

ÉRETTSÉGI VIZSGA • 2016. május 4.

**TÖRTÉNELEM
ANGOL NYELVEN**

**KÖZÉPSZINTŰ ÍRÁSBELI
ÉRETTSÉGI VIZSGA**

**JAVÍTÁSI-ÉRTÉKELÉSI
ÚTMUTATÓ**

**EMBERI ERŐFORRÁSOK
MINISZTERIUMA**

Guide to the evaluation of written tasks

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 maximum number of points that can be given. **Write the total (added-up) number of points achieved by the candidate in one task into the right-hand side of this box.**

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

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

I. Correcting and evaluating short-answer tasks

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

Scoring

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

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

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

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

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

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

In the case of open-ended questions (e.g. reasoning, text analysis) any answer that has the same content as the answer provided in the key should be accepted. (This is why solutions for these tasks begin with 'e.g.')

In the case of tasks where the candidate has had to choose the correct answer from among several options, e.g. to decide if a statement is true or false, no points can be given to a candidate who has underlined or marked more than one of the options. If a specific number of elements are required in one answer and the candidate provides more than this number of elements, then they must be evaluated in the order in which they are written.

Extra points cannot be given.

Points cannot be subtracted for incorrect or missing answers.

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

The total points achieved in the short-answer tasks must be written in the appropriate boxes of the summary table on the last page of the test booklet in the following way:

- **if the total of the scores achieved in the short-answer tasks is a round number, it should be written into the *Total* box and copied, unchanged, into the *I. Achieved points rounded up* box;**
- **if the total is not a round number, the exact figure should be written into the *Total* box, then it should be rounded up according to the mathematical rules (e.g. 23.5 points should be rounded to 24 points), and entered into the *I. Achieved points rounded up* box.**

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

II. Correcting and evaluating longer, essay-type questions

1. Choosing the right tasks

Altogether **three** tasks can be evaluated:

- one short** essay about **world** history,
- one short** essay about **Hungarian** history,
- one long** essay about **Hungarian** history.

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

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

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

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

If a candidate started working on *more than three tasks*, but his or her final choice of tasks is not indicated properly, and there are three tasks that were chosen correctly, then the task that comes earliest in the test booklet should be evaluated, followed by those two that were correctly chosen. For example these can be tasks 13, 15, 18 or 14, 15, 18.

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

If the candidate starts working on all the tasks but has failed to indicate which three s/he would like evaluated, then, according to the instructions to the test, tasks **13, 15, 20** should be evaluated.

2. Evaluating the tasks

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

- a) **understanding of the task**
- b) **skills, competencies and content that fulfil the requirements**
- c) **logical overall structure and accurate language**

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

a) Scoring of ‘understanding of the task’:

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

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

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

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

4 points can only be given if the candidate has fully and correctly understood the problem, and his/her answer is proportionate, logical and focussed. The candidate uses the sources to draw important conclusions; the ratio of specific and general statements is balanced.

3 points can be given if the candidate deals with the whole scope of the problem, understands it correctly, but the answer is unbalanced or not focussed.
--

2 points can be given if the problem is only partially dealt with, and, although the sources are used, no main conclusions are drawn from them.
--

1 point can be given if at least one of the statements of the candidate proves that s/he has understood the problem, but most of the answer does not focus on identifying or discussing the problem task.
--

0 points can be given if the candidate has not understood the task or has completely misunderstood it, does not use the sources and his/her statements are not relevant to the problem.
--

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

7-8 points can only be given if the candidate has fully and correctly understood the problem, and his/her answer is proportionate, logical and focussed. The candidate uses the sources to draw important conclusions; the ratio of specific and general statements is balanced.

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

b) Scoring ‘skills and content’

In the key the skills and competences (e.g. location of era and space, use of sources) a candidate has to show are marked with the letter ‘S’, while the description of what is required in terms of content is marked with the letter ‘C’.

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

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*, *Use of special vocabulary* and *Use of sources*, and the same points can be awarded for *Location: era and place*, *Use of special vocabulary* 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. in the case of short tasks 1 or 4 points cannot be awarded for *Description of factors influencing events*, while in the case of longer questions 1 or 5 points cannot be awarded for *Use of sources* and 1 or 6 points cannot be awarded for *Description of factors influencing events*).

