

ÉRETTSÉGI VIZSGA • 2016.

**MOZGÓKÉPKULTÚRA
ÉS MÉDIAISMERET
ANGOL NYELVEN**

**KÖZÉPSZINTŰ
GYAKORLATI
ÉRETTSÉGI VIZSGA**

**JAVÍTÁSI-ÉRTÉKELÉSI
ÚTMUTATÓ**

**EMBERI ERŐFORRÁSOK
MINISZTERIUMA**

**EXAMINATION ON THE CULTURE OF THE MOVING IMAGE AND MEDIA EDUCATION
PROJECT – ANSWER KEY**

A/1.

Making a photo or video etude

Make a photo etude of 12-16 pictures or a 2-3-minute video etude with 3 or 4 characters, in which you reflect on the well known proverb, ‘the pitcher goes to the water only until it breaks’ (i.e. if you constantly take risks, you will end up in trouble). In your piece (photo or video etude) you must not show either the pitcher or water as a specific object or make any verbal allusion to them. Attach the synopsis of the photo or video etude to the project.

Provide an account of the process (length specified in the exam requirements), in which you present the basic concept, problems that occurred during your work, and your own evaluation of the completed material.

ASPECTS AND MATERIAL TAKEN INTO CONSIDERATION	REQUIREMENTS AND POINTS AWARDED	DEDUCTION OF POINTS AND MOST COMMON MISTAKES	TOTAL POINTS
		<p><i>Deduct 2 points from the total points for project if the candidate does not attach the synopsis of the photo or video etude.</i></p> <p><i>Deduct points for any deviation from the length specified in the exam as follows:</i></p> <ul style="list-style-type: none"> - deduct 2 points if the photo series consists of 10-11 pictures, 3 points if the photo series consists of 8-9 pictures, 4 points if the photo series consists of 6-7 pictures, 6 points if the photo series consists of 4-5 pictures; give 0 points for the completed material if the photo series consists of 4 or fewer pictures. 	

		<p>- deduct 1 point if the photo series consists of 18-20 pictures, 3 points if the photo series consists of 20-24 pictures, 4 points if the photo series consists of more than 24 pictures.</p> <p>- deduct 3 points if the video etude is 91-105 seconds long, 4 points if the video etude is 76-90 seconds long, 5 points if the video etude is 61-75 seconds long, 6 points if the video etude is 46-60 seconds long, 10 points if the video etude is 31-45 seconds long; give 0 points for the completed material if the video etude is shorter than 30 seconds.</p> <p>- deduct 2 points if the video etude is 181-210 seconds long, 3 points if the video etude is 211-240 seconds long, 4 points if the video etude is longer than 241 seconds.</p> <p>Deduct 3 points if the photo series or video etude does not follow requirements concerning characters but the quality and form of the synopsis can be evaluated.</p>	
<p><i>Concept design; preparation for realisation; organisation of work (The account of the process is the primary source of evaluation.)</i></p>	<p>In the account of the process, does the candidate present the concept of the photo series or video etude, and also its essentially associative character as referred to in the exam requirements, with sufficient awareness and depth? 2 points</p>	<p>Deduct 1 point for partially incomplete and/or superficial description and explanation. Deduct 2 points for substantially incomplete and/or superficial description and explanation, or if this element is completely absent.</p>	<p>maximum 10 points</p>

	<p>In the account of the process, does the candidate explain correctly and with sufficient awareness and depth the narrative structure of the photo series or the etude (in the case of a non-narrative interpretation), and also the dramaturgy of the completed material? 2 points</p> <p>In the account of the process, does the candidate present with sufficient awareness the characteristics of the roles that are played in the photo series or the etude (the dominant, characteristic signs and functionalities of the roles, clarity and functionality of relationships and interactions between characters), or (in the case of motive-based interpretation without any living characters) their use of motives? 1 point</p> <p>Does the candidate explain with sufficient awareness the (series)editing of the photo series or the montage of the etude, and also the techniques related to editing? 2 points</p> <p>In the account of the process, does the candidate present with sufficient awareness and depth the dominant and characteristic techniques used for scenery design and direction that support the dramaturgy of the photo series or the etude (e.g. location, scenery, props, lighting, audio techniques and music)? 2 points</p>	<p>Deduct 1 point for partially incomplete and/or superficial description and explanation. Deduct 2 points for substantially incomplete and/or superficial description and explanation, or if this element is completely absent.</p> <p>Deduct 1 point for incomplete and/or superficial description and explanation or if this element is completely absent.</p> <p>Deduct 1 point for partially incomplete and/or superficial description and explanation. Deduct 2 points for substantially incomplete and/or superficial description and explanation, or if this element is completely absent.</p> <p>Deduct 1 point for partially incomplete and/or superficial description and explanation. Deduct 2 points for substantially incomplete and/or superficial description and explanation, or if this element is completely absent.</p>	
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	<p>In the account of the process, does the candidate explain correctly and with sufficient awareness and depth the techniques and characteristics related to genre and style that are applied in the photo series or the etude? 1 point</p>	<p>Deduct 1 point for incomplete and/or superficial description and explanation, or if this element is completely absent.</p>	
<p><i>Quality of the documentation of the work and the standard of (self)-reflection regarding the created material. (The account of the process and its appendices are the primary source of valuation.)</i></p>	<p>In the account of the process, does the candidate present and detail the process of planning and preparation of the photo series or the etude (e.g. interpreting the topic, collecting ideas and planning, choice of location and casting/choice of motives etc.) – especially the possible alternative options that arose and the main reasons for choosing between certain alternatives? 2 points</p>	<p>Deduct 1 point if the account includes material relevant to this question but the reasons for authorial choice between alternative solutions are not completely clear and/or the description and reasoning are superficial. Deduct 2 points if this element is completely absent.</p>	<p>maximum 6 points</p>
	<p>In the account of the process, does the candidate present and detail the stages of the work of filming and editing the material – especially the possible alternative options that arose and the main reasons for choosing between certain alternatives? 2 points</p>	<p>Deduct 1 point if the account includes material relevant to this question but the reasons for authorial choice between alternative solutions are not completely clear and/or the description and reasoning are superficial. Deduct 2 points if this element is completely absent.</p>	
	<p>In the account of the process, does the candidate detail and appropriately justify the most important differences between the planned and the completed versions? 1 point</p>	<p>Deduct 1 point if there is a description of differences but there is no reasoning, or the explanation is insufficient, or if this element is completely absent.</p>	
	<p>Does the account of the process contain self-evaluative comments and a final summary of the completed material?</p>	<p>Deduct 1 point for substantially insufficient and/or superficial explanation of such material, or if this element is completely</p>	

