

**ÉRETTSÉGI VIZSGA • 2016. május 4.**

**TÖRTÉNELEM  
ANGOL NYELVEN**

**EMELT SZINTŰ ÍRÁSBELI  
ÉRETTSÉGI VIZSGA**

**JAVÍTÁSI-ÉRTÉKELÉSI  
ÚTMUTATÓ**

**EMBERI ERŐFORRÁSOK  
MINISZTERIUMA**

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## 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

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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 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:

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- a) **understanding of the task**
  - b) extent of meeting the **requirements** (competences and 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

<b>4 points</b> 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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<b>3 points</b> 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.
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<b>2 points</b> 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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<b>1 point</b> 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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<b>0 points</b> 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

<b>7-8 points</b> 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.
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<b>4-6 points</b> 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.
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<b>2-3 points</b> 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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<b>1 point</b> 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.

### 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’)

<b>2 points</b> 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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<b>1 point</b> can be given if insufficient and not very relevant information, conclusions, or statements, and only few (and not very typical) data are included.
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<b>0 points</b> can be given if no data are provided, relationships between events are not identified, or the statements are incorrect.
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### c) Scoring 'structure and accuracy'

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

<b>2 points</b> can be given if the text is structured and well-built of clear sentences, without grave spelling or punctuation mistakes.
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<b>1 point</b> can be given if the text contains several grammar and spelling mistakes.
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<b>0 points</b> 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

<b>7-8 points</b> 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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<b>4-6 points</b> 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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<b>2-3 points</b> 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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<b>1 point</b> can be given if the text contains sentences, but without textual or contextual coherence, and with grave spelling, punctuation and grammar mistakes.
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<b>0 points</b> 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 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.

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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	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	
<b>Exam points</b>	<b>7</b>	

##### Long essay tasks

Criteria	Maximum	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	
<b>Exam points</b>	<b>16</b>	

**I Short answer tasks****1 The religions of the ancient East (0.5 points for each correct item, total: 5 points)**

Religion		Number of image	Letter of definition
a)	the religion of Egypt	2	A)
b)	the religion of Mesopotamia	6	F)
c)	Brahmanism	5	E)
d)	Judaism	4	C)
e)	Buddhism	1	B)

**2 Mediaeval ideas (0.5 points for each correct item, total: 3 points)**

- a) Scholasticism
- b) faith
- c) knowledge
- d) Saint Thomas of Aquino
- e) Aristotle
- f) God

**3 Mediaeval Hungarian society (0.5 points for each correct item, total: 3 points)**

Statements	Number(s) of article(s) of law
a)	6, 12
b)	22
c)	6, 12
d)	20

**4 The discoveries of the Age of Exploration (0.5 points for each correct item, total: 5 points)**

a)	D)	4
b)	C)	1
c)	B)	3
d)	A)	2

- e) Magellan
- f) Columbus

**5 Hungary in the 17<sup>th</sup> century (0.5 points for each correct item, total: 3 points)**

- a) Baroque
- b) Jesuit
- c) Péter Pázmány
- d) priests
- e) Miklós Zrínyi
- f) Szigetvár



**6 The Declaration of the Rights of Man and of the Citizen (1 point for each correct row, total: 4 points)**

Terms	The number(s) of the points of the Declaration	The letter of the definition
a) social contract	2	C)
b) sovereignty of the people	3, 6	D)
c) separation of branches of power	16	B)
d) liberties	10, 11	A)

**7 The causes of the compromise (0.5 points for each correct item, total: 2 points)**

Statements	Text	Map	Both	Neither
a)			X	
b)				X
c)	X			
d)		X		

**8 India in the 20<sup>th</sup> century (0.5 points for each correct item, total: 3 points)**

- a) non-violence *or* the power of the intellect *Any other, essentially similar answer is also acceptable*
- b) He wore the clothes of Indian fieldworkers *or* He wore traditional clothes. *Any other, essentially similar answer is also acceptable*
- c) E.g. Indians were to refuse British awards *or* Indians were to take their children out of state schools *or* Indians were not to buy foreign goods *or* Indians were not to turn to state courts *or* Indians were to produce their own salt and not to pay the duty on it. *Any other, essentially similar answer is also acceptable*
- d) Nehru
- e) He was assassinated. *Any other, essentially similar answer is also acceptable*
- f) The (British) Commonwealth

**9 Hungary between the two world wars (Total: 4 points)**

- a) revision *or* (armed) neutrality / the avoidance of war *or* alliance with Germany *Two of the three items are required. (0.5 points per item)*
- b) The German alliance was a necessity,  
**because** the situation in foreign policy and the prevailing German influence in the region limited Hungary's opportunities for action as well *or* revision was only possible with the assistance of the Germans *or* the neighbouring states were also German allies/satellites (1 point) *Any other, essentially similar answer is also acceptable*  
 The German alliance was dangerous,  
**because** Hungary became vulnerable to the Germans *or* Teleki feared that Hungary would get involved in the war *or* he was not sure that Germany would win the war and he feared the consequences of this. (1 point) *Any other, essentially similar answer is also acceptable*
- c) Hungary joined the tripartite agreement / Hungary got involved in the war and joined the attack on Yugoslavia. (1 point) *Any other, essentially similar answer is also acceptable*

**10 The international connections of 1956 (1 point for each correct item, total: 4 points)**

- a) 1949
- b) the Cuban missile crisis
- c) Poland
- d) the Suez crisis

**11 The economy of the EU (Total: 4 points)****a)** 1957 (1 point)**b)** capital (*Also acceptable: investment(s), money.*) (1 point)**c)** (Score 0.5 points for each correct item, altogether 2 points.)

