuracy**’

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 and enter the score into the appropriate boxes of the table on the last page of the exam booklet:**
 - if the total is a round number, it must be entered into the *Total* box and again into the *II. Achieved points rounded up* box;
 - if the total is not a round number, it must be entered into the *Total* box, and after rounding up according to the rules of mathematics (e.g. 23.33 points will be rounded down to 23 points; 23.5 or 23.66 points will be rounded up to 24 points) into the *II. Achieved points rounded up* box as well.

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

Add up the (rounded up) scores for the first and second parts (I and II).

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, accuracy	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, accuracy	8	
Total	48	
	DIVIDED BY 3	
Exam points	16	

I Short answer tasks

1 The Principate of Augustus (Total: 4 points)

- a)** The appearance of the republic was maintained / the institutions of the republic were maintained, but an autocracy was established. (*Other answers the content of which is essentially identical are also acceptable.*) (1 point)
- b)** 31 B.C., Actium (Aktion) (0.5 points for each correct item, total: 1 point)
- c)** His person was inviolable, his residence was inviolable, he had the right of veto, he was entitled to participate in Senate sessions and he had the right to call an assembly of the plebeians. (*Any two of the correct answers are acceptable, in any order. Other answers with the appropriate content are also acceptable.*) (0.5 points for each correct item, total: 1 point)
- d)** consul *or* censor *or* dictator *or* pontifex maximus *or* proconsul *or* imperator *or* augur (*Other correct answers are also acceptable.*) (1 point)

2 The Frankish Empire (Total: 4 points)

- a)** Verdun, 843 (0.5 points for each correct item, total: 1 point)
- b)** Carolingian (1 point)
- c)** Charles (the Bald) (0.5 points)
- d)** Lothair (0.5 points)
- e)** Louis (the German) (0.5 points)
- f)** Louis (the German) (0.5 points)

3 Matthias Hunyadi (0.5 points for each correct item, total: 4 points)

	Holy Roman Emperor Frederick III (of Habsburg)	George of Podebrady, King of Bohemia	Turkish Sultan Mohammed II
Source number	3, 6	5, 7	1, 2, 4, 8

4 The European economy in the 16th century (1 point for each correct item, total: 4 points)

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

5 The Hungarian estates and the Habsburgs (Total: 4 points)

- a)** Maria Theresa (1 point)
- b)** 1711, Szatmár (0.5 points for each correct item, total: 1 point)
- c)** tax exemption (of the nobility), regular diet sessions / participation in legislation (*The answer may be accepted in reverse order or in a different wording.*) (0.5 points for each correct item, total: 1 point)
- d)** Decree on the obligations of the serfs (1 point)

6 Demographic changes in England (0.5 points for each correct item, total: 2 points)

Statements	True	False
a) Population growth had already started before the first industrial revolution.	X	
b) Population growth continued at a steady pace in the age of the industrial revolutions.		X
c) There was a demographic boom in the age of the industrial revolutions. In the above graph this can be connected to the change in the death rate.	X	
d) In the age of the industrial revolutions the situation of women changed, the demographic consequence of which became significant in the age of the second industrial revolution.	X	

7 Society in the reform period (0.5 points for each correct item, total: 3 points)

- a) 3
- b) 1
- c) Louis the Great / I
- d) the county officials were elected in the county / it was a feudal position *or* the government officials were appointed by the royal court (*The correct answer is also acceptable with a different wording.*)
- e) (Hungarian) Chancery (*The name of the government bureau is also acceptable with lower case letters.*)
- f) non-noble intellectual (*The correct answer is also acceptable with a different wording.*)

8 Nazi ideology (Total: 4 points)

- a) Jewry / Jews (0.5 points)
- b) communism / socialism / Marxism / Bolshevism (0.5 points)
- c) capitalism / capitalist system / market economy (0.5 points)
- d) The Jews have developed both communism and capitalism, they are responsible for both and they are the beneficiaries of both
(*The correct answer is also acceptable with a different wording; also acceptable: these were the causes of the Germany's ills / crisis.*) (0.5 points)
- e) Britain, the US and the Soviet Union / the allies / the states at war with Germany act upon the orders / interests / ideas of the Jews (*The correct answer is also acceptable with a different wording if it contains concrete elements apart from a repetition of the caption.*) (1 point)
- f) The Jews cheat / exploit / tempt the Christians / Aryans to sin (*The correct answer is also acceptable with a different wording if it contains concrete elements apart from a repetition of the caption.*) (1 point)

9 Hungary and World War II (0.5 points for each correct item, total: 4 points)

- a) the catastrophe of the Don / Voronezh
- b) January 1943
- c) the second Vienna award / the annexation of northern Transylvania
- d) 30 August 1940
- e) German occupation
- f) 19 March 1944
- g) the bombing of Kassa
- h) 26 June 1941

(*The correct answer is also acceptable with a different wording.*)

10 The Rákosi dictatorship (1 point for each correct item, total: 4 points)

- a) relocation / internal exile
- b) aristocratic / (high) nobility / count's descent / leading political role / premiership (*Other correct answers are also acceptable.*)
- c) the communist dictatorship was anti-religious / against the church (*The correct answer is also acceptable with a different wording.*)
- d) the flat was allocated to a party functionary (*The correct answer is also acceptable with a different wording.*)