<p><i>Technical and aesthetic quality, creativity and personality of the project. (Primary source of evaluation is the created material, but the comments in the account of the process may also be taken into consideration.)</i></p>	<p>1 point</p> <p>At the available technical level, how would you evaluate the general standard of the formal devices applied in the photo series or the etude:</p> <ul style="list-style-type: none"> - clarity and coherence of plot development and role-play; - logical connections between editing and montages (e.g. techniques of linear montage that ensure spacetime continuity and causality; clarity of multiple storylines; meaningful effects of expressive techniques); - precision and consistency of shot-size and spatial/optical settings (coherence and functionality); - functional use of other directorial elements (e.g. location, props, lighting, sound effects, verbal information). <p>4 points</p>	<p>absent.</p>	<p>maximum 6 points</p>
<p>Has the candidate used any unique, creative techniques in the interpretation of the proverb? Is there a consciously and consistently employed form and visual world throughout the photo series or the etude? 2 points</p>	<p>Has the candidate used any unique, creative techniques in the interpretation of the proverb? Is there a consciously and consistently employed form and visual world throughout the photo series or the etude? 2 points</p>	<p>Deduct 1 or 2 points for editing/combining inaccuracies or plot development, role-play techniques and use of motives that interfere with comprehension (depending on frequency and severity of interference). Deduct 1 or 2 points for shot-size and spatial/optical settings which interfere with comprehension, or for their non-functional use (depending on frequency and severity of interference). Deduct 1 point for confusing or non-functional use of other directorial devices listed. <i>(Unless the account of the process presents an acceptable reason for and explanation of the techniques used.)</i> <i>(a maximum of 4 points can be deducted.)</i></p> <p>Deduct 1 or 2 points if creative or cohesive techniques have been used but have not been mentioned, justified or explained (depending on severity). <i>(a maximum of 2 points can be deducted.)</i></p>	<p>maximum 6 points</p>

<i>Formal standard of presentation.</i>	How would you evaluate the overall appearance of the project (how enjoyable is the recording and its presentation at the available technical level; clarity and readability of the account of the process, etc.)? 1 point	Deduct 1 point if the presentation seriously interferes with comprehension and plot development and dramaturgy, or the account of the process is disorganised and hard to follow.	maximum 3 points
	Does the candidate comply with length requirements? 2 points	Deduct 1 or 2 points if the specified length of the account of the process has been greatly exceeded, or any incompleteness renders comprehension difficult (depending on severity).	

A/2.

MAKING PROFILE VIDEOS FOR A COMMUNITY SITE

Create two 45-47-second videos for an introductory profile in connection with the topic of a future/starting community site called “Cinefan” (fan of cinema, films). One of the videos must be a personal, introductory one. The author him- or herself must not appear in it and it must not include any personal data or information either, but it should express the personality of the author who is obsessed with films. The other video must be a trailer/promotional video for a film that reflects the author’s approach and personality.

You do not have to create the form and design of the community site, but only the material to be uploaded.

Provide an account of the process (length specified in the exam requirements), in which you justify your choice of topic and the concept, and present your own evaluation of the completed material.