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 location; using general and specific concepts; listing (identifying and presenting) and interpretation (conclusion). If the answer fails to include both of these pairs, then of course it means that the score should be halved too, leaving 1 point instead of the maximum 2.

Obviously in the case of the content other combinations of elements can be accepted, besides those provided in the key, especially in the case of lists and conclusions. Sometimes the key uses the word ‘*or*’ when listing several good examples, but not all correct answers are listed here, so these are not the only ones that can be accepted.

Scoring ‘Content’ (‘C’)

2 points can be given if sufficient accurate information is included, the analysis refers properly and adequately to the sources (author, intentions, conditions, etc.), identifies several typical causes and results, and/or mentions people who are involved in the historical events.

1 point can be given if insufficient and not very relevant information, conclusions, or statements, and only few (and not very typical) data are included.

0 points can be given if no data are provided, relationships between events are not identified, or the statements are incorrect.

c) Scoring ‘structure and clear language’

For shorter, problem-solving essay tasks

2 points can be given if the text is structured and well-built of clear sentences, without grave spelling or punctuation mistakes.

1 point can be given if the text contains several grammar and grave spelling mistakes.

0 points can be given if the text is merely an outline, an incoherent set of sentences.

For longer, analysis-type essay tasks

7-8 points can be given if the text is logically structured, coherent and well-built of clear sentences, suits the content, with detailed and varied statements, and without spelling, punctuation or grammar mistakes.

4-6 points can be given if the text is not very logically structured, but contains clear sentences; some of the statements are simple, one-sided, and there are some minor spelling, punctuation or grammar mistakes.

2-3 points can be given if the text contains clear sentences but is poorly structured, lacks the right proportions, and is incomplete (e.g. the introductory, body or concluding paragraph is missing). The statements are simplified, one-sided, with errors in the use of language.

1 point can be given if the text contains sentences, but without textual or contextual coherence, and with grave spelling, punctuation and grammar mistakes.

0 points can be given if the answer is merely an outline made up of words, rather than sentences.

3. The length of compositions

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

4. Recommended steps in evaluating the essay-type tasks

1. Study the key for the task.
2. Study the evaluation guide above.
3. Check whether the candidate has chosen the tasks correctly.
4. Read the candidate's essay at least twice.
5. Give the various scores using the guides for scoring.
6. Add up the scores that will give the total number of points, then divide by **2** to get the exam points.
7. **Do not round** the scores for the tasks up or down.
8. **Add up the exam points of the three essays. The total points achieved must be written in the appropriate boxes of the summary table on the last page of the test booklet in the following way:**

- if the total of the scores achieved is a round number, it should be written into the *Total* box and copied, unchanged, into the *II. Achieved points rounded up* box;
- if the total is **not** a round number, the exact figure should be written into the *Total* box, then it should be rounded up according to the mathematical rules (e.g. 23.5 points should be rounded to 24 points), and entered into the *II. Achieved points rounded up* box.

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

Add up the (rounded up) scores of 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	4	
Describing the reasons behind events	6	
Structure, clear language	2	
Total	24	
	DIVIDED BY 2	
Exam points	12	

Long essay tasks

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

I. SHORT ANSWER TASKS**1. Decline of the Western Roman Empire (1 point for each correct item, total: 4 points)**

- a) 5.
- b) 3.
- c) 1.
- d) 4.

2. World religions (1 point for each correct item, total: 4 points)

- a) Brahmanism/Hinduism
- b) Christianity
- c) Islam
- d) Buddhism

3. Pre-Conquest Hungarian history (1 point for each correct item, total: 3 points)

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

4. England in the 17th century (Total: 4 points)

- a) constitutional / parliamentary monarchy / kingdom *or* parliamentary system / government (1 point)
- b) The authority of the ruler is restricted. / The parliament's political role is significant. (*Any other, essentially similar answer is also acceptable.*) (1 point)
- c) 4., 6. (*Answers can be accepted in reverse order as well*) (0.5 points for each correct item)
- d) 5., 9. (*Answers can be accepted in reverse order as well*) (0.5 points for each correct item)

5. Hungary in the 18th century (1 point for each correct item, total: 4 points)

- a) 5.
- b) 1.
- c) 3.
- d) 7.