11 The ethnic minorities of Ukraine (Total: 4 points)

- a) people cast their vote on the basis of ethnicity/language (*The correct answer is also acceptable with a different wording.*) (1 point)
- b) the Russian gas pipelines cross Ukraine (*The correct answer is also acceptable with a different wording.*) (1 point)
- c) the disintegration of the Soviet Union / the foundation of an independent Ukraine (1 point)
- d) Hungarian (0.5 points)
- e) Kárpátalja (0.5 points)

12 The economy of Hungary (0.5 points for each correct item, total: 3 points)

Statement	True	False
a) There was a significant change in 1993/4: all three economic indices started a steady improvement.		X
b) In the 1990s the weight of the so-called third sector was already significant.	X	
c) In 1997 approximately one in every ten Hungarian citizens was unemployed.		X
d) With the regime change, state price subsidies practically stopped.	X	
e) The agricultural regions and the industrial towns are the losers of the regime change.	X	
f) In the middle of the 1990s the effect of the inflation was compensated for to a lesser extent in the case of pensions than in the case of wages.	X	

II LONGER, ESSAY-TYPE TASKS

13 Christianity in the 4th century

(short)

Criteria	Skills and content	Points
Understanding of task	The candidate presents the evolution of Christianity into a state religion in the Roman Empire in the 4 th century. Using the sources the candidate refers to some essential connections (e.g. the elimination and incorporation of pagan cults).	0–4
Location: era and place	S The candidate locates the era and the place of the events. C The candidate states that the Edict of Milan was issued in 313 and that Christianity had spread all over the Roman Empire / especially in the towns.	0–4 [neither 1 point nor 3 points can be awarded]
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 and topic-related special vocabulary, e.g. Christian, church, bishop, synod, emperor.	0–4 [neither 1 point nor 3 points can be awarded]
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. C E.g.: the candidate states some fundamental elements of the source (e.g. December 25 th was the day of the Sun God, the Christians participated in pagan holidays, the birthday of Jesus was to be celebrated on the day of the Sun God) and s/he makes a relevant statement in connection with this (e.g. the Christian church transformed pagan holidays / filled them with new meaning). C E.g.: the candidate mentions a fundamental element of the source (e.g. the Christians destroyed the temple, the Christians considered the pagan gods to be evil / demons) and s/he makes a relevant statement in connection with this (e.g. Christianity abolished the practice of pagan cults, Christianity destroyed some of the buildings associated with pagan cults).	0–6 [neither 1 point nor 4 points can be awarded]
Describing the reasons behind an event	S The candidate presents the evolution of Christianity into a state religion and s/he reveals the role of the ruler in this. C E.g.: the candidate states that Constantine / the Edict of Milan guaranteed the freedom of religion and s/he makes a relevant statement in connection with this (e.g. alliance between the ruler and the church, the spread of Christianity was irreversible, the persecution of the Christians in Rome had stopped). C E.g.: the candidate states that the Christian tenets / dogmas became definitive at the Synod of Nicaea and s/he makes a relevant statement in connection with this (e.g. the state wanted a unified church, Constantine presided over the synod, the people who disagreed were the heretics) <i>or</i> s/he explains the substance of the Nicene Creed / Trinitarian Creed.	0–8 [neither 1 point nor 5 points can be awarded]

	C E.g.: the candidate states that Christianity became the state religion at the end of the century and s/he makes a relevant statement in connection with this (e.g. Emperor Theodosius ordered it, the state and the church became interlocked).	
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 The Ottoman Empire

(long)

Criteria	Skills and content	Points
Understanding of task	The candidate presents and analyses the expansion and structure of the Ottoman Empire. In his/her answer s/he presents the Ottoman state and military structure in a concise manner. The candidate uses and interprets the sources in his or her essay and draws conclusions from them.	0–8
Location: era and place	S The candidate locates the era and the place of the events. C The candidate states that the Battle of Kosovo Field was in 1389, the Battle of Nicopolis was in 1396 and the fall of Constantinople (Byzantium) was in 1453.	0–4 [neither 1 point nor 3 points can be awarded]
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 correctly: e.g. empire, army, estate. C The candidate uses topic-related special vocabulary correctly: e.g. Sultan, spahi, janissary, despotism, Islam.	0–6 [neither 1 point nor 4 points can be awarded]
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. C E.g.: the candidate states that the Ottoman Empire trained the children it received in the so-called boy harvest (devsirme) to become janissaries and s/he makes a relevant statement in connection with this (e.g. the janissaries were mercenary infantrymen, they were brought up in Turkish families / they were converted to Islam, it was an army unit, which was especially faithful to the sultan). C E.g.: the candidate states that the Serbs were defeated by the Ottomans at Kosovo Field and s/he makes a relevant statement in connection with this (e.g. the Balkans were conquered by the Ottomans, Serbia became a vassal state of the Ottomans). C E.g.: the candidate states that Sigismund / the Christian army was defeated by the Ottomans at Nicopolis and s/he makes a relevant statement in connection with this (e.g. the international army was mainly made up of Frenchmen, the defeat was caused by lack of discipline, the defeat made	0–10 [neither 1 point nor 6 points can be awarded]