ASPECTS AND MATERIAL TAKEN INTO CONSIDERATION	REQUIREMENTS AND POINTS AWARDED	DEDUCTION OF POINTS AND MOST COMMON MISTAKES	TOTAL POINTS
		<p><i>If the two videos meet the length requirements but:</i></p> <ul style="list-style-type: none"> - <i>the introductory video includes personal data or information and/or the author himself/herself appears deduct 2-4 points (depending on the number and the severity of the mistakes)</i> - <i>the trailer/promotional video consists merely of a reconstruction of official/public chosen trailers without the candidate’s own ideas deduct 2-4 points (depending on the amount of reconstruction).</i> 	

		<p><i>Deduct points for any deviation from the length specified in the exam as follows:</i></p> <ul style="list-style-type: none"> - if the video is 40-44 seconds long deduct 1 point, if the video is 35-39 seconds long deduct 2 points, if the video is 30-34 seconds long deduct 3 points, if the video is shorter than 30 seconds deduct 5 points. - if the video is 85-120 seconds long deduct 1 point, if the video is 121-180 seconds long deduct 2 points, if the video is longer than 181 seconds deduct 3 points. <p><i>(Deduct points for each video depending on the problems.)</i></p>	
<p><i>Concept design; preparation for realisation; organisation of work. (The account of the process is the primary source of evaluation.)</i></p>	<p>In the account of the process, does the candidate describe in sufficient depth and awareness the concept and choice of topic of the videos?</p> <p>In the account of the process, does the candidate explain correctly and present with sufficient depth and awareness the connection and relationship between the two videos and the specified community site (e.g. appearance and relationship of real and virtual personality; openness and frames of communication; context in terms of possible/planned parts of the profile and the nature of the community site – e.g. choice of nickname, references and specialities of structure, tone)?</p> <p>2 points</p>	<p>Deduct 1 point for partially incomplete and/or superficial description and explanation.</p> <p>Deduct 2 points for substantially incomplete and/or superficial description and explanation, or if this element is completely absent.</p>	<p>maximum 10 points</p>

	<p>In the account of the process, does the candidate explain correctly and present with sufficient depth and awareness the characteristics of content and form of the introductory video in accordance with the exam requirements (e.g. dramaturgy and/or narrative techniques of visual/audio presentation of a real person; associative and motivic techniques of presenting a real personality and also its system; dominant techniques and functionality of editing/montage and scenery design)? 4 points</p>	<p>Deduct 1 or 2 points for partially incomplete and/or superficial description and explanation. Deduct 3 points for substantially incomplete and/or superficial description and explanation. Deduct 4 points if this element is completely absent.</p>	
	<p>In the account of the process, does the candidate explain correctly and present with sufficient depth and awareness the characteristics of content and form of the introductory video in accordance with exam requirements (e.g. visual/audio and/or textual techniques of information related to the selected work of art; presenting the relevant thematic, narrative genre-stylistic and formal techniques of the selected work of art and also its productive-receptive character in the completed material; personal opinion in connection with the given community site, techniques and tone of content and form of the attitude)? 4 points</p>	<p>Deduct 1 or 2 points for partially incomplete and/or superficial description and explanation. Deduct 3 points for substantially incomplete and/or superficial description and explanation. Deduct 4 points if this element is completely absent.</p>	

<p><i>Quality of the work and the standard of (self)-reflection regarding the created material. (The process account and its appendices are the primary source of evaluation.)</i></p>	<p>In the account of the process, does the candidate present and detail the process of preparing the two videos (e.g. interpreting topics, collecting ideas and material and planning, selecting location and motives, casting etc.) - especially the alternative options that arose and the main reasons for choosing between certain alternatives? 2 points</p>	<p>Deduct 1 point if the account includes material relevant to this question but the reasons for authorial choice between alternative solutions are not completely clear and/or the description and reasoning are superficial. Deduct 2 points if this element is completely absent.</p>	<p>maximum 6 points</p>
	<p>In the account of the process, does the candidate present and detail the procedures involved in the actual filming of the two videos and the handling of the resulting material - especially the alternative options that arose and main motivations for choosing between certain alternatives? 2 points</p>	<p>Deduct 1 point if the account includes material relevant to this question but the reasons for authorial choice between alternative solutions are not completely clear and/or the description and reasoning are superficial. Deduct 2 points if this element is completely absent.</p>	
	<p>In the account of the process, does the candidate detail and justify sufficiently the most significant differences between the planned and the completed versions? 1 point</p>	<p>Deduct 1 point if there is a description of differences but without reasoning, or the explanation is insufficient, or if this element is completely absent.</p>	
	<p>Does the account of the process contain self-evaluative comments and a final summary of the completed material? 1 point</p>	<p>Deduct 1 point if there is such material but explanation is substantially superficial and incomplete, or if this element is completely absent.</p>	
<p><i>Technical and aesthetic quality, creativity and personality of the project.</i></p>	<p>At the available technical level, how would you evaluate the general standard of the formal devices applied in the videos: - dramaturgy adapted to the concept, clarity of use of motives and their functionality;</p>	<p>Deduct 1 or 2 points for dramaturgical, editing techniques that interfere with comprehension and do not fulfil any function based on the concept (depending on frequency and severity of interference).</p>	<p>maximum 6 points</p>