<b>Statement</b>	<b>Commission</b>	<b>Council</b>	<b>European Council</b>	<b>European Parliament</b>
It plays an initiating role in defining economic policy guidelines.	X			
It develops economic policy guidelines.		X		
It makes fundamental decisions regarding the common economic policy.			X	
It checks compliance with the common economic policy guidelines.	X			

**12 Today's Hungarian society (1 point for each correct item, total: 4 points)**

<b>Statements</b>	<b>true</b>	<b>false</b>
<b>a)</b>		<b>X</b>
<b>b)</b>	<b>X</b>	
<b>c)</b>	<b>X</b>	
<b>d)</b>		<b>X</b>

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**II LONGER, ESSAY-TYPE TASKS**
**13 The Reformation****(short)**

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	The candidate presents the principal tenets of Lutheran reformation and the institutional reforms connected to it. Using the sources the candidate refers to some essential connections (e.g. indulgence, the connection between church property and papal power).	<b>0–4</b>
<b>Location: era and place</b>	<b>S</b> The candidate locates the era and the place of the events. <b>C</b> The candidate states that the Reformation started in 1517 in the Holy Roman Empire / Wittenberg.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<b>S</b> The candidate correctly uses the general and the specific concepts related to the period. <b>C</b> The candidate correctly uses the following general terms and topic-related special vocabulary, e.g. religion, reform, church, faith, Evangelical, Catholic, Reformation, Protestant, pope, pardon.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of sources</b>	<b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. <b>C</b> The candidate states Luther’s view on the pardon of sins (e.g. he condemned the indulgences, he only recognised divine forgiveness, the only precondition for pardon is repentance) and s/he states the result of this (e.g. he questioned the power of the pope, he limited the significance of the clergy, he only accepted reasoning which is based on the Bible). <b>C</b> The candidate states Luther’s view on church property (e.g. he considered it excessive, it was used for unworthy causes, it should have been spent on social issues) and s/he states the result of this (e.g. his confrontation with the pope, he supported secularisation, he found supporters among the princes).	<b>0–6</b> [neither 1 point nor 4 points can be awarded]
<b>Describing the reasons behind an event</b>	<b>S</b> The candidate presents the religious and institutional reforms. <b>C</b> The candidate states that according to Luther redemption is only achieved through faith and s/he states some theological or institutional consequences of this (e.g. good deeds are merely the “fruit of faith”, the decreasing role of the church). <b>C</b> The candidate states that Luther accepted only the Bible as the source of Christian religious tenets, and s/he states a consequence of this (e.g. the rejection of papal power, the elimination of monastic orders, the elimination of some of the sacraments, the rejection of the reverence of the saints). <b>C</b> The candidate states that as a result of the reforms the Evangelical Church was founded and s/he mentions an important feature of this (e.g. it spread in Northern Germany and Scandinavia, national churches under royal authority).	<b>0–8</b> [neither 1 point nor 5 points can be awarded]

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

#### 14 The Jacobin dictatorship (long)

Criteria	Skills and content	Points
<b>Understanding of task</b>	<p>The candidate presents the period of the Jacobin dictatorship and mentions the connections between ideology and government.</p> <p>In his/her answer the candidate presents the establishment of the Jacobin dictatorship and the most important features of revolutionary government.</p> <p>The analysis states that the Jacobins restricted individual freedoms, quoting the public good as the reason and they used terror as a result of this.</p> <p>The candidate uses and interprets the sources in his or her essay and draws conclusions from them.</p>	<b>0–8</b>
<b>Location: era and place</b>	<p><b>S</b> The candidate locates the era and the place of the events.</p> <p><b>C</b> The candidate states that the French Revolution broke out in 1789 and the period of the Jacobin dictatorship was between 1793 and 1794.</p>	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<p><b>S</b> The candidate correctly uses the general and the specific concepts related to the period.</p> <p><b>C</b> The candidate uses the following general terms correctly: e.g. revolution, war, power, constitution.</p> <p><b>C</b> The candidate uses topic-related special vocabulary correctly: e.g. Jacobin, terror, dictatorship, principle of the people's sovereignty, division of branches of power, human rights.</p>	<b>0–6</b> [neither 1 point nor 4 points can be awarded]
<b>Use of sources</b>	<p><b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it.</p> <p><b>C</b> The candidate presents Robespierre's views on the revolutionary government (e.g. it guarantees the freedom of the public, it sets up defences against its enemies, it is not answerable to everyone) and s/he says that these views constituted a justification of the dictatorship and terror <i>or</i> s/he mentions that Robespierre considered it necessary to maintain the revolutionary government and he based this on the military conflict.</p> <p><b>C</b> The candidate states that the Jacobins' (supporters) rejected the sanctity of private property and s/he mentions an important consequence of this (e.g. the discontent prompted by the high food prices, the seizure of private property, the restriction of human rights).</p>	<b>0–10</b> [neither 1 point nor 6 points can be awarded]