	<p>further attempts to repel the Ottomans impossible).</p> <p>C E.g.: the candidate mentions that the Ottomans conquered Constantinople and s/he makes a relevant statement in connection with this (e.g. it became the capital city of the Ottoman Empire, the possessions / religion of the inhabitants were respected).</p>	
Describing the reasons behind an event	<p>S The candidate presents the expansion of the Ottoman Empire and its state structure.</p> <p>C E.g.: the candidate mentions that the sultan was the head of the state and s/he makes a relevant statement in connection with the power of the sultan (e.g. the sultan's power was despotic, the sultan owned all the land, the sultan was also a caliph / religious leader) <i>or</i> s/he makes a relevant statement in connection with the state structure (e.g. central administration of taxes / the use of the defter, the establishment of the vilayet system).</p> <p>C E.g.: the candidate mentions that the core of the army was made up of the spahi, who received land for their services and s/he makes a relevant statement in connection with this (e.g. in theory the sultan owned all lands, s/he presents the timar system, the spahi were at the sultan's mercy, the system motivated the conquests).</p> <p>C E.g.: the candidate mentions that religious and state power were not separated and s/he makes a relevant statement in connection with this (e.g. the judiciary system was founded on religion, the sultan also became the caliph, there was no independent religious / clerical organisation).</p> <p>C E.g.: the candidate mentions that by the end of the period the empire included the Balkans and Asia Minor and s/he makes a relevant statement in connection with this (e.g. The two territories are called Rumelia and Anatolia in Turkish, vassal states on the periphery, parallel expansion in the east and the west).</p> <p>C The candidate makes independent statements and supports his or her essay with good analytical skills.</p> <p><i>The same item in the answer cannot be awarded points in the evaluation of two different content elements.</i></p>	0–12 [neither 1 point nor 7 points can be awarded]
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 Hinterland in World War I		(short)
Criteria	Skills and content	Points
Understanding of task	The candidate presents the role and position of the hinterland in World War I. Using the sources the candidate refers to some essential connections (e.g. the burden that the war inflicted on the hinterland).	0–4
Location: era and place	S The candidate locates the era and the place of the events. C The candidate states that World War I was between 1914 and 1918 and s/he focuses on the hinterland of the countries which were involved in the war.	0–4 [neither 1 point nor 3 points can be awarded]
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 and topic-related special vocabulary, e.g. war, army, hinterland [the part of the country that is not directly involved in warfare but contributes with its resources to the war effort], supply.	0–4 [neither 1 point nor 3 points can be awarded]
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. C E.g.: the candidate states a relevant fact on the basis of the poster (e.g. it was an incentive for war-loans, it motivated people to contribute to war spending) and s/he makes a relevant statement in connection with this (e.g. it tried to stir patriotic and nationalistic feelings and it implied that the enemy can be defeated / victory is a question of money, it caused the state's indebtedness). C E.g.: the candidate mentions a fundamental element of the source (e.g. workers went on strike, the actions of the working class caused preoccupation among the leaders of the Monarchy and s/he makes a relevant statement in connection with this (e.g. left-wing movements gained momentum at the end of the war, the dissatisfaction among the workers carried the threat of a revolution, the dissatisfaction among the workers was made more acute by the poverty of the years of war).	0–6 [neither 1 point nor 4 points can be awarded]
Describing the reasons behind an event	S The candidate presents the importance and the situation of the hinterland and reveals the causes and consequences of the presented facts. C E.g.: the candidate states that the hinterland provided supplies during the war and s/he brings at least two examples for this (e.g. troops, arms, ammunition, food, transport vehicles for the army) <i>or</i> and s/he makes a relevant statement in connection with the situation / importance of the hinterland (e.g. the long-drawn-out war inflicted more and more burdens on the hinterland, as the war was drawn out the hinterland had a decisive role, the central powers / Germany were defeated because the hinterland was drained of its resources, the entente powers won the war thanks to their hinterland).	0–8 [neither 1 point nor 5 points can be awarded]

	<p>C E.g.: the candidate mentions one of the economic difficulties in connection with the war (e.g. scarcity of food, high inflation) and s/he makes a relevant statement in connection with this (e.g. rationing was introduced in many places, there was a practice of requisitioning for the army, issuing new money without a base to cover war expenses, the authorities fixed prices); <i>or</i> s/he says that a military economy was introduced and s/he makes a relevant statement in connection with this (e.g. there was a boom in military production / heavy industry, production was subordinated to the interests of the military).</p> <p>C E.g.: the candidate mentions a new social phenomenon (e.g. more and more women were in employment, people were asked to subscribe to loans) and s/he makes a relevant statement in connection with this (e.g. the majority of the male labour force was fighting at the front, women's rights initiatives became stronger, endeavours were made to assist the relatives of the disabled and the dead); <i>or</i> s/he mentions a measure which infringed on certain rights (e.g. stricter censorship, limited right to assembly, monitoring of correspondence to and from the front) and s/he says that there was a curtailment of liberties.</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 The economy of the US between 1918 and 1928