<p><i>(Primary source of evaluation is the created material, but the comments in the process account may also be taken into consideration.)</i></p>	<ul style="list-style-type: none"> - logical connections between editing of material and montages and their functionality; - consistency and functionality of camera work; - functional use of direction and design and other elements of work afterwards (e.g. location, props, lighting, use of sound effects and music, formal devices used to present necessary information). <p>4 points</p>	<p>Deduct 1 or 2 points for non-functional use of camera techniques, directing and design techniques and post-recording work that interfere with comprehension based on the concept (depending on the frequency and severity of interference).</p> <p><i>(Unless the account of the process presents an acceptable reason for and explanation of the techniques used.)</i></p>	
	<p>Has the candidate used any unique, creative techniques in the personal introduction and/or in the trailer/promotional video?</p> <p>Is there a conscious and consistent form and visual world throughout?</p> <p>2 points</p>	<p>Deduct 1 or 2 points if creative or cohesion techniques have been used but have not been mentioned, justified or explained (depending on severity).</p> <p><i>(a maximum of 2 points can be deducted.)</i></p>	
<p><i>Formal standard of presentation.</i></p>	<p>How would you evaluate the overall appearance of the project (how enjoyable is the recording and its presentation at the available technical level; clarity and readability of the account of the process, etc.)?</p> <p>1 point</p>	<p>Deduct 1 point if presentation seriously interferes with comprehension of plot development and dramaturgy, or the account of the process is disorganised and hard to follow.</p>	<p>maximum 3 points</p>
	<p>Does the candidate comply with length requirements?</p> <p>2 points</p>	<p>Deduct 1 or 2 points if the specified length of the account of the process has been greatly exceeded, or if any incompleteness renders comprehension difficult (depending on severity).</p>	

A/3.

MAKING A FAKE DOCUMENTARY EXTRACT

Make a 4-6-minute extract from a fake documentary that takes the genre specifications of this film genre into consideration. The fake documentary must deal with an aspect of current public affairs. Attach the synopsis of the fake documentary.

Provide a process account (length specified in the exam requirements), in which you justify your choice of topic and the concept, and present problems that occurred during your work and a self-evaluation of the completed material.

ASPECTS AND MATERIAL TAKEN INTO CONSIDERATION	REQUIREMENTS AND POINTS AWARDED	DEDUCTION OF POINTS AND MOST COMMON MISTAKES	TOTAL POINTS
		<p><i>Deduct 3 points from the total points for the project if the candidate does not attach the synopsis of the fake documentary.</i></p> <p><i>Deduct points for any deviation from the length specified in the exam as follows:</i></p> <ul style="list-style-type: none"> - deduct 2 points if the film is 211-239 seconds long, deduct 3 points if the film is 181-210 seconds long, deduct 4 points if the film is 151-180 seconds long, deduct 5 points if the film is 121-150 seconds long, deduct 6 points if the film is 91-120 seconds long, deduct 10 points if the film is 60-90 seconds long, if the film is shorter than 60 seconds give 0 points for the project. 	

		<p>- deduct 2 points if the film is 361-390 seconds long, deduct 3 points if the film is 391-420 seconds long, deduct 4 points if the film is 421-450 seconds long, deduct 5 points if the film is longer than 451 seconds.</p>	<p>maximum 10 points</p>
<p><i>Concept design; preparation for realisation; organisation of work. (The account of the process is the primary source of evaluation.)</i></p>	<p>In the account of the process, does the candidate present with sufficient depth and awareness the concept of the fake documentary, the reasoning for the selected topic? In the account of the process, does the candidate explain correctly and present with sufficient depth and awareness the most essential, general consequences of the nature of the fake documentary, elaborating on the topic (e.g. using scenes that appear to be authentic, when in fact they are basically directed ones; possibilities and problems of interpreting current and public issues via a fake documentary)? 2 points</p>	<p>Deduct 1 point for partially incomplete and/or superficial description and explanation. Deduct 2 points for substantially incomplete and/or superficial description and explanation, or if this element is completely absent.</p>	
	<p>In the account of the process, does the candidate explain correctly and present with sufficient depth and awareness the documentary techniques and devices used in the fake documentary/documentary extract (use of uncut recording and authentic sound; presentation of natural behaviour and tone; dominant presence of objective point of view in settings of recordings; insertion of narrative techniques and documents assuring authenticity that support objective interpretation; camera and directing techniques and use of sound that characterise one-off and unrepeatable filming situations, presenting possible mistakes)? 4 points</p>	<p>Deduct 1 -2 points for partially incomplete and/or superficial description and explanation. Deduct 3 points for substantially incomplete and/or superficial description and explanation. Deduct 4 points if this element is completely absent.</p>	