6. The USA becoming a great power (Total: 4 points)

- a) slavery (the correct answer is acceptable in other wording too) (1 point)
- b) 1861, 1865 (0.5 points for each correct item)
- c) colonisation / conquest / expansion (the correct answer is acceptable in other wording too) (1 point)
- d) the political influence of big companies / trusts (the correct answer is acceptable in other wording too) (1 point)

7. Nationalities in the Dual Monarchy (1 point for each correct item, total: 3 points)

- a) Croatian
- b) 1868
- c) József Eötvös

8. World economy between the two World Wars (1 point for each correct item, total: 4 points)

- a) France
- b) Germany
- c) The Soviet Union
- d) Great Britain

9. Franchise in Hungary (Total: 4 points)

- a) (high) age, stricter conditions for women, (2 years of) residence in the same place, school qualification (*Any two answers are acceptable, the correct answers can be accepted in other wording*) (1 point for each correct item)
- b) Mrs Ödön Matzner (1 point)
- c) Because she only had two children alive / Because she only completed five classes. (*The correct answers can be accepted in other wording*) (1 point)

10. Hungarians beyond the borders (1 point for each correct item, total: 4 points)

- a) 3.
- b) In the armistice treaty (with Romania) Transylvania / the greater part of Transylvania was promised to Romania. (*Any other answer based on the source with the same content is acceptable*)
- c) 3.
- d) The Soviet Union

11. The Third World (1 point for each correct item, total: 4 points)

- a) UN / United Nations
- b) Part of the population of the World is starving, while the necessary amount of food can be produced. (*Any other, essentially similar answer is acceptable*)
- c) population explosion / rising population (*Any other, essentially similar answer is acceptable*)
- d) backward (agricultural) technology (*Any other, essentially similar answer is acceptable*)

12. Human rights (1 point for each correct item, total: 3 points)

- a) 4.
- b) 2.
- c) 1.

II. LONGER, ESSAY-TYPE QUESTIONS

13. Roman peasantry

(short)

Criteria	Skills and content	Points
Understanding of task	The candidate basically describes the changes that took place in the situation of the Roman peasantry. With the analysis of the source the essay refers to essential connections (e.g. the emergence of estates worked by slave-labour ruined the small estates).	0–4
Location: place and era	S The candidate locates historical events in place and time. C The candidate mentions that the phenomenon described took place in the 3 rd -2 nd centuries B.C., and refers to some geographical aspect of the topic (e.g. Italy, the city of Rome, conquests).	0–4 [1 and 3 cannot be given]
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general and topic-specific concepts: e.g. small and large estates, peasant, slave.	0–4 [1 and 3 cannot be given]
Use of sources	S The candidate incorporates the information from the source into his/her answer and reaches conclusions based on it. C E.g. The candidate mentions one of the elements of Appian's description (e.g. slaves were not conscripted into the army, the number of slaves rose, keeping slaves was lucrative) and makes a relevant statement in connection with this (e.g. the emergence of large estates worked by slaves; as a result of the wars of conquests slaves were cheap).	0–4 [1 and 3 cannot be given]
Describing reasons behind events	S The candidate describes the effect of the war of conquests on Roman peasantry, and reveals its consequences. C E.g. the candidate mentions that a significant part of the Roman peasantry lost their land, and makes a relevant statement in connection with this (e.g. in the protracted wars they had to do military service, they could not compete successfully with large estates). C E.g. the candidate mentions that a new poor class emerged (the ancient proletariat), and makes a relevant statement in connection with this (e.g. they moved to Rome, they lived from their civic rights, demanded bread and circuses) or mentions that the crisis of the army was the result of this process as well, and makes a relevant statement in connection with this (e.g. citizens had to arm themselves, military service needed financial resources, the number of men liable to military service was falling) or mentions that the Gracchus brothers strove to find a solution to the problem, and makes a relevant statement in connection with this (e.g. they planned a distribution of land, revived Licinius' law concerning land ownership, intended to limit the amount of land that could be leased).	0–6 [1 and 4 cannot be given]
Structure, clear language	The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