	<p>C The candidate states that the Jacobins expected people to be politically active and s/he mentions an important consequence of this (e.g. revolutionary tribunals, mass executions, the abuse of human rights, the abolition of the “presumption of innocence” principle).</p> <p>C The candidate presents the Jacobin state structure (the Convention, the Committee of Public Security, the revolutionary tribunals) and s/he mentions an important characteristic of this (e.g. the restriction of the principle of power division, forced centralisation, new revolutionary institutions).</p>	
<b>Describing the reasons behind an event</b>	<p>S The candidate reveals the connection between Jacobin ideology and the revolutionary government.</p> <p>C The candidate mentions the fundamentals of Jacobin ideology (e.g. extreme application of the principle of public sovereignty, the preference for public security and freedom over the individual), and s/he says that the establishment of the dictatorship was a consequence of this.</p> <p>C The candidate presents the leadership of the revolutionary government and its institutions (mention of leading politicians, e.g. Robespierre, Marat, Danton, Saint-Just <i>or</i> a description of the institutions of the revolution, e.g. convention representatives) and s/he mentions one of its fundamental characteristics (e.g. power struggle among the leaders, uncontrollable terror, forced centralisation).</p> <p>C The candidate mentions one of the Jacobins’ public welfare measures (e.g. the introduction of capped prices and wages, the distribution of lands owned by immigrants and village communities, etc.) and s/he mentions an issue directly connected to this (e.g. the violation of private property, the sans-culottes constituted the popular base of the system, the failure of the measures).</p> <p>C The candidate mentions the military victories of the Jacobins (e.g. the organisation of a popular uprising, an army of one million, the repulsion of the coalition offensive, putting down the Vendée uprising) and s/he mentions an issue directly connected to this (e.g. they used it to justify violence, they could not prevent the downfall of the dictatorship).</p> <p>C The candidate makes independent statements and supports his or her essay with good analytical skills.</p>	<b>0–12</b> [neither 1 point nor 7 points can be awarded]
<b>Structure, accuracy</b>	<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>	<b>0–8</b>
<b>TOTAL FOR THIS TASK</b>		<b>48</b>
<b>EXAM POINTS</b>		<b>16</b>

<b>15 Colonial policies at the end of the 19<sup>th</sup> century</b>		<b>(short)</b>
<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	The candidate reveals and explains the motivations of the intensifying colonial competition. Using the sources the candidate refers to some essential connections (e.g. the intensifying competition at the time of the second industrial revolution was connected to the emergence of the new colonial powers).	<b>0–4</b>
<b>Location: era and place</b>	<b>S</b> The candidate locates the era and the place of the events. <b>C</b> The candidate states that the pace of colonisation intensified in the 1880s and by the beginning of the 20 <sup>th</sup> century the world had been divided up; s/he mentions the most important colonialist states of the world.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<b>S</b> The candidate correctly uses the general and the specific concepts related to the period. <b>C</b> The candidate correctly uses the following general terms and topic-related special vocabulary, e.g. great power, market, colony, colonial empire.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of sources</b>	<b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. <b>C</b> The candidate mentions that the United States intended to gain influence / expand in the Central American region, and s/he makes a relevant statement in connection with this (e.g. primarily, this had economic goals, it invested / offered loans in the region, exerting indirect influence appeared, gaining economic influence also had strategic objectives, the newly-risen great powers also appeared as colonists.) <b>C</b> The candidate mentions the difference between British and German colonisation and/or industrialisation (e.g. the dominance of the British Empire, the development of a superior German (heavy) industry) and s/he states an important consequence of this (e.g. military and colonial competition).	<b>0–6</b> [neither 1 point nor 4 points can be awarded]
<b>Describing the reasons behind an event</b>	<b>S</b> The candidate reveals and explains the economic factors leading to colonial competition. <b>C</b> The candidate mentions that the second industrial revolution resulted in rapid economic development and s/he says that as a consequence new markets and sources of raw materials were needed. <b>C</b> The candidate states that as a result of industrial development new powers emerged (e.g. the US, Germany and Japan) <i>or</i> s/he mentions the fact that the great powers developed unevenly and s/he says that this intensified the competition between them. <b>C</b> The candidate states that as a result of this process the division of the world had been accomplished by the beginning of the 20 <sup>th</sup> century and s/he mentions an issue directly connected to this (e.g. colonisation became a question of prestige, the conflict between the colonial powers worsened because there were no more “free” territories left). <i>The same answer cannot be evaluated under two different content criteria.</i>	<b>0–8</b> [neither 1 point nor 5 points can be awarded]