	<p>In the account of the process, does the candidate explain correctly and present with sufficient depth and awareness the fictional/genre film techniques and devices used in the fake documentary/ documentary extract (e.g. palpable presence of genre film shots and change of shots in the material; palpable presence of targeted and manipulative-type audio techniques or the later addition of sound effects; inserting scenes with genre film dramaturgy)? 4 points</p>	<p>Deduct 1 -2 points for partially incomplete and/or superficial description and explanation. Deduct 3 points for substantially incomplete and/or superficial description and explanation. Deduct 4 points if this element is completely absent.</p>	<p>maximum 6 points</p>
<p><i>Quality of the documentation of the work and the standard of (self)-reflection regarding the created material. (The account of the process and its appendices are the primary source of evaluation.)</i></p>	<p>In the account of the process, does the candidate present and detail the process of preparing the fake documentary/ documentary extract (e.g. interpreting the topic, collecting ideas and material, and planning, selecting location, characters and motives etc.) - especially the alternative options that arose and the main reasons for choosing between certain alternatives? 2 points</p>	<p>Deduct 1 point if the account includes material relevant to this question but the reasons for authorial choice between alternative solutions are not completely clear and/or the description and reasoning are superficial. Deduct 2 points if this element is completely absent.</p>	
	<p>In the account of the process, does the candidate present and detail the stages of the work of filming and editing of material – especially the alternative options that arose and the main reasons for choosing certain alternatives? 2 points</p>	<p>Deduct 1 point if the account includes material relevant to this question but the reasons for authorial choice between alternative solutions are not completely clear and/or the description and reasoning are superficial. Deduct 2 points if this element is completely absent.</p>	
	<p>In the account of the process, does the candidate detail and justify sufficiently the most significant differences between the planned and the completed versions? 1 point</p>	<p>Deduct 1 point if there is description of differences but without reasoning, or the explanation is insufficient, or if this element is completely absent.</p>	

<p><i>Technical and aesthetic quality, creativity and personality of the project. (Primary source of evaluation is the created material, but the comments in the account of the process may also be taken into consideration.)</i></p>	<p>Does the account of the process contain self-evaluating comments and a final summary of the completed material? 1 point</p> <p>At the available technical level, how would you evaluate the general standard of the formal devices used in the fake documentary/fake documentary extract:</p> <ul style="list-style-type: none"> - dramaturgy adapted to the concept, clarity of use of motives and their functionality; - logical connections between editing of material and montages and their functionality; - consistency and functionality of camera work; - functional use of direction and design and other elements of work afterwards (e.g. location, props, lighting, use of sound effects and music, formal devices used to present necessary verbal information). <p>4 points</p>	<p>Deduct 1 point if the account includes material relevant to this question but the description is substantially superficial and incomplete, or if this element is completely absent.</p> <p>Deduct 1 or 2 points for dramaturgical, editing and role-play techniques that interfere with comprehension and do not fulfil any function based on the concept (depending on frequency and severity of interference).</p> <p>Deduct 1 or 2 points for non-functional use of camera techniques that interfere with comprehension based on the concept (depending on frequency and severity of interference).</p> <p>Deduct 1 point for confusing or non-functional use of other directing devices listed. (Unless the account of the process presents an acceptable reason for and explanation of the techniques used.) (a maximum of 4 points can be deducted.)</p>	<p>maximum 6 points</p>
<p>Has the candidate used any unique, creative techniques in the personal introduction and/or trailer film promotion? Does the fake documentary/documentary extract give evidence of the appropriate application of a conscious and consistent form and visual world throughout.? 2 points</p>	<p>Has the candidate used any unique, creative techniques in the personal introduction and/or trailer film promotion? Does the fake documentary/documentary extract give evidence of the appropriate application of a conscious and consistent form and visual world throughout.? 2 points</p>	<p>Deduct 1 or 2 points if creative or cohesive techniques have been used but have not been mentioned, justified or explained (depending on severity). (a maximum of 2 points can be deducted.)</p>	

<i>Formal standard of presentation.</i>	How would you evaluate the general appearance of the project (how enjoyable is the recording and its presentation at the available technical level; clarity and readability of the account of the process, etc.)? 1 point	Deduct 1 point if presentation seriously interferes with comprehension of plot development and dramaturgy, or the account of the process is disorganised and hard to follow.	maximum 3 points
	Does the candidate comply with length requirements? 2 points	Deduct 1 or 2 points if the specified length of the account of the process has been greatly exceeded, or if any incompleteness renders comprehension difficult (depending on severity).	

B/1.

A CLASSIC ROCK OPERA (ANALYTICAL ESSAY)

Write an essay (length specified in the exam requirements), in which you compare the latest televised version of *Stephen, the King* directed by Péter Novák with the original film version in 1984 directed by Gábor Koltai. Base your analyses on the differences of setting of the live television broadcast (2015 version) and the recording of the performance adapted to film production (1984 version). Also include the analyses of differences in set design and the use of costumes. Base your essay on the comparative analyses of parts between the *Kyrie eleison* scene and the *Adj békét, Uram* song, and from the *Adjatok, adjatok, adjatok* song to the *Véres kardot hoztam* song.

ASPECTS AND MATERIAL TAKEN INTO CONSIDERATION	REQUIREMENTS AND POINTS AWARDED	DEDUCTION OF POINTS AND MOST COMMON MISTAKES	TOTAL POINTS
<p><i>Standard of explanation of the problem and authenticity of background material and knowledge used.</i></p>	<p>Does the candidate analyse the setting and costume design of the two films and also their props and formal specifications according to valid criteria and in sufficient depth? 5 points</p>	<p><i>Award 0 points if the candidate does not support her/his essay with independent observations but provides only a general guide; i.e. the essay does not demonstrate an appropriate level of comprehension.</i></p> <p><i>Deduct 3 points if the candidate compares only 1 pair of extracts.</i></p> <p><i>Deduct 10 points if the candidate analyses only one of the films and the essay is not based on comparison. (In this case apply the following aspects to one film.)</i></p>	<p>maximum 10 points</p>
		<p>Deduct 1–4 points for incomplete and/or superficial analysis. (depending on severity). Deduct 5 points if this aspect is completely absent.</p>	