(long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate presents the economy of the US between 1918 and 1928.</p> <p>The candidate presents the role of the US in the world economy.</p> <p>The candidate presents the principal characteristics of the economic boom in the US.</p> <p>The candidate uses and interprets 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 states that the period in question followed World War I and s/he mentions a geographical aspect of the question (e.g. the changing difference in economic power between the US and Europe, the closer economic relations between Europe and the US).</p>	0–4 [neither 1 point nor 3 points can be awarded]

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 correctly: e.g. industry, agriculture, boom / development, production.</p> <p>C The candidate uses topic-related special vocabulary correctly: e.g. world economy, credit, advertisement.</p>	<p>0–6 [neither 1 point nor 4 points can be awarded]</p>
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it.</p> <p>C E.g.: the candidate mentions an important fact on the basis of the information in the table (e.g. the US contributed the largest proportion / approximately one third of global industrial production, the US increased its contribution to global industrial production in the period) and s/he makes a relevant statement in connection with this (e.g. the US already had a leading role at the time of the second industrial revolution, with its increasing weight in the global economy, the European economies lost some of their influence).</p> <p>C E.g.: the candidate mentions a significant fact on the basis of the illustration (e.g. the use of the production line, significant output in the car industry) and s/he makes a relevant statement in connection with this (e.g. the conveyor belt made production cheaper / faster, cars were mass produced).</p> <p>C E.g.: the candidate mentions an important element of the text (e.g. s/he stresses the growing importance of sales / advertising, it considers sales to be equal in importance with production) and s/he makes a relevant statement in connection with this (e.g. the growing importance of advertising / sales was connected to mass production, advertising resulted in growing consumption, advertising increased production costs / prices).</p> <p>C E.g.: the candidate mentions an important fact on the basis of the diagram (e.g. farm incomes went on growing until the middle of the 1920s, farm incomes stagnated / slightly decreased in the second half of the 1920s) and s/he makes a relevant statement in connection with this (e.g. exports contributed significantly to the increasing revenues, the stagnation / decrease in revenues was connected to the closing European markets / the overproduction, decreasing revenues led to indebtedness, the profitability of agriculture decreased.).</p>	<p>0–10 [neither 1 point nor 6 points can be awarded]</p>
Describing the reasons behind an event	<p>S The candidate presents the characteristics of the economy of the US and its role in the global economy and s/he sheds light on the background of its development.</p> <p>C E.g.: the candidate mentions the leading role the US assumed in the global economy and s/he makes a relevant statement in connection with what was in the background of this (e.g. it was founded upon the rapid development of the 19th century, the European economies were going through a crisis because of World War I) <i>or</i> s/he mentions one of its</p>	<p>0–12 [neither 1 point nor 7 points can be awarded]</p>

	<p>components (e.g. the US possessed nearly half of the world's gold supplies, the dollar was the most stable currency, the US became the biggest creditor in the world).</p> <p>C E.g.: the candidate mentions one of the important elements of the economic relations between the US, Great Britain and France during the war (e.g. the US provided the two entente powers with supplies, it provided them with credit) and s/he states one of the consequences of this (e.g. the two European powers ran up large debts, they started repaying the debts after the war).</p> <p>C E.g.: the candidate mentions one of the elements of the economic relationship between the US and Germany (e.g. the US provided credit to the Germans (the Dawes Plan), it invested a significant amount of capital in Germany) and s/he makes a relevant statement in connection with the consequences of this (e.g. American capital had a significant part in the recovery of the German economy, the German economy was largely dependent on the American).</p> <p>C E.g.: the candidate mentions at least one of the modern industries which played an important part in the boom (e.g. car production, electricity production, oil refining, plastic production) and s/he makes a relevant statement in connection with their significance (e.g. cars became mass products, the electricity grid was developed) <i>or</i> s/he states that the booms ended with the great economic depression.</p> <p>C The candidate makes independent statements and supports his or her essay with good analytical skills.</p> <p><i>The same item in the answer cannot be awarded points in the evaluation of two different content elements.</i></p>	
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