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

**16 The world economic crisis****(long)**

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	The candidate analyses the evolution and the consequences of the world economic crisis. The candidate presents the processes and causes that led to the evolution of the crisis. The analysis reveals the process and the effects of the world economic crisis as well as the predominant features of crisis management in the US. The candidate uses and interprets the sources in his or her essay and draws conclusions from them.	<b>0–8</b>
<b>Location: era and place</b>	<b>S</b> The candidate locates the era and the place of the events. <b>C</b> The candidate states that the crisis started in New York in 1929 and s/he says that it affected the whole world <i>or</i> s/he mentions that besides the US the crisis was the gravest in Germany.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<b>S</b> The candidate correctly uses the general and the specific concepts related to the period. <b>C</b> The candidate uses the following general terms correctly: e.g. market, crisis, unemployment, economy, commerce. <b>C</b> The candidate uses topic-related special vocabulary correctly: e.g. stock exchange, overproduction crisis.	<b>0–6</b> [neither 1 point nor 4 points can be awarded]
<b>Use of sources</b>	<b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. <b>C</b> The candidate analyses the data on industrial production (e.g. production fell sharply in 1929, there was a return to growth only after 1932, the drop was the sharpest in the US and Germany, where previously growth was the fastest) and s/he mentions an important cause of this (e.g. the crisis was caused by overproduction, the American crisis spread all over the globe, it hit developed and export-oriented countries the worst, the countries with a colonial empire were relatively better protected). <b>C</b> The candidate states that stocks were devalued and s/he mentions an important cause or consequence of this (e.g. its cause was the decreasing profitability and its consequences the increasing sale of stocks, the stock exchange crash and the disappearance of savings, it resulted in a credit crisis). <b>C</b> The candidate analyses Keynes' theory (the state can decrease unemployment and reactivate the market by government orders and the development of the infrastructure) and s/he mentions an important consequence of its application (e.g. the increasing budgetary deficit and national debt, the greater role of state	<b>0–10</b> [neither 1 point nor 6 points can be awarded]

	<p>planning, new political solutions).</p> <p>C The candidate analyses the unemployment figures (e.g. unemployment rose sharply at the start of the crisis but only started to fall again very slowly, its rate is connected to the rate of decreasing industrial production, efforts to reduce it were not very successful in the US but much more so in Germany) and s/he mentions an important cause or consequence of this (e.g. it was caused by the decrease in production, it reduced spending power and thus worsened the crisis, it only disappeared with the increased production during the war, the increasing political populism/radicalism).</p>	
<b>Describing the reasons behind an event</b>	<p>S The candidate reveals the cause and effect of the world economic crisis.</p> <p>C The candidate mentions that the crisis started with the collapse of the New York stock exchange and spread all over the globe and s/he mentions an important cause of this (e.g. the US was the biggest creditor, the US was one of the biggest outlets, state protectionism aggravated the crisis).</p> <p>C The candidate analyses the mechanism of the development of the crisis (e.g. the increasing unsalable stocks of goods as a result of overproduction, companies went bankrupt or decreased their capacity, the market was continuously shrinking) and s/he mentions one of its consequences (e.g. international trade collapsed, the crisis affected all branches of industry, mass unemployment).</p> <p>C The candidate mentions the novel methods of crisis management (e.g. state interference in the economy, the constraints imposed on free market capitalism) and s/he mentions an important consequence of this (e.g. the New Deal in the US, Nazi takeover in Germany, an insistence on traditional methods in Britain).</p> <p>C The candidate mentions some important measures taken as part of the New Deal (e.g. the closure of the banks, the devaluation of the currency, community work, support for “fair competition”, compensation paid out to farmers, increasing rights to the trade unions, the introduction of minimum wages) and s/he mentions a fundamental political connection of this (e.g. a programme of the welfare state, the increasing role of propaganda, constitutional concerns, Roosevelt re-elected three times).</p> <p>C The candidate makes independent statements and supports his or her essay with good analytical skills.</p>	<b>0–12</b> [neither 1 point nor 7 points can be awarded]
<b>Structure, accuracy</b>	<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>	<b>0–8</b>
<b>TOTAL FOR THIS TASK</b>		<b>48</b>
<b>EXAM POINTS</b>		<b>16</b>



<b>17 The raids</b>		<b>(short)</b>
<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	The candidate presents the causes of the successes of the Hungarian raids. Using the sources the candidate refers to some essential connections (e.g. the success of the raids was connected to the novel manner of fighting).	<b>0–4</b>
<b>Location: era and place</b>	<b>S</b> The candidate locates the era and the place of the events. <b>C</b> The candidate states that the raids took place in the 9 <sup>th</sup> -10 <sup>th</sup> century <i>or</i> s/he names some of the raids (e.g. Augsburg, 955) and s/he lists the principal routes of the raids.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<b>S</b> The candidate correctly uses the general and the specific concepts related to the period. <b>C</b> The candidate correctly uses the following general terms and topic-related special vocabulary, e.g. army, light cavalry, tactic, raid, pillage, feudal fragmentation).	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of sources</b>	<b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. <b>C</b> The candidate describes the weapons used in the raids (e.g. reflex bow, sabre, lance, axe) and s/he mentions their importance in the successes (e.g. multiple applications in hand-to-hand combat and over a distance too) <i>or</i> that they were characteristic weapons among nomadic peoples. <b>C</b> The candidate mentions some other characteristic of the Hungarian fighters' equipment (e.g. saddle and stirrups, clothing, weapons) and s/he says that the equipment facilitated success in fighting (comfortable clothes, shooting arrows backwards, use of light cavalry), <i>or</i> s/he mentions an important element of the Hungarian tactics (e.g. pretended flight and sudden attack, mounted bowmen) and s/he adds an important consequence of this (e.g. these tactics were unknown in western warfare, it ensured speed of movement).	<b>0–6</b> [neither 1 point nor 4 points can be awarded]
<b>Describing the reasons behind an event</b>	<b>S</b> The candidate reveals the connections between the lifestyle and society of the Hungarians and the initial success of the raids. <b>C</b> The candidate mentions that the Hungarians organised raids against their neighbours from their settlements and s/he says that these campaigns played a role in the preparations for the conquest and ensuring control of the Carpathian Basin. <b>C</b> The candidate mentions an objective or cause of the campaigns (e.g. an enterprise of allies or mercenaries aimed at pillaging) and s/he says that the Hungarians returned with gold, silver, prisoners and other valuables <i>or</i> some provincial leaders or monarchs used the Hungarians to weaken their enemies <i>or</i> the Hungarians' primary aim was to prevent their neighbours from becoming stronger. <b>C</b> The candidate states that the feudal fragmentation of western Europe was among the reasons for the Hungarians' victories and	<b>0–8</b> [neither 1 point nor 5 points can be awarded]