	<p>Does the candidate analyse the connection of setting and costume design of the two films with other directorial elements (e.g. direction of actors, film making devices, musical motives) according to valid criteria and in sufficient depth? 2 points</p> <p>Does the candidate examine the scenery design and the motivic and/or dramaturgical correspondence in the scenes? 2 points</p> <p>Does the candidate examine the different visions of the world and people in it and/or symptoms of the era and/or cultural differences in the two films? 1 point</p>	<p>Deduct 1 or 2 points for incomplete and/or superficial analysis (depending on severity).</p> <p>Deduct 1 or 2 points for incomplete and/or superficial analysis (depending on severity).</p> <p>Deduct 1 point for incomplete and/or superficial analysis (depending on severity).</p>	
<p><i>Clear arrangement of text (logical structure) and argument technique, stylistic quality.</i></p>	<p>Are the various directions taken by explanations and the key arguments clear and well organised; is the logical development of the text clear? 2 points</p> <p>How logical are the explanation, analysis and arguments (how valid and authentic is the argumentation) used in connection with the applied knowledge? 2 points</p>	<p>Deduct 1 point if descriptive/analytical paragraphing is confused and difficult to follow. Deduct 1 point if the structure fails to connect the individual parts of the text and editing is superficial. Deduct 1 point for incomplete and/or superficial reasoning (conclusions drawn from incomplete premises or incorrect conclusions drawn from correct premises). Deduct 2 points for mainly or completely incorrect argumentation or factual mistakes.</p>	<p>maximum 6 points</p>

	<p>Is the style of the text coherent and easy to read? Does the language used reach the required academic and technical level? 2 points</p>	<p>Deduct 1 point for the use of stylistic devices that interfere with comprehension and the incorrect use of technical expressions and language. Deduct 2 points for mainly or completely non-functional, inaccurate stylistic devices (e.g. general use of a style different from the academic requirements of essay writing).</p>	<p>maximum 6 points</p>
<p><i>Inclusion and quality of individual observations and arguments.</i></p>	<p>How independent is the reading comprehension/arguing technique of the essay? 2 points</p> <p>How creative, resourceful and complete is the approach to and exploration of the various theoretical problems and the clarification of the relationships between them, linguistic organisation and composition? Award points for logical, rhetorical and organising ideas, use of emphasising and connecting devices (e.g. use of paragraphing, numbering, italics, graphic emphasis) that help the exploration of the topic and logical, clear organisation. 2 points</p> <p>Does the essay contain any independent points of view or reflections? 2 points</p>	<p>Deduct 1 or 2 points for lack of independence of reading comprehension and argumentative techniques (depending on severity). Deduct 1 point for absence of editing, emphasising and connecting ideas, or for their inconsistent use. Deduct 2 points for complete or substantial absence of text organisation.</p> <p>Deduct 1 point for incomplete and/or incoherent exploration of reflective-critical or evaluative statements, or of self-reflective observations that consciously express the writer's relationship to the topic. Deduct 2 points for the complete absence of such content.</p>	

<p><i>Standard of presentation.</i></p>	<p>Are the various parts of the essay separated? Is the essay easy to follow?</p> <p>Does the candidate mark quotations as such?</p> <p>Does the essay contain the references and bibliography necessary for the descriptive-analytical part, and for the research and processing work, if needed, used to write the essay?</p> <p>Does the candidate comply with length requirements?</p> <p>3 points</p>	<p>Deduct 1 point for disorganised, unclear formal appearance.</p> <p>Deduct 1 point for repeated misuse or complete disregard of requirements concerning quotations, references and bibliography.</p> <p>Non-compliance with length requirements can result in the deduction of 2 points even if the candidate meets the other formal quality requirements.</p> <p>Even if the essay does not comply with length requirements and there are other formal problems with the presentation resulting in the deduction of points, the maximum number of points that can be deducted is 3.</p>	<p>maximum 3 points</p>
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B/2.
MEDIA SCANDAL (ANALYTICAL ESSAY)

Read about the concept of media scandal by Lull-Hinerman, who elaborated on an interpretation of it. Write an analytical essay (length specified in the exam requirements) about a media scandal-type case that aroused media interest in Hungary between May 2014 and May 2015. Base your essay on the analyses of at least 6 media texts that focused on the case and consider the question of whether the case meets the criteria set by Lull-Hinerman.