14. The first industrial revolution		(short)
Criteria	Skills and content	Points
Understanding of task	The candidate basically describes the significance of using steam in industry and transportation. Using the source material the candidate refers to essential connections in his/her answer (e.g. employing steam engines and the emergence of factories / mass production).	0–4
Location: place and era	S The candidate locates historical events in place and time. C The candidate mentions that the first industrial revolution unfolded in the second half of the 18 th century, and mentions a territorial aspect of the topic (e.g. the industrial revolution / the spread of steam engines first started in England, industrial areas / industrial towns developed).	0–4 [1 and 3 cannot be given]
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general and topic-specific terms appropriately: e.g. industrial revolution, steam engine, factory, transportation.	0–4 [1 and 3 cannot be given]
Use of sources	S Information from the source is incorporated into the exposition and the candidate reaches conclusions based on it. C S/he points out one essential change on the basis of the two pictures (e.g. hand-operated equipment was replaced by machines, manufactories were replaced by factories), and makes a relevant statement in connection with this (e.g. mass production emerged, the first industry to be revolutionized by steam engines was the textile industry).	0–4 [1 and 3 cannot be given]
Describing reasons behind events	S The candidate analyses the way in which steam was employed and points out how this promoted the unfolding of the industrial revolution. C S/he mentions that the steam engine developed by James Watt spread through the different branches of economy, and makes an important statement in connection with this (e.g. the improvement of steam engines was promoted by mining, Watt's steam engine transformed the linear movement of the piston into rotating movement, it was suitable for driving other machines as well, the spread of steam engines boosted iron ore / coal mining). C The candidate mentions that employing steam revolutionized transportation (inventing the steam locomotive, the steam boat), and makes a relevant statement in connection with the significance of this (e.g. transportation became cheaper / faster, large amounts of goods could be moved on land too, a link was established between factories and sources of raw material / markets).	0–6 [1 and 4 cannot be given]
Structure, clear language	The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

15. Religious conditions in Transylvania		(short)
Criteria	Skills and content	Points
Understand-ing of task	The candidate basically describes the situation of religion and the management of religious questions in Transylvania. Using the source material the candidate refers to essential connections in his/her answer (e.g. religious tolerance intended to restore domestic peace).	0–4
Location: place and era	S The candidate locates historical events in place and time. C S/he mentions that the Reformation unfolded in Transylvania in the 16 th century, <i>or</i> religious tolerance was characteristic in the 16 th - 17 th centuries, and makes a remark on the geopolitical position of Transylvania (e.g. it was a vassal state of the Ottoman Empire, situated between two great powers) <i>or</i> refers to the spatial location of the Estates (e.g. Saxon towns, Székelyföld [Szeklerland], Hungarian counties).	0–4 [1 and 3 cannot be given]
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C The candidate correctly uses the following general and topic-specific terms: e.g. religious tolerance, Catholic, Protestant, Lutheran, Calvinist, Unitarian, Anti-Trinitarian.	0–4 [1 and 3 cannot be given]
Use of sources	S The candidate incorporates the information from the source and reaches conclusions based on it. C S/he mentions an important element of the source (e.g. the population of a settlement could choose their own religion / pastor, there was hostility between the Lutheran and Calvinist churches), and makes an important statement in connection with this (e.g. several branches of the Reformation became widespread in Transylvania, the Lutheran and Calvinist churches were given equal rights, the Calvinist denomination was recognised as well, the distribution according to denomination matched the Estate / ethnical distribution at least partially, the diet strove to end hostility).	0–4 [1 and 3 cannot be given]
Describing reasons behind events	S The candidate describes the situation of religion in Transylvania, and points out its unique aspects. C S/he lists the four recognised denominations (Catholic, Lutheran, Calvinist, Unitarian/Anti-Trinitarian), and makes a relevant statement in connection with this (e.g. the Lutheran Reformation quickly spread in Saxon towns, among the Princes there were Catholics and Protestants as well, the Greek Orthodox religion of the Romanians was not recognised officially) <i>or</i> refers to the connections between denominations and how the Estate were divided (the majority of Hungarian nobles were Calvinists and Unitarians, the majority of Szeklers / Székelys were Catholics, the Saxons were Lutherans). C S/he mentions that there was religious tolerance in Transylvania, and explains this (free practice of religion for recognised denominations) <i>or</i> makes a relevant statement in connection with this (e.g. contemporary Europe was characterised by religious persecution / religious wars, internal dispute would have weakened Transylvania, the political interests of the princes required cooperation with the estates).	0–6 [1 and 4 cannot be given]

Structure, clear language	The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

16. The consequences of Mohács (long)

Criteria	Skills and content	Points
Understanding of task	The candidate basically describes the military and political consequences of the battle of Mohács. In a concise answer, s/he outlines the election of two rival kings. The analysis highlights the conquering aspirations of the Turks. In his/her answer the candidate uses and interprets the sources and draws important conclusions from them.	0–8
Location: place and era	S The candidate locates historical events in place and time. C S/he mentions that the battle of Mohács took place in 1526, and defines the territories ruled over by the two kings.	0–4 [1 and 3 cannot be given]
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general and topic-specific terms: e.g. Sultan, king, diet, conquest, fortress.	0–4 [1 and 3 cannot be given]
Use of sources	S The candidate incorporates the information in the sources into his/her answer and reaches conclusions based on it. C S/he mentions one important aspect of the picture (e.g. the Turkish military forces disposed of significant artillery, Vienna was well fortified, the city is located along the Danube), and points out that Suleiman (in 1529) besieged Vienna unsuccessfully. C S/he mentions an element of Jurisics' letter (e.g. Jurisics wanted to gain time, the Turkish army significantly outnumbered the Hungarian, Suleiman presumably wanted to besiege Vienna, Vienna was defended by imperial forces), and states that at Kőszeg Jurisics held up the Turks. C The candidate mentions that according to the treaty of Várad after János' death Ferdinand would become his heir, and makes a relevant statement in connection with this (e.g. the two kings recognised each other's authority, they wanted to avoid Turkish conquest, later János had a son born and the treaty was broken).	0–8 [1 and 5 cannot be given]
Describing reasons behind events	S The candidate describes the military and political consequences of the battle of Mohács. C S/he mentions that king Louis II died at the battle of Mohács, and makes an important statement in connection with this (e.g. the country was left without a leader, numerous lords and prelates also died, the king left no heir.) C The candidate mentions that János Szapolyai was elected king, and makes a relevant statement in connection with this (e.g. Szapolyai was voivod of Transylvania, he was considered the leader of the party of the lesser nobility, he based his claim on the decree of Rákos, he turned to the Turks for help). C The candidate mentions that Ferdinand of Habsburg was also	0–10 [1 and 6 cannot be given]

	elected king and makes an important statement in connection with this (e.g. Ferdinand's brother was Charles V, he could count on the support of the Habsburg Empire, he based his claim on the Habsburg-Jagello marriage treaty). C Using his/her own knowledge and correct conclusions the candidate completes and supports his/her exposition.	
Structure, clear language	The text uses full sentences, the sentences are clear and unambiguous. The analysis is a well-constructed text which serves the logical exposition of the content. The statements made by the candidate give evidence of good analytical skills. The answer has no grave errors of accuracy or spelling.	0–8
TOTAL FOR THIS TASK		42
MAXIMUM EXAM SCORE		21

17. The Batthyány government (short)

Criteria	Skills and content	Points
Understanding of task	The candidate basically describes the significance of the formation of the Batthyány government. Through the analysis of the source material the candidate comes to essential conclusions (e.g. the responsible government limited the power of the ruler).	0–4
Location: place and era	S The candidate locates the historical events in place and time. C She mentions that the Batthyány government was formed following the outbreak of the revolution on March 15, 1848 <i>or</i> its functioning was regulated by the laws sanctioned on April 11, 1848, and refers to the fact that Hungary was part of the Habsburg Empire.	0–4 [1 and 3 cannot be given]
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general and topic-specific historical terms appropriately: e.g. responsible government, executive power, parliament, ruler.	0–4 [1 and 3 cannot be given]
Use of sources	S The candidate incorporates the information in the source into his/her answer and reaches conclusions based on it. C S/he mentions an important element of the source (e.g. the government became the executive power, the ruler's decrees had to be sanctioned by a minister, the government took over the sphere of authority of the council of governor-general, the chancellery and the treasury/chamber), and makes a relevant statement in connection with this (e.g. by this, the power of the ruler was limited, previous government offices were abolished, Hungary's independence increased).	0–4 [1 and 3 cannot be given]
Describing reasons behind events	S The candidate describes the basic characteristics of the Batthyány government, and highlights their significance. C The candidate mentions a fact referring to the constitution of the Batthyány government or to the conditions under which it was formed (e.g. names at least three of the members of the government, Lajos Batthány was the president of the Opposition	0–6 [1 and 4 cannot be given]

	<p>Party, the government was appointed by Palatine István) and makes a relevant statement in connection with this (e.g. most of the members of the government came from the reform opposition side, the representatives of several political persuasions were present in the government, there was no minister of foreign affairs, the sphere of authority of the ministry of defence / financial ministry was never defined).</p> <p>C The candidate points out that the government was responsible to parliament (based on popular representation), and makes a relevant statement in connection with this (e.g. Hungary turned into a constitutional monarchy, a modern / bourgeois parliamentary system emerged, this suited liberal ideas / the theory of bourgeois transformation, with the appointment of the government one of the demands made to the king / one of the 12 points was fulfilled, with the responsible ministry the relationship between Hungary and the empire changed fundamentally).</p>	
Structure, clear language	The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

18. The programme of István Széchenyi (long)

Criteria	Skills and content	Points
Understanding of task	<p>The candidate basically describes István Széchenyi's programme. S/he outlines the most important reforming recommendations and practical activities.</p> <p>S/he highlights the aims and significance of Széchenyi's programme and activities.</p> <p>In his/her answer the candidate uses and interprets sources and draws important conclusions from them.</p>	0–8
Location: place and era	<p>S The candidate correctly locates the historical events in place and time.</p> <p>C S/he mentions that Széchenyi's work <i>Hitel</i> (Credit) was published in 1830, or mentions the time-frame of the Reform period (1825/1830/1832-1848), and refers to a geographical aspect of the topic (e.g. Western/English patterns influenced Széchenyi, he was loyal to the Viennese court, Hungary was part of the Habsburg Empire).</p>	0–4 [1 and 3 cannot be given]
Use of special vocabulary	<p>S The candidate uses both general and topic-specific historical terminology correctly.</p> <p>C The candidate uses the following general and topic-specific terms appropriately: e.g. Reform period, bourgeois transformation, serf, socalge, baron / aristocracy, entailment.</p>	0–4 [1 and 3 cannot be given]

<p>Use of sources</p>	<p>S The candidate incorporates the information in the sources into his/her answer and reaches conclusions based on it.</p> <p>C S/he mentions an important element of the source (e.g. he encouraged the estate holders to join forces / boost the economy, and makes a relevant statement in connection with this (he expected the aristocracy to take lead of the execution of reforms, trusted in the support of the court, <i>Hitel</i> provided the Reform period with a programme to follow).</p> <p>C The candidate mentions an important element of the source (e.g. Széchenyi argued that socage was inefficient, he considered paid labour more efficient), and points out that Széchenyi encouraged the abolition of socage.</p> <p>C The candidate mentions an important element of the source (Széchenyi hoped that steam navigation would boost trade / bring prosperity to settlements along the Balaton / promote coal mining, brought Western examples to illustrate such development) and states that he promoted steam navigation / transportation on the Balaton.</p>	<p>0–8 [1 and 5 cannot be given]</p>
<p>Describing the reasons behind events</p>	<p>S The candidate describes Széchenyi's program and practical activities, and highlights their aims and significance.</p> <p>C S/he mentions one of Széchenyi's reform suggestions that is not mentioned in the source (e.g. the abolition of entailment, introducing partial sharing of taxation, abolition of guilds, putting equality before the law into practice, allowing non-nobles to own land), and makes a relevant statement in connection with this (e.g. his recommendations served bourgeois transformation / modernisation, he considered economic reforms as being of primary importance).</p> <p>C The candidate points out that Széchenyi's programme was published in his books or mentions an important publication of his (e.g. <i>Hitel</i> (Credit), <i>Világ</i> (Light), <i>Stádium</i>, <i>Kelet népe</i> (People of the East)) and makes a relevant statement in connection with this (e.g. <i>Hitel</i> provided the Reform period with a programme to follow, <i>Stádium</i> was written for the diet / in <i>Stádium</i> he collected his recommendations into 12 points, he argued with József Dessewffy / Miklós Wesselényi / Lajos Kossuth, he became isolated in the 1840s).</p> <p>C S/he lists at least two of Széchenyi's practical achievements that are not mentioned in the source (e.g. he played a role in the foundation of the Hungarian Academy of Sciences, the foundation of the Casino, introducing horse racing in Hungary, river regulation / initiating the construction of the Chain Bridge, economic enterprises), and makes a relevant statement in connection with this (e.g. the primary aim of the Academy was the cultivation of the language, he was influenced by his travels in England, he considered the development of transportation / manufacturing industry important).</p> <p>C Using his/her own knowledge and correct conclusions the candidate completes and supports his/her exposition.</p> <p><i>The same answer cannot be evaluated under two different content criteria.</i></p>	<p>0–10 [1 and 6 cannot be given]</p>

Structure, clear language	The text uses full sentences, the sentences are clear and unambiguous. The analysis is a well-constructed text which serves the logical exposition of the content. The statements made by the candidate give evidence of good analytical skills. The answer has no grave errors of accuracy or spelling.	0–8
TOTAL FOR THIS TASK		42
MAXIMUM EXAM SCORE		21

19. Goods supply in the Kádár period**(short)**

Criteria	Skills and content	Points
Understanding of task	The candidate basically describes the contradictory situation of goods supply and the standard of living in the Kádár period. Through the analyses of the source material the candidate comes to essential conclusions (e.g. the shortage of goods was in contradiction with the self-image of the system and its aspirations, or it was the result of planned economy).	0–4
Location: place and era	S The candidate correctly locates the topic under discussion in place and time. C S/he mentions the time-frame of the Kádár period (1956-88/89), or refers to the fact that these phenomena characterised Hungary in the decades of the 1960s – 1980s.	0–4 [1 and 3 cannot be given]
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C: The candidate uses the following general and topic-specific terms appropriately: e.g. Socialism / Communism, standard of living, goods supply, planned economy.	0–4 [1 and 3 cannot be given]
Use of sources	S The candidate uses information from the sources in his/her answer and reaches conclusions based on it. C S/he captures the message of the cartoon (e.g. the shortage of goods), and makes a relevant statement in connection with this (e.g. this was in contrast with the aspirations of the system, this was in contradiction with the self-image / propaganda of the system, this was the result of the planned economy, interprets the concept of the shortage economy; in this period, it was already possible to make jokes about this).	0–4 [1 and 3 cannot be given]
Describing reasons behind events	S The candidate describes the contradictions embedded in the goods supply and living standards of the Kádár period, and reveals the reasons for these. C S/he mentions that in the Kádár period the material wealth of people grew significantly compared to the previous period, and makes an important statement in connection with this (e.g. interprets the concept of goulash communism / ‘refrigerator socialism’, this was a political aim as well, there was a connection between this and the 1956 revolution, it resulted in a certain satisfaction / the acceptance of the system / social compromise, s/he uses specific examples to support his/her statement: e.g. the housing situation, food supply, non-perishable consumer goods). C S/he mentions one of the shortcomings / downsides of rising	0–6 [1 and 4 cannot be given]

	material wealth (e.g. problems with quality, the gap between Hungary and the Western European countries was not closing) and makes an important statement in connection with this (e.g. the reason for the backwardness was the planned economy, welfare policy led to dept) <i>or</i> mentions an important aspect of the role of humour or the role of propaganda (e.g. humour served as a valve to release tension, propaganda emphasised the successes of the system, some kind of self-irony was characteristic) and makes a relevant statement in connection with this (e.g. oppression was not so severe, Kádár's personality played a major role).	
Structure, clear language	The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.	0–2
TOTAL FOR THIS TASK		24
MAXIMUM EXAM SCORE		12

20. Military operations in Hungary (long)

Criteria	Skills and content	Points
Understanding of task	The candidate basically describes the military operations which took place in Hungary during World War II. In a concise answer, the candidate describes how Hungary became a theatre of war. The analysis outlines the military balances of power. In his/her answer the candidate uses and interprets the sources and draws important conclusions from them.	0–8
Location: place and era	S The candidate locates the historical events in place and time. C S/he mentions the date of Hungary's attempt to disengage from the war (October 15, 1944), and refers to at least two geographical aspects of the topic (e.g. Transylvania, Debrecen / Hortobágy, Budapest, Trans-Danubia, (Dunántúl) / Székesfehérvár).	0–4 [1 and 3 cannot be given]
Use of special vocabulary	S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general terms and topic-specific terms and expressions appropriately: e.g. war, armistice, theatre of war, siege.	0–4 [1 and 3 cannot be given]
Use of sources	S In his/her answer the candidate uses information in the sources and reaches conclusions based on it. C S/he mentions the point of view of Lajos Vörös (the Southern Carpathians must be taken, the Carpathian mountains would provide defence against the Soviet attack), and makes a relevant statement in connection with this (Romania's changing sides created a new situation, they anticipated the Soviet attack from this direction, the campaign ended in defeat, the Soviets occupied Transylvania). C The candidate mentions one of the important characteristics of the data on war losses (e.g. the Soviet losses were higher; the number of Soviet military forces was much larger as well) and makes a relevant statement in connection with this (e. g. they failed to stop up the Soviet advance, the Soviets occupied the Alföld, this was one of the biggest tank battles in the war, the	0–8 [1 and 5 cannot be given]

	<p>Germans were covering the retreat from the Balkans).</p> <p>C The candidate mentions an element of the map (e.g. the Germans planned an offensive manoeuvre, they wanted to push the Soviets back behind the Danube, the two sides were fighting for Trans-Danubia), and points out that the offensive collapsed.</p>	
Describing reasons behind events	<p>S The candidate describes the military operations in Hungary and the attempt to disengage from the war.</p> <p>C S/he mentions that on October 15, 1944 Horthy attempted to disengage from the war, and makes a relevant statement in connection with this (e.g. the attempt was badly prepared, only Miklós Béla Dálnoki changed sides, the Hungarian army continued the war, Horthy was sidelined).</p> <p>C The candidate mentions that Budapest was besieged by the Russians, and makes a relevant statement in connection with this (e.g. the city had to be defended on Hitler's orders, the German-Hungarian military force attempted a breakout, the damage caused was severe).</p> <p>C S/he mentions that by April 1945 Hungary had been occupied / liberated by Soviet troops, and makes a relevant statement in connection with this (e. g. part of the Hungarian forces retreated to Austria, and with this the war was over for Hungary, considers losses, interprets the paired concepts of occupation-liberation).</p> <p>C E. g. Using his/her own knowledge and correct conclusions the candidate completes and supports his/her exposition.</p> <p><i>One answer cannot be evaluated under two different content criteria.</i></p>	0–10 [1 and 6 cannot be given]
Structure, clear language	<p>The text uses full sentences, the sentences are clear and unambiguous.</p> <p>The analysis is a well-constructed text which serves the logical exposition of the contents.</p> <p>The statements made by the candidate give evidence of good analytical skills.</p> <p>The answer has no grave errors of accuracy or spelling.</p>	0–8
TOTAL FOR THIS TASK		42
MAXIMUM EXAM SCORE		21

Sources (texts, pictures, tables, graphs) appearing in the test booklet:**Question 3.** erettsegifel.hu**Question 6.** www.flickr.com, commons.wikimedia.org.**Question 11.** wikipedia.org**Question 12.** www.freepress.net, www.fanpop.com, danielberhane.com, migrationobservatory.ox.ac.uk**Question 19.** www.tte.hu