17 Peace treaties at the beginning of the 17th century (short)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate presents the peace treaties of Vienna and Zsitvatorok.</p> <p>Using the sources the candidate refers to some essential connections (e.g. the settlement of the <i>haiduk</i>, power balance between the Habsburg and Ottoman empires).</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 peace treaty which ended the Bocskai uprising was signed in Vienna in 1606 and the treaty which ended the Fifteen Years' War was signed in the same year (at Zsitvatorok).</p>	<p>0–4 [neither 1 point nor 3 points can be awarded]</p>
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 and topic-related special vocabulary, e.g. treaty, feudalism/estates, religious tolerance, <i>haiduk</i>.</p>	<p>0–4 [neither 1 point nor 3 points can be awarded]</p>
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it.</p> <p>C E.g.: the candidate mentions one of the significant elements of the source (e.g. the recognition of one of the merits of the <i>haiduk</i>, the collective raising of the <i>haiduk</i> to the rank of nobility) and s/he states that Bocskai settled the <i>haiduk</i>, who were exempt from taxes / obliged to do military service.</p> <p>C E.g.: the candidate mentions a fundamental element of the source (e.g. the peace treaty was signed on Hungarian territory, the two monarchs were addressed on a basis of equality) and s/he makes a relevant statement in connection with this (e.g. the Treaty of Zsitvatorok was an agreement between two equal powers on the basis of the status quo / the current situation/it expressed a balance of power).</p>	<p>0–6 [neither 1 point nor 4 points can be awarded]</p>
Describing the reasons behind an event	<p>S The candidate presents the contents of the treaties of Vienna and Zsitvatorok and s/he reveals their importance.</p> <p>C E.g.: the candidate states that Bocskai played an important part in the signing of the treaties of Vienna and Zsitvatorok and s/he makes a relevant statement in connection with this (e.g. both treaties were the result of compromises, the two treaties closed a lengthy period of war).</p> <p>C E.g.: the candidate states that the Treaty of Vienna restored the privileges of the estates (and free religious practice) and s/he makes a relevant statement in connection with this (e.g. the violation of these rights was the reason for the success of the uprising, this provided the basis for the compromises for the next century).</p> <p>C E.g.: the candidate mentions another fact in connection with the peace treaties (e.g. Bocskai renounced the title of Prince of Hungary, the Turks offered Bocskai a crown / royal title, Bocskai stressed the necessity of an independent Transylvania in his testament) and s/he makes a relevant statement in connection with this (e.g. the anti-Turkish struggle was not possible without the assistance of the Habsburgs, the Turks didn't occupy further territories, an independent Transylvania was the guarantee of the rights of the Hungarian estates).</p> <p><i>The same item in the answer cannot be awarded points in the evaluation of two different content elements.</i></p>	<p>0–8 [neither 1 point nor 5 points can be awarded]</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

18 The ecclesiastical policy of mediaeval monarchs (long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate presents the process of consolidating Christianity in Hungary.</p> <p>The candidate presents the measures that Saint Stephen introduced to help the spread of Christianity and the development of the church structure.</p> <p>The candidate presents the significant nature of Saint Ladislaus' and Coloman the Booklover's policy in consolidating Christianity.</p> <p>The candidate uses and interprets 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 states the period of each monarch's reign (997/1000/1001-1038, 1077-1095, 1095-1116) and s/he mentions that they reigned in Hungary.</p>	0–4 [neither 1 point nor 3 points can be awarded]
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 correctly: e.g. Christian(ity), church, king / monarch, law.</p> <p>C The candidate uses topic-related special vocabulary correctly: e.g. bishop(ric), archbishop(ric), monastic order / monastery, pagan, tithe.</p>	0–6 [neither 1 point nor 4 points can be awarded]
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it.</p> <p>C E.g.: the candidate mentions an important element of the source (e.g. Stephen warned Emeric about the importance of the Christian faith, encouraged his son to set an example in practising his religion) and s/he makes a relevant statement in connection with this (e.g. Stephen tried to ensure that his policy to consolidate Christianity was continued, he considered religious practice a precondition for the royal position).</p> <p>C E.g.: the candidate mentions that Saint Ladislaus confirmed the obligatory payment of the tithe and s/he makes a relevant statement in connection with this (e.g. Saint Stephen introduced the tithe, it was paid to the church, it was collected on the basis of voluntary information).</p> <p>C E.g.: the candidate mentions that Saint Ladislaus confirmed the obligation of attendance at Sunday mass and s/he makes a relevant statement in connection with this (e.g.</p>	0–10 [neither 1 point nor 6 points can be awarded]

	<p>it was introduced by Saint Stephen, Saint Ladislaus also tried to force his subjects to practise the Christian religion).</p> <p>C E.g.: the candidate mentions that Coloman the Booklover's law prohibited the observance of pagan customs and s/he makes a relevant statement in connection with this (e.g. this implies that pagan customs still survived, paganism threatened royal power, during Coloman the Booklover's reign pagan customs were already receding).</p>	
<p>Describing the reasons behind an event</p>	<p>S The candidate presents the steps taken to establish the church structure and to consolidate Christianity and s/he reveals their motives and significance.</p> <p>C E.g.: the candidate mentions a fundamental fact in connection with the adoption of the Christian faith (e.g. it happened at the time of the state foundation, Hungary became a western Christian state) and s/he makes a relevant statement in connection with this (e.g. the church was the main support for royal power, Hungary joined the European cultural tradition).</p> <p>C E.g.: the candidate states that Saint Stephen established the church structure and s/he makes a relevant statement in connection with this (e.g. he created bishoprics and archbishoprics, the Hungarian church structure was not subordinated to the German one / it was independent / it was headed by the Archbishop of Esztergom, Saint Stephen granted lands to the church, the system of parishes was established).</p> <p>C E.g.: the candidate mentions that the monarchs established monasteries and s/he makes a relevant statement in connection with this (e.g. the monks played an important role in culture / evangelisation, Benedictine monasteries were founded, the monastic orders were subordinated directly to the pope, the monasteries received privileges from the monarchs).</p> <p>C E.g.: the candidate mentions that Saint Ladislaus initiated the canonisation of Stephen (as well as Emeric and Bishop Gerard) and s/he makes a relevant statement in connection with this (e.g. he thus elevated the respected status of the royal family, he set Stephen as an example to himself); <i>or</i> s/he mentions that the laws of Saint Ladislaus / Coloman the Booklover treated the question of celibacy and s/he makes a relevant statement in connection with this (e.g. at the time it was still an open question within the church, married priests were allowed to work on a temporary basis, newly ordained priests were forbidden to marry).</p> <p>C The candidate makes independent statements and supports his or her essay with good analytical skills.</p> <p><i>The same item in the answer cannot be awarded points in the evaluation of two different content elements.</i></p>	<p>0–12 [neither 1 point nor 7 points can be awarded]</p>

Structure, clear language	The candidate's essay consists of sentences, which are clear and unambiguous. The analysis is an organized text serving the logical discussion of the content. The candidate's statements demonstrate accurate analytical skills. There are no grave spelling, punctuation or grammar mistakes.	0–8
TOTAL FOR THIS TASK		48
EXAM POINTS		16

19 Kossuth and Deák on the compromise (short)

Criteria	Skills and content	Points
Understanding of task	The candidate presents Kossuth and Deák's standpoints concerning the compromise. Using the sources the candidate refers to some essential connections (e.g. the opposing views of the two politicians).	0–4
Location: era and place	S The candidate locates the era and the place of the events. C The candidate states that the compromise was signed in 1867 and the Austro-Hungarian Monarchy was founded as a result of it.	0–4 [neither 1 point nor 3 points can be awarded]
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 and topic-related special vocabulary, e.g. compromise, dual (monarchy) / dualism, common affairs, confederation.	0–4 [neither 1 point nor 3 points can be awarded]
Use of sources	S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. C E.g.: the candidate mentions one of the significant elements of Kossuth's standpoint (e.g. he rejected the principle of common foreign affairs / financial affairs / defence, he didn't wish to return from exile) and s/he makes a relevant statement in connection with this (e.g. Kossuth condemned the compromise, in his opinion Hungary surrendered its existence as an independent state with the compromise). C E.g.: the candidate mentions that Deák argued for a system of compromises and s/he makes a statement concerning his standpoint (e.g. he considered the compromise a positive step after the period of despotism, he considered the compromise to be an advantageous agreement).	0–6 [neither 1 point nor 4 points can be awarded]
Describing the reasons behind an event	S The candidate presents Kossuth and Deák's standpoint and proposal, and s/he explains them. C E.g.: the candidate mentions Deák's role in the signing of the compromise and s/he makes a relevant statement in connection with the political significance of the compromise (e.g. constitutionality was restored, the establishment of a	0–8 [neither 1 point nor 5 points can be awarded]

	<p>parliamentary system became possible, Hungary assumed the role of a great power as part of the Monarchy, the compromise ensured the Hungarians' control over the nationalities).</p> <p>C E.g.: the candidate mentions a significant element of Kossuth's attitude of rejection (e.g. he remained in exile until his death, he refused to take the oath of citizenship, he regularly criticised the system of the compromise, he wrote the "Cassandra letter") and s/he makes a relevant statement in connection with the significance / consequences of his attitude (e.g. his name became a symbol of independence, already in his life a cult evolved around his personality, he was refused a state funeral).</p> <p>C E.g.: the candidate mentions that (before the compromise) Kossuth made a proposal to form a confederation of the Danube nations (Hungary, Croatia, Serbia, Romania, or Transylvania) and s/he makes a relevant statement in connection with the significance of the proposal (e.g. the confederation would have provided protection against Austria / Russia, it would have made it possible for the oppressed nations to become independent, a broadening of the rights of the nationalities / a reconciliation between the Hungarians and the nationalities would have been a precondition of its foundation, both external and internal factors made its foundation impossible).</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

20 The peasantry in the Dual Monarchy (long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate describes the peasantry of the period of the Dual Monarchy.</p> <p>The candidate presents the lifestyle and living conditions of the peasantry.</p> <p>The candidate uses and interprets 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 states that the period of the Dual Monarchy was between 1867 and 1918 and s/he says that Hungary was part of the Austro-Hungarian Monarchy at the time, <i>or</i> s/he mentions a geographical feature of the question (e.g. the peasants lived in villages, the peasants who belonged to the ethnic nationalities lived mostly on the periphery).</p>	0–4 [neither 1 point nor 3 points can be awarded]

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 correctly: e.g. society, peasant(ry), section, estate.</p> <p>C The candidate uses topic-related special vocabulary correctly: e.g. navy, agrarian proletariat, / day-labourer, emigration.</p>	<p>0–6 [neither 1 point nor 4 points can be awarded]</p>
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it.</p> <p>C E.g.: the candidate mentions a significant fact on the basis of the chart (e.g. most of the peasants were small or petty landowners, many were landless, only a small number owned more than 20 / 50 acres) and s/he makes a relevant statement in connection with this (e.g. important differences existed within the peasantry, there were big differences in wealth, the overwhelming majority lived in difficult circumstances).</p> <p>C E.g.: the candidate mentions one of the characteristics of a navy's lifestyle on the basis of the sources (e.g. they worked on public construction sites, they were continually on the move, they transported all their possessions / tools) and s/he makes a relevant statement in connection with this (e.g. they lived in deep poverty, they were defenceless, their livelihood depended on the scale of state constructions).</p> <p>C E.g.: the candidate mentions an important fact on the basis of the sources (e.g. folk costumes were prevalent among the peasantry, folk costumes were different for different nationalities / regions) and s/he makes a relevant statement in connection with this (e.g. peasants preserved local customs, their life was little affected by mass production, the peasantry was multi-ethnic).</p> <p>C E.g.: the candidate mentions an important element of the source (e.g. compulsory education was introduced, it was obligatory to attend school between the ages of 6 and 12, the compulsory primary education was divided into two periods) and s/he states the consequences of this for the peasantry (e.g. the level of their education improved, the rate of illiteracy decreased among them) <i>or</i> s/he explains why it was not possible to enforce the law everywhere among the peasants (e.g. children were made to work with the adults from an early age, there were few schools in villages / farming regions).</p>	<p>0–10 [neither 1 point nor 6 points can be awarded]</p>
Describing the reasons behind an event	<p>S The candidate presents the inner segmentation of the peasantry and s/he identifies the characteristic features of the different sections.</p> <p>C E.g.: the candidate mentions that the most populous section of contemporary society was the peasantry and s/he makes a relevant statement in connection with this (e.g. the large peasant population was a consequence of the agrarian nature of the economy, their relative numbers somewhat decreased with urbanisation / industrialisation, they had been legally free citizens since the liberation of the serfs in 1848).</p>	<p>0–12 [neither 1 point nor 7 points can be awarded]</p>

	<p>C E.g.: the candidate mentions that a (smaller) group within the peasantry were wealthy landowners and s/he makes a relevant statement in connection with their situation and lifestyle (e.g. they were engaged in production, they employed paid workers / servants, village leaders came from their ranks, bourgeois developments could be observed in their lifestyle).</p> <p>C E.g.: the candidate mentions that the midsection of the peasantry was made up of small landowners and s/he makes a relevant statement in connection with their situation and circumstances (e.g. in many cases their land was only enough to support the family, apart from working on their own land, many of them were also wage workers).</p> <p>C E.g.: the candidate states that the landless peasants / agrarian proletariat were the poorest group within the peasantry and s/he makes a relevant statement in connection with their situation and circumstances (e.g. day-labourers / estates servants belonged to this group, sometimes they went on strike / protested about their living conditions, most of the people who emigrated came from this group).</p> <p>C The candidate makes independent statements and supports his or her essay with good analytical skills.</p>	
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 Financial consolidation

(short)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate presents the financial consolidation of Hungary in the 1920s.</p> <p>Using the sources the candidate refers to some essential connections (e.g. a commissioner of the League of Nations supervised the consolidation process, the National Bank, authorised to issue money, was founded).</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 Hungary's consolidation was accomplished during the premiership of István Bethlen between 1921 and 1931/ after the signing of the Trianon peace treaty.</p>	0–4 [neither 1 point nor 3 points can be awarded]

<p>Use of special vocabulary</p>	<p>S The candidate correctly uses the general and the specific concepts related to the period. C The candidate uses the following general terms and topic-related special vocabulary, e.g. consolidation, bank, inflation, credit / loan.</p>	<p>0–4 [neither 1 point nor 3 points can be awarded]</p>
<p>Use of sources</p>	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. C E.g.: the candidate mentions one of the significant elements of the source (e.g. the commissioner of the League of Nations could propose the introduction of new taxes / limit expenditure / withhold loan instalments) and s/he makes a relevant statement in connection with this (e.g. Hungary was not financially independent, supervision was in effect for only two years, the American Jeremiah Smith was the commissioner). C E.g.: the candidate mentions a significant element of the source (e.g. the Hungarian National Bank was founded, it was authorised to issue money) and s/he makes a relevant statement in connection with this (e.g. issuing money became independent from the government as a result of this, it was necessary in order to stabilise the currency, it was made possible / obligatory by the credit of the League of Nations).</p>	<p>0–6 [neither 1 point nor 4 points can be awarded]</p>
<p>Describing the reasons behind an event</p>	<p>S The candidate presents the financial consolidation of Hungary in the 1920s and s/he reveals its components. C E.g.: the candidate mentions that there was a high inflation rate at the beginning of the 1920s and s/he makes a relevant statement in connection with this (e.g. the <i>korona</i> lost all its value, it was partly due to deliberate government policies, it threatened economic development). C E.g.: the candidate mentions the introduction of the <i>pengő</i> and s/he makes a relevant statement in connection with this (e.g. it retained its value throughout the period, it put an end to inflation, the loan from the League of Nations made it possible to issue the new currency). C E.g.: the candidate mentions that Hungary received significant loans from the League of Nations and s/he makes a relevant statement in connection with this (e.g. this was one of the reasons why the country wished to join the League, a precondition of this was the significant reduction of state expenditure, the government used it to offer loans to the Hungarian economy, the method of using the loan was an issue of disagreement). <i>The same item in the answer cannot be awarded points in the evaluation of two different content elements.</i></p>	<p>0–8 [neither 1 point nor 5 points can be awarded]</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

22 The Kádár era

(long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate presents the social and cultural policy of the Kádár era and s/he analyses the educational and social policy measures.</p> <p>The candidate gives a brief summary of how a state of social peace was created / the mechanism of the Kádarian compromise.</p> <p>In his/her analysis the candidate reveals the changes in the educational, cultural and social policy.</p> <p>The candidate uses and interprets 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 states that the Kádár era was between 1956 and 1988/89 in Hungary.</p>	0–4 [neither 1 point nor 3 points can be awarded]
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 correctly: e.g. communism/socialism, education, culture, society.</p> <p>C The candidate uses topic-related special vocabulary correctly: e.g. the three Ts [tiltott=banned, tűrt=tolerated, támogatott=endorsed], social security, university.</p>	0–6 [neither 1 point nor 4 points can be awarded]
Use of sources	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it.</p> <p>C E.g.: the candidate mentions a significant element of the source (e.g. according to the joke, Hungarians spent more than they earned, according to the joke, the system is not interested in private affairs) and s/he makes a relevant statement in connection with this (e.g. mild criticism was already allowed in jokes in the period, the idea of “live and let live” was typical of the period, Kádár often appeared as a cunning/wise/positive figure, toleration of the secondary economic sector).</p> <p>C E.g.: the candidate mentions one of the significant elements of the source (e.g. the number of colleges/universities increased, new prestigious universities were founded, polytechnics were founded) and s/he makes a relevant statement in connection with this (e.g. the number of graduates/students increased, there was a high level of social</p>	0–10 [neither 1 point nor 6 points can be awarded]

	<p>mobility, the standard of higher education fell).</p> <p>C E.g.: the candidate mentions that the number of pensioners sharply increased (after 1960) and s/he makes a relevant statement in connection with this (e.g. the integration of the peasantry into the system through collectivisation, the integration of private entrepreneurs into the system, the social security system became universal).</p> <p>C E.g.: the candidate mentions an important element of the source (e.g. the number of Soviet films/viewers for Soviet films decreased, the number of American films/viewers for American films increased) and s/he makes a relevant statement in connection with this (e.g. the system no longer isolated itself from the West, the role of ideology remained important).</p>	
<p>Describing the reasons behind an event</p>	<p>S The candidate reveals the social and cultural policy of the Kádár era and s/he presents its most significant measures.</p> <p>C E.g.: the candidate states that it was one of the main aims of the Kádár era to attain a state of social peace/to reach a compromise with society and s/he makes a relevant statement in connection with this (e.g. this was one of the reasons why Hungary was called “the happiest barracks”, a [partial] respect for privacy had a part in this, this is also called the Kádarian compromise.</p> <p>C E.g.: the candidate mentions that the network of nurseries/kindergartens/schools expanded significantly and s/he makes a relevant statement in connection with this (e.g. the facilitation of women entering employment, attempt to slow down the falling birth rate, the transformation of the family model, the need for better qualified labour).</p> <p>C E.g.: the candidate mentions that the first forms of family support appeared (e.g. childcare support, family allowance, apartment allocations) and s/he makes a relevant statement in connection with this (e.g. attempts to stop the falling birth rate, the transformation of the family model).</p> <p>C E.g.: the candidate states that the principle of the three Ts [tiltott=banned, tűrt=tolerated, támogatott=endorsed] prevailed in cultural policies and s/he makes a relevant statement in connection with this (e.g. they were still influenced by communist/socialist ideology, the appearance of self-censorship, the lack of freedom of the press).</p> <p>C The candidate makes independent statements and supports his or her essay with good analytical skills.</p> <p><i>The same item in the answer cannot be awarded points in the evaluation of two different content elements.</i></p>	<p>0–12 [neither 1 point nor 7 points can be awarded]</p>

Structure, clear language	The candidate's essay consists of sentences, which are clear and unambiguous. The analysis is an organized text serving the logical discussion of the content. The candidate's statements demonstrate accurate analytical skills. There are no grave spelling, punctuation or grammar mistakes.	0–8
TOTAL FOR THIS TASK		48
EXAM POINTS		16

The references for the sources (text, illustration, table, data, diagram) in the exam booklets:

Task 8: www.cephas-library.com, anarsiman17.blogspot.com,
www.holocaustresearchproject.org

Task 11: en.wikipedia.org, www.geographictravels.com, news.bbc.co.uk

Task 12: Romsics Ignác: Magyarország története a XX. században

Task 14: en.wikipedia.org

Task 15: Magyarország története képekben. A dualizmus kora.

Szerk.: Gyurgyák János.

Task 20: Föld nélkül... Amerikások, kubikosok, summások, eltelepültek. Összeállította:

Hornok Lajosné Németh Eszter. Gyomaendrőd, 1998. (História, 2002/1.)

Kresz Mária: Magyar parasztviselet