ASPECTS AND MATERIAL TAKEN INTO CONSIDERATION	REQUIREMENTS AND POINTS AWARDED	DEDUCTION OF POINTS AND MOST COMMON MISTAKES	TOTAL POINTS
		<p><i>Award 0 points if the candidate does not support her/his essay with independent observations but provides only a general guide; i.e. the essay does not demonstrate an appropriate level of comprehension.</i></p> <p><i>Deduct 5 points if the candidate does not apply the required literature and its differing points of view.</i></p> <p><i>Deduct 5 points if the analysed case is not a story or media scandal belonging to the specified time frame.</i></p> <p><i>Deduct 10 points if the candidate does not analyse any case but only examines and interprets the specific literature.</i></p>	

<p><i>Standard of explanation of the problem and authenticity of background material and knowledge used.</i></p>	<p>Does the candidate analyse the specific case according to valid aspects and in sufficient depth?</p> <p>Can the candidate apply the criteria set by Lull and Hinerman in a coherent way?</p> <p>5 points</p>	<p>Deduct 1-4 points for incomplete and/or superficial analysis (depending on severity).</p> <p>Deduct 5 points if this element is completely absent.</p>	<p>maximum 10 points</p>
	<p>Can the candidate construct the narrative, turning points and list of characters of the case?</p> <p>2 points</p>	<p>Deduct 1 point for incomplete and/or superficial analysis (depending on severity).</p> <p>Deduct 2 points if this element is completely absent.</p>	
<p><i>Clear arrangement of text (logical structure) and argument technique, stylistic quality.</i></p>	<p>Does the essay examine the contrasting and/or mutually supporting points between the current system of norms and the specific case?</p> <p>2 points</p>	<p>Deduct 1-2 points for incomplete and/or superficial analysis (depending on severity).</p>	<p>maximum 6 points</p>
	<p>Does the essay examine the specific case and its operation in the context and connections of reception by the national audience and culture?</p> <p>1 point</p>	<p>Deduct 1 point for incomplete and/or superficial analysis (depending on severity).</p>	
	<p>Are the various directions taken by explanation and the key arguments clear and well organised; is the logical development of the text clear?</p> <p>2 points</p>	<p>Deduct 1 point if descriptive/analytical paragraphing is confused and difficult to follow.</p> <p>Deduct 1 point if the structure fails to connect the individual parts of the text and editing is superficial.</p>	

	<p>How logical are the explanation, analysis and arguments (how valid and authentic is the argumentation) used in connection with the applied knowledge? 2 points</p> <p>Is the style of the text coherent and easy to read? Does the language used reach the required academic and technical level? 2 points</p>	<p>Deduct 1 point for the use of stylistic devices that interfere with comprehension and the incorrect use of technical expressions and language. Deduct 2 points for mainly or completely non-functional, inaccurate stylistic devices (e.g. general use of a style different from the academic requirements of essay writing). Deduct 1 point for the use of stylistic devices that interfere with comprehension and the incorrect use of technical expressions and language. Deduct 2 points for mainly or completely non-functional, inaccurate stylistic devices (e.g. general use of style different from the academic requirements of essay writing). Deduct 1 or 2 points for lack of independence of reading comprehension and arguing techniques (depending on severity). Deduct 1 point for absence of editing, emphasising and connecting ideas, or for their inconsistent use. Deduct 2 points for complete or substantial absence of text organisation.</p>	<p>maximum 6 points</p>
<p><i>The inclusion and quality of individual observations and arguments.</i></p>	<p>How independent is the reading comprehension/arguing technique of the essay? 2 points How creative, resourceful and complete is the approach to and exploration of the various theoretical problems and the clarification of the relationships between them, linguistic organisation and composition? Award points for logical, rhetorical and organising ideas, use of emphasising and connecting devices (e.g. use of paragraphing, numbering, italics, graphic emphasis) that help the exploration of the topic and logical, clear organisation. 2 points</p>		

	<p>Does the essay contain any independent points of view or reflections? 2 points</p>	<p>Deduct 1 point for incomplete and/or incoherent exploration of reflective-critical or evaluating statements, or of self-reflective observations that consciously express the writer's relationship to the topic.</p> <p>Deduct 2 points for the complete absence of such content.</p>	<p>maximum 3 points</p>
<p><i>Standard of the presentation.</i></p>	<p>Are the various parts of the essay separated? Is the essay easy to follow?</p> <p>Does the candidate mark quotations as such? Does the essay contain the references and bibliography necessary for the descriptive-analysing part, and for the research and processing work, if needed, used to write the essay?</p> <p>Does the candidate comply with length requirements? 3 points</p>	<p>Deduct 1 point for disorganised, unclear formal appearance.</p> <p>Deduct 1 point for repeated misuse or complete disregard of requirements concerning quotations, references and bibliography.</p> <p>Non-compliance with length requirements can result in the deduction of 2 points even if the candidate meets the other formal quality requirements.</p> <p>Even if the essay does not comply with length requirements and there are other formal problems with the presentation resulting in the deduction of points, the maximum number of points that can be deducted is 3.</p>	

B/3.
A COMMERCIAL (ANALYTICAL ESSAY)

Write an analytical essay (length specified in the exam requirements) about a commercial for a chain store, which does not contain any dialogues except a slogan and which focuses on sales. Analyse the material as a moving image text according to the following four aspects: *narration, setting design, montage, intertextuality*, and also according to general aspects connected to commercials such as *target audience, convincing, identification and surprise*.