	s/he mentions an issue directly connected to this (e.g. with the west European states gaining strength, the raids had to stop because of the failures) <i>or</i> s/he mentions a military cause of the successes of the campaigns (e.g. tactics, speed, discipline, light cavalry warfare) and s/he says that most of the campaigns were successful <i>or</i> in that period the West was terrified of the Hungarian attacks (“God save us from the arrows of the Hungarians”) <i>or</i> s/he gives details about the Hungarians’ tactics (e.g. pretended flight).	
<b>Structure, accuracy</b>	The essay consists of complete sentences and has a logical structure. There are no grave spelling, punctuation or grammar mistakes.	<b>0–2</b>
<b>TOTAL FOR THIS TASK</b>		<b>28</b>
<b>EXAM POINTS</b>		<b>7</b>

### 18 The reign of Gábor Bethlen (long)

Criteria	Skills and content	Points
<b>Understanding of task</b>	The candidate analyses Gábor Bethlen’s internal reforms and his foreign connections. The candidate mentions the international situation, which made involvement in the European power struggles possible; s/he mentions relations with the Turks and the Habsburgs. The candidate analyses the connections between Bethlen and the Transylvanian feudal estates, the prince’s efforts at centralisation and his economic and cultural measures. The candidate uses and interprets the sources in his or her essay and draws conclusions from them.	<b>0–8</b>
<b>Location: era and place</b>	<b>S</b> The candidate locates the era and the place of the events. <b>C</b> The candidate states that Gábor Bethlen was Prince of Transylvania at the beginning of the 17 <sup>th</sup> century (1613-1629), in the first half of the Thirty Years’ War. S/he mentions the geopolitical situation of Transylvania (between the Habsburg Empire and the Ottoman Empire) <i>or</i> s/he gives a detailed description of Bethlen’s military campaigns.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<b>S</b> The candidate correctly uses the general and the specific concepts related to the period. <b>C</b> The candidate uses the following general terms correctly: e.g. state, economy, culture, power. <b>C</b> The candidate uses topic-related special vocabulary correctly: e.g. occupation, estates, monopoly, college.	<b>0–6</b> [neither 1 point nor 4 points can be awarded]
<b>Use of sources</b>	<b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. <b>C</b> The candidate mentions that Bethlen tried to maintain good relations with the Turks and encouraged others to do the same and s/he mentions an issue directly connected to this (e.g. Bethlen ascended to the throne with Turkish support, he considered fighting the Turks to be of no use, he was able to use his good relationship with the Turks to confront the	<b>0–10</b> [neither 1 point nor 6 points can be awarded]

	<p>Habsburgs).</p> <p>C The candidate mentions that Bethlen interfered in the Thirty Years' War on the Czech side and s/he mentions an issue directly connected to this (e.g. the containment of Habsburg efforts at promoting the monarch's absolute power and re-Catholicisation, the achievement of international recognition for Transylvania, the territorial expansion of Transylvania).</p> <p>C The candidate mentions Bethlen's measures aimed at the advancement of industry and culture (e.g. the development of mining, invitation of artisans, foundation of schools, support for people studying abroad, etc.) and s/he mentions an issue directly connected to this (e.g. the increase of sources of income, the system of the prince's monopolies, mercantile economic policies, the funding of wars).</p> <p>C The candidate mentions that Bethlen had to keep a balance in order to stabilise his position as a monarch and s/he mentions an issue directly connected to this (e.g. he was accused of being "a Turk" both in Vienna and in the principality, he had to make concessions in return for Turkish support).</p>	
<p><b>Describing the reasons behind an event</b></p>	<p>S The candidate gives a detailed analysis of Bethlen's opportunities in foreign affairs within the given international situation and through an analysis of the internal situation s/he describes how it was possible to increase the weight of Transylvania on the international stage.</p> <p>C The candidate mentions that Bethlen gave up territories to the Turks <i>or</i> he did not accept the Hungarian crown and s/he says that he skilfully kept the balance between Turkish dependence and political independence.</p> <p>C The candidate mentions that Bethlen interfered in the Thirty Years' War and s/he says that he did so in defence of the privileges of the Hungarian feudal estates and Protestants' freedom of religion.</p> <p>C The candidate mentions that Bethlen increased his court's incomes by developing the economy, acquiring new estates and increasing taxes and s/he mentions an issue directly connected to this (e.g. through these measures he increased the prince's power, and they also made the funding of culture possible).</p> <p>C The candidate mentions that later generations considered the reign of Bethlen to be the golden age of Transylvania and s/he mentions a fundamental reason for this (e.g. a golden age in culture, international recognition, successful support for the independence of the Hungarian estates).</p> <p>C The candidate makes independent statements and supports his or her essay with good analytical skills.</p>	<p><b>0–12</b> [neither 1 point nor 7 points can be awarded]</p>

<b>Structure, accuracy</b>	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.	<b>0–8</b>
<b>TOTAL FOR THIS TASK</b>		<b>48</b>
<b>EXAM POINTS</b>		<b>16</b>

**19 The medium estate owning nobility (short)**

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	The candidate presents the changes in the lifestyle and mentality of the medium estate owning nobility and the causes of these changes in the period of the Dual Monarchy, and the answer says that the lifestyle of this class was a subject of mockery on the one hand and an example to follow on the other. Using the sources the candidate refers to some essential connections (e.g. the connection between obsolete methods of farming, impoverishment and the new lifestyle).	<b>0–4</b>
<b>Location: era and place</b>	<b>S</b> The candidate locates the era and the place of the events. <b>C</b> The candidate states that the period of the Dual Monarchy in Hungary was between 1867-1918.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<b>S</b> The candidate correctly uses the general and the specific concepts related to the period. <b>C</b> The candidate correctly uses the following general terms and topic-related special vocabulary, e.g. bourgeois transformation, office, Dual Monarchy, lower nobility, medium estate owning nobility.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of sources</b>	<b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. <b>C</b> The candidate mentions that the medium estate owning nobility did not engage in industry or commerce and s/he mentions an issue directly connected to this (e.g. as a result they lost their fortunes, primarily they held offices in public administration, they displayed this example to society as a whole) <i>or</i> s/he mentions that Mocsáry gives a derisory description of the medium estate owning nobility and s/he mentions an issue directly connected to this (e.g. the conflict between the traditional and the modern middle classes). <b>C</b> The candidate mentions that the majority of the medium estate owning nobility entered either a military career or one in public administration and s/he mentions the causes or consequences of this (e.g. impoverishment and loss of estates, only a career in public administration was compatible with the aristocratic	<b>0–6</b> [neither 1 point nor 4 points can be awarded]

	mentality, preventing the bourgeoisie from taking offices in public administration) <i>or</i> s/he mentions that the medium estate owning nobility intended to conserve its previous lifestyle and s/he mentions an issue directly connected to this (e.g. the conflict between financial means and mentality, anachronistic mentality).	
<b>Describing the reasons behind an event</b>	<p><b>S</b> The candidate reveals how the new political and economic conditions changed the situation of the medium estate owning nobility, its opportunities and lifestyle.</p> <p><b>C</b> The candidate mentions that as a result of passive resistance / the slowness of indemnification the medium estate owning nobility had a lower income and s/he says that as a result they fell more and more heavily into debt and many lost part of their estates.</p> <p><b>C</b> The candidate mentions that after the compromise they had an opportunity to choose administrative and military careers and s/he says that with this they took these positions from the bourgeoisie <i>or</i> that they preserved their political influence by choosing these careers.</p> <p><b>C</b> The candidate mentions that their lifestyle and customs served as an example to other social groups and s/he says that the former medium estate owning nobility constituted the core of the social group which is called <i>úriközéposztály</i> in Hungarian and which was also made up of members of the petit bourgeoisie <i>or</i> that despite the above part of the bourgeoisie disdained this social group.</p>	<b>0–8</b> [neither 1 point nor 5 points can be awarded]
<b>Structure, accuracy</b>	The essay consists of complete sentences and has a logical structure. There are no grave spelling, punctuation or grammar mistakes.	<b>0–2</b>
<b>TOTAL FOR THIS TASK</b>		<b>28</b>
<b>EXAM POINTS</b>		<b>7</b>

## 20 The international setting of the 1848–49 revolution and freedom fight (long)

Criteria	Skills and content	Points
<b>Understanding of task</b>	<p>The candidate identifies Russian and British political ambitions as the primary cause of the failure of Hungarian foreign policies in 1848/49 and the defeat of the freedom fight.</p> <p>The candidate explains the main principles of Hungarian foreign policies and s/he says what obstacles prevented British recognition of Hungarian independence.</p> <p>The candidate mentions the circumstances and consequences of the Russian intervention.</p> <p>The candidate uses and interprets the sources in his or her essay and draws conclusions from them.</p>	<b>0–8</b>
<b>Location: era and place</b>	<p><b>S</b> The candidate locates the era and the place of the events.</p> <p><b>C</b> The candidate states that the Hungarian revolution and freedom fight was one of the stages of the European wave of revolutions in 1848-49 <i>or</i> s/he mentions the dethronement declared on April 14, 1849. S/he mentions that Hungary became independent from the Habsburg Empire.</p>	<b>0–4</b> [neither 1 point nor 3 points can be awarded]

<b>Use of special vocabulary</b>	<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. revolution, freedom fight, great power, foreign policy.</p> <p>C The candidate uses the following topic-related special vocabulary correctly: e.g. intervention, independence, dethronement.</p>	<p><b>0–6</b> [neither 1 point nor 4 points can be awarded]</p>
<b>Use of sources</b>	<p>S The candidate includes the information provided by the sources in his or her essay and draws conclusions from it.</p> <p>C The candidate mentions that (on April 14, 1849) the Hungarian parliament declared the country's independence and s/he mentions an issue directly connected to this (e.g. the dethronement of the House of Habsburg, the claim and hope for international recognition, the power imbalance after the end of the Habsburg Empire, etc.).</p> <p>C The candidate analyses Franz Josef's declaration and s/he says that the emperor and the tsar had a common interest in putting down the revolutions.</p> <p>C The candidate mentions that Britain was making efforts to maintain the power balance in Europe and s/he mentions a fundamental consequence of this (e.g. the independence of Hungary was not recognised <i>or</i> the Russian intervention was approved).</p> <p>C The candidate mentions the sympathy that the West (Britain) had for the Hungarian revolution and s/he mentions an issue directly connected to this (e.g. it did not counter-balance strategic interests, they received Hungarian émigrés, they tried to moderate the retributions).</p>	<p><b>0–10</b> [neither 1 point nor 6 points can be awarded]</p>
<b>Describing the reasons behind an event</b>	<p>S The candidate reveals that the cause of the Hungarian revolution and freedom fight depended on the politics of the great powers.</p> <p>C The candidate mentions that the aim of Hungarian politics moved from independence within the empire to total independence in the course of the armed conflict and s/he mentions an issue directly connected to this (e.g. serious internal tension between Kossuth and the peace party, the efforts to win international recognition and their failure, the imbalance created among European powers).</p> <p>C The candidate mentions the fundamentals of British policies (a balance between continental powers and guaranteeing Britain's power on the seas through this) and s/he says that this was the reason for the stance against the independence of Hungary.</p> <p>C The candidate mentions that Russia was wary of a wave of revolutions in Eastern Europe (especially in the case of Poland) and s/he says that this was the reason for offering assistance to Franz Josef.</p> <p>C The candidate mentions that in the contemporary international setting the victory of the Hungarian freedom fight was not realistic and s/he mentions an issue directly connected to this (e.g. the émigrés sought the support of the great powers, the compromise proved to be the realistic alternative).</p>	<p><b>0–12</b> [neither 1 point nor 7 points can be awarded]</p>

	<b>C</b> The candidate makes independent statements and supports his or her essay with good analytical skills.	
<b>Structure, accuracy</b>	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.	<b>0–8</b>
<b>TOTAL FOR THIS TASK</b>		<b>48</b>
<b>EXAM POINTS</b>		<b>16</b>

### 21 Cultural policies between the two world wars (short)

Criteria	Skills and content	Points
<b>Understanding of task</b>	The candidate states that cultural and sports policies were sometimes politically motivated between the two world wars in Hungary. Using the sources the candidate refers to some essential connections (e.g. between the two world wars the state deliberately supported culture and sports because of their political and military roles).	<b>0–4</b>
<b>Location: era and place</b>	<b>S</b> The candidate locates the era and the place of the events. <b>C</b> The candidate states the limits of the period in question <i>or</i> s/he says that Kunó Klebelsberg was active in the period of the Bethlen consolidation (the 1920s), and s/he mentions the territorial consequences of the Trianon Treaty.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<b>S</b> The candidate correctly uses the general and the specific concepts related to the period. <b>C</b> The candidate correctly uses the following general terms and topic-related special vocabulary, e.g. cultural policy, sport, revision, nationalism.	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of sources</b>	<b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it. <b>C</b> The candidate mentions that Klebelsberg considered cultural policy to be a means of the (intellectual) defence of the country and s/he mentions an issue directly connected to this (e.g. the theory of cultural supremacy, the increase of the cultural budget because of the military restrictions, nationalism in education and culture). <b>C</b> The candidate mentions that sport had a very important role in the <i>levente</i> movement and s/he mentions an issue directly connected to this (e.g. covert military training, sport as a way of propagating the <i>levente</i> movement, state support for sport) or s/he mentions the successes of Hungarian sport (Olympic medals) and s/he mentions a probable cause of this (e.g. state support for sport, flourishing clubs, sport as a career opportunity).	<b>0–6</b> [neither 1 point nor 4 points can be awarded]

<b>Describing the reasons behind an event</b>	<p><b>S</b> The candidate reveals that as a consequence of the Trianon Treaty the revisionist idea had spread in the political sphere in Hungary and cultural and sport policy was also permeated by it.</p> <p><b>C</b> E.g.: the candidate mentions an important measure taken by Klebelsberg (e.g. the programme to build community schools, moving universities over to Hungary from pre-Trianon territories, etc.) and s/he mentions a result of this (e.g. the falling illiteracy rate, internationally recognised achievements in science).</p> <p><b>C</b> E.g.: the candidate mentions that Klebelsberg supported mass youth movements (scouts, <i>levente</i> movement) and s/he mentions an issue directly connected to this (e.g. covert military training, patriotic education, support for the sports).</p> <p><b>C</b> E.g.: the candidate mentions that the cultural and sport policies of the period also served revisionist purposes and s/he states the cause of this (e.g. anti-Trianon public sentiment, military restrictions, the theory of cultural supremacy).</p>	<b>0–8</b> [neither 1 point nor 5 points can be awarded]
<b>Structure, accuracy</b>	The essay consists of complete sentences and has a logical structure. There are no grave spelling, punctuation or grammar mistakes.	<b>0–2</b>
<b>TOTAL FOR THIS TASK</b>		<b>28</b>
<b>EXAM POINTS</b>		<b>7</b>

**22 Ethnic migrations in Hungary (long)**

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	<p>The candidate presents ethnic movements after World War II. In his/her answer the candidate analyses the causes and the violent methods involved in the ethnic movements and s/he reveals their effect on the ethnic map of the country.</p> <p>The candidate analyses the social and economic consequences of ethnic homogenisation.</p> <p>The candidate uses and interprets the sources in his or her essay and draws conclusions from them.</p>	<b>0–8</b>
<b>Location: era and place</b>	<p><b>S</b> The candidate locates the era and the place of the events.</p> <p><b>C</b> The candidate states that the ethnic migrations took place at the end of World War II (1944-45) and the years following it, and s/he understands the geographical connections of the question (e.g. all of Central Europe experienced ethnic movements).</p>	<b>0–4</b> [neither 1 point nor 3 points can be awarded]
<b>Use of special vocabulary</b>	<p><b>S</b> The candidate correctly uses the general and the specific concepts related to the period.</p> <p><b>C</b> The candidate uses the following general terms correctly: e.g. people, citizen, property, refugee.</p> <p><b>C</b> The candidate uses topic-related special vocabulary correctly: e.g. nationality, population exchange, repatriation, assimilation.</p>	<b>0–6</b> [neither 1 point nor 4 points can be awarded]



<p><b>Use of sources</b></p>	<p><b>S</b> The candidate includes the information provided by the sources in his or her essay and draws conclusions from it.</p> <p><b>C</b> The candidate mentions that ethnic Germans were repatriated from Hungary and s/he mentions an issue directly connected to this (e.g. the application of the principle of collective guilt, the transference of the responsibility for war crimes, material gain, etc.).</p> <p><b>C</b> The candidate mentions that a part of ethnic Hungarians in Czechoslovakia and Slovaks in Hungary were repatriated as part of the repatriation agreement and s/he mentions an issue directly connected to this (e.g. the agreement came into being as a result of pressure from Czechoslovakia, the Benes decrees stripped Hungarians in the <i>Felvidék</i> of their citizenship, the number of repatriated Hungarians was significantly higher than the number of Slovaks, the Hungarians of the <i>Felvidék</i> were not allowed to volunteer, but were selected).</p> <p><b>C</b> The candidate mentions the extent of the migrations (in Hungary) (e.g. almost half a million of Hungarians, two hundred thousand Germans) and s/he mentions an issue directly connected to this (e.g. the goal was ethnic homogenisation, ethnic migrations were a Europe-wide phenomenon, the majority of Hungarians arriving from Romania or Yugoslavia were refugees, the repatriations were sanctioned by the peace treaties).</p> <p><b>C</b> The candidate mentions that a significant part of the repatriated Germans' possessions were confiscated (they had to leave with a sackful/50 kg of their possessions), and s/he mentions an issue directly connected to this (e.g. the repatriated Germans had to renounce a significant part of their moveable property as well as their land, the Hungarians repatriated from Czechoslovakia were allowed to take their moveable property, but the refugees lost everything).</p>	<p><b>0–10</b> [neither 1 point nor 6 points can be awarded]</p>
<p><b>Describing the reasons behind an event</b></p>	<p><b>S</b> The candidate reveals the characteristics of the Hungarian migrations, s/he analyses their causes, process and their negative consequences.</p> <p><b>C</b> The candidate mentions that the migrations were the result of the application of the principle of collective responsibility (as declared by the victorious powers) / the military defeat and s/he says that apart from Hungary, similar repatriations were carried out in other countries (e.g. Poland, the Soviet Union, Yugoslavia, Romania, etc.).</p> <p><b>C</b> The candidate mentions that the migrations were enforced by the order of the ACC <i>or</i> the anti-Hungarian politics of the neighbouring countries <i>or</i> s/he mentions the responsibility of Hungarian politics or its lack of means to influence events, and s/he says that the aim of the repatriations was to further homogenise the nation states / the elimination of ethnic minorities.</p>	<p><b>0–12</b> [neither 1 point nor 7 points can be awarded]</p>

	<p><b>C</b> The candidate mentions that as a result of the repatriations Hungary was further homogenised, and s/he adds that despite the repatriations neighbouring countries still had significant Hungarian minorities <i>or</i> that the ex- and repatriations caused individual and family tragedies and serious social problems.</p> <p><b>C</b> The candidate mentions that the reallocation of wealth was one of the aims (and results) of the repatriation and s/he mentions an issue directly connected to this (e.g. economic difficulties because of the changes in ownership and/or the lack of qualified workforce, the lack of legal certainty, boosting political popularity).</p> <p><b>C</b> The candidate makes independent statements and supports his or her essay with good analytical skills.</p>	
<b>Structure, accuracy</b>	<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>	<b>0–8</b>
<b>TOTAL FOR THIS TASK</b>		<b>48</b>
<b>EXAM POINTS</b>		<b>16</b>