ASPECTS AND MATERIAL TAKEN INTO CONSIDERATION	REQUIREMENTS AND POINTS AWARDED	DEDUCTION OF POINTS AND MOST COMMON MISTAKES	TOTAL POINTS
<p><i>Standard of explanation of the problem and authenticity of background material and knowledge used.</i></p>	<p>Does the candidate analyse according to valid aspects and in sufficient depth the mechanism used to make the selected example effective, its setting design and/or narration technique, the structure of the narrative and/or motivic technique? 4 points</p>	<p><i>Award 0 points if the candidate does not support her/his essay with independent observations but provides only a general guide; i.e. the essay does not demonstrate an appropriate level of comprehension.</i></p> <p><i>Deduct 5 points if the candidate does not follow the criteria of the exam requirements.</i></p> <p><i>Deduct 10 points if the candidate's analysed example does not answer the criteria.</i></p>	<p>maximum 10 points</p>
		<p>Deduct 1-3 points for incomplete and/or superficial analysis. (depending on severity).</p> <p>Deduct 4 points for the complete lack of the aspect.</p>	

	<p>Does the essay examine the intertextual connections and sources of the example? 1 point</p> <p>Does the essay examine the general connections of aspects such as <i>target audience</i>, <i>convincing</i>, <i>identification and surprise</i> and also their emergence and/or renewal in the selected example? 4 points</p> <p>Does the essay examine and analyse in sufficient depth the mechanism used to make the slogan effective? 1 point</p>	<p>Deduct 1 point for incomplete and/or superficial analysis.</p> <p>Deduct 1-3 points for incomplete and/or superficial analysis (depending on severity).</p> <p>Deduct 4 points if this element is completely absent.</p> <p>Deduct 1 point for incomplete and/or superficial analysis.</p>	
<p><i>Clear arrangement of text (logical structure) and argument technique, stylistic quality.</i></p>	<p>Are the various directions taken by explanations and the key arguments clear and well organised; is the logical development of the text clear? 2 points</p> <p>How logical are the explanation, analysis and arguments (how valid and authentic is the argumentation) used in connection with the applied knowledge? 2 points</p>	<p>Deduct 1 point if descriptive/analytical paragraphing is confused and difficult to follow.</p> <p>Deduct 1 point if the structure fails to connect the individual parts of the text and editing is superficial.</p> <p>Deduct 1 point for incomplete and/or superficial reasoning (conclusions drawn from incomplete premises or incorrect conclusions drawn from correct premises).</p> <p>Deduct 2 points for mainly or completely incorrect argumentation or factual mistakes.</p>	<p>maximum 6 points</p>

	<p>Is the style of the text coherent and easy to read?</p> <p>Does the language reach the required academic and technical level?</p> <p>2 points</p>	<p>Deduct 1 point for the use of stylistic devices that interfere with comprehension and the incorrect use of technical expressions and language.</p> <p>Deduct 2 points for mainly or completely non-functional, inaccurate stylistic devices (e.g. general use of a style different from the academic requirements of essay writing).</p>	<p>maximum 6 points</p>
<p><i>The inclusion and quality of individual observations and arguments.</i></p>	<p>How independent is the reading comprehension/arguing technique of the essay?</p> <p>2 points</p> <p>How creative, resourceful and complete is the approach to and exploration of the various theoretical problems and the clarification of the relationships between them, linguistic organisation and composition?</p> <p>Award points for logical, rhetorical and organising ideas, use of emphasising and connecting devices (e.g. use of paragraphing, numbering, italics, graphic emphasis) that help the exploration of the topic and logical, clear organisation.</p> <p>2 points</p> <p>Does the essay contain any independent points of view or reflections?</p> <p>2 points</p>	<p>Deduct 1 or 2 points for lack of independence of reading comprehension and arguing techniques (depending on severity).</p> <p>Deduct 1 point for absence of editing, emphasising and connecting ideas, or for their inconsistent use.</p> <p>Deduct 2 points for complete or substantial absence of text organisation.</p> <p>Deduct 1 point for incomplete and/or incoherent exploration of reflective-critical or evaluating statements, or of self-reflective observations that consciously express the writer's relationship to the topic.</p> <p>Deduct 2 points for the complete absence of such textual parts.</p>	

<p><i>Standard of the presentation.</i></p>	<p>Are the various parts of the essay separated? Is the essay easy to follow?</p> <p>Does the candidate mark quotations as such? Does the essay contain the references and bibliography necessary for the descriptive-analysing part, and for the research and processing work, if needed, used to write the essay?</p> <p>Does the candidate comply with length requirements? 3 points</p>	<p>Deduct 1 point for disorganised, unclear formal appearance.</p> <p>Deduct 1 point for repeated misuse or complete disregard of requirements concerning quotations, references and bibliography.</p> <p>Non-compliance with length requirements can result in the deduction of 2 points even if the candidate meets the other formal quality requirements.</p> <p>Even if the essay does not comply with length requirements and there are other formal problems with the presentation resulting in the deduction of points, the maximum number of points that can be deducted is 3.</p>	<p>maximum 3 points</p>
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	maximum points	achieved points
Task A: creating media text and account of the process	25	
Task B: essay writing	25	
Project score	50	

teacher

Date:

	elért pontszám egész számra kerekítve/achieved points	programba bevitt egész pontszám/achieved points taken to the program
A feladat: médiaszöveg és munkanapló elkészítése Task A: creating media text and account of the process		
B feladat: esszé elkészítése Task B: essay writing		

javító tanár/teacher

jegyző/registrar

Dátum/date:

Dátum/date: