

**ÉRETTSÉGI VIZSGA • 2010. október 20.**

**TÖRTÉNELEM  
ANGOL NYELVEN**

**KÖZÉPSZINTŰ ÍRÁSBELI  
ÉRETTSÉGI VIZSGA**

**JAVÍTÁSI-ÉRTÉKELÉSI  
ÚTMUTATÓ**

**NEMZETI ERŐFORRÁS  
MINISZTERIUM**

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## Guide to the evaluation of the essays

The paper should be corrected using the following symbols, and **in a colour different from that used by the candidate**.

1. Correct answer	✓
2. Missing part	√
3. Not closely connected to topic	[ ]
4. Unnecessary part that cannot be evaluated (crossed out)	/
5. Grave mistake in the content (underlined)	_____
6. Meaningless, unclear text, logical problems (underlined)	~~~~~
7. Inaccurate use of English (underlined)	.....
8. Grave spelling or punctuation mistake (underlined)	=====

Under each task, on the left-hand side of a box you can find the number of maximum points that can be given. **Write the total (added-up) number of points achieved by the candidate in one task into the right-hand side of this box.**

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

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

### I. Correcting and evaluating short-answer tasks

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

#### Scoring

Correct answer/ or part of an answer:           **0.5 or 1 point** (according to the key)

Incorrect answer:                                   **0 points**

Missing answer:                                   **0 points**

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

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

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

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

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

**If the total for short-answer tasks is a round number, nothing needs to be done, but if it is not, it should be rounded up or down according to the applicable mathematical rule (e.g. 23.5 points will be rounded up to 24 points).**

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

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

## II. Correcting and evaluating longer, essay-type questions

### 1. Choosing the right tasks

Altogether **three** tasks can be evaluated:

**one** essay about **world** history,

**one short** essay about **Hungarian** history,

**one long** essay about **Hungarian** history.

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

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

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

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

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

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

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

## 2. Evaluating the tasks

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

- a) **understanding of the task**
- b) **satisfying requirements** (competencies, contents)
- 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

<b>4 points</b> can only be given if the candidate has fully and correctly understood the problem, and his/her answer is proportionate, logical and focussed. The candidate uses the sources to draw important conclusions; the ratio of specific and general statements is balanced.
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<b>3 points</b> can be given if the candidate deals with the whole scope of the problem, understands it correctly, but the answer is unbalanced or not focussed.
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<b>2 points</b> can be given if the problem is only partially dealt with, and, although the sources are used, no main conclusions are drawn from them.
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<b>1 point</b> can be given if at least one of the statements of the candidate proves that s/he has understood the problem, but most of the answer does not focus on identifying or discussing the problem task.
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<b>0 points</b> can be given if the candidate has not understood the task or has completely misunderstood it, does not use the sources and his/her statements are not relevant to the problem.
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For longer, **analysis-type** essay tasks

**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* and *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. 1 or 4 points cannot be awarded for *Description of factors influencing events*, while in the case of longer, essay-type 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 ‘Contents’ (‘C’)

<b>2 points</b> can be given if sufficient accurate information is included, the analysis refers properly and adequately to the sources (author, intentions, conditions, etc.), identifies several typical causes and results, and/or mentions people who are involved in the historical events.
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<b>1 point</b> can be given if insufficient and not very relevant information, conclusions, or statements, and only few (and not very typical) data are included.
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<b>0 points</b> can be given if no data are provided, relationships between events are not identified, or the statements are incorrect.
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### c) Scoring ‘structure and accuracy’

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

<b>2 points</b> can be given if the text is structured and well-built of clear sentences, without grave spelling or punctuation mistakes.
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<b>1 point</b> can be given if the text contains several grammar and spelling mistakes.
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<b>0 points</b> can be given if the text is merely an outline, an incoherent set of sentences.
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For longer, **analysis-type** essay tasks

<b>7-8 points</b> can be given if the text is logically structured, coherent and well-built of clear sentences, suits the content, with detailed and varied statements, and without spelling, punctuation or grammar mistakes.
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<b>4-6 points</b> can be given if the text is not very logically structured, but contains clear sentences; some of the statements are simple, one-sided, and there are some minor spelling, punctuation or grammar mistakes.
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<b>2-3 points</b> can be given if the text contains clear sentences but is poorly structured, lacks the right proportions, and is incomplete (e.g. the introductory, body or concluding paragraph is missing). The statements are simplified, one-sided, with errors in the use of language.
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<b>1 point</b> can be given if the text contains sentences, but without textual or contextual coherence, and with grave spelling, punctuation and grammar mistakes.
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<b>0 points</b> can be given if the answer is merely an outline made up of words, rather than sentences.
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### 3. The length of 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. **If the total is a round number, nothing needs to be done, but if it is not, it should be rounded up or down according to the applicable mathematical rule (e.g. 23.5 points will be rounded up to 24 points).**

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

Add up the 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, accuracy	2	
Total	24	
	DIVIDED BY 2	
<b>Exam points</b>	<b>12</b>	

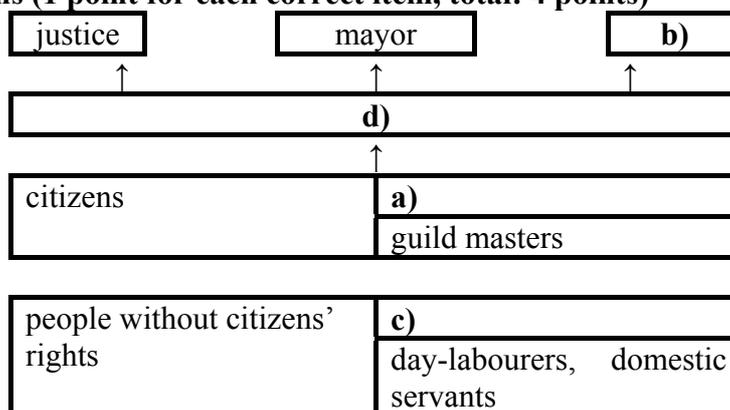
#### Long essay tasks

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, accuracy	8	
Total	42	
	DIVIDED BY 2	
<b>Exam points</b>	<b>21</b>	

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**I. SHORT ANSWER TASKS**
**1 Christianity (0.5 points for each correct item, total: 3 points)**

- a) Saul (also acceptable: Paul, Saint Paul, Apostle Paul) – New Testament  
 b) Jesus (Christ), Christ – New Testament  
 c) (King) David – Old Testament

**2 Mediaeval towns (1 point for each correct item, total: 4 points)****3 Anti-Turkish struggle (1 point for each correct item, total: 5 points)**

- a) János Hunyadi  
 b) Mohammed had excellent artillery.  
 c) 1456  
 d) A, D

**4 Constitutional monarchy (1 point for each correct item, total: 4 points)**

Statement	true	false
a) As a culmination of the victory of the counter-Reformation the Church of England, with the monarch at its head, was founded.		X
b) The monarch could still influence legislation, as under certain conditions he could dissolve the Parliament and laws did not enter into force without his royal assent.	X	
c) The executive power is responsible to the Parliament.	X	
d) The two guarantees of the constitutional monarchy are the separation of the branches of power and universal suffrage.		X

**5 Maria Theresa (1 point for each correct item, total: 4 points)**

- a) customs decree *or* dual customs decree  
 b) Hungary was to supply the rest of the provinces of the Empire with agricultural produce (so that it was not taken out of the Empire) (*Any other, essentially similar answer is acceptable.*)  
 c) The customs decree hindered / did not promote the development of the Hungarian industry. (*Any other, essentially similar answer is acceptable.*)  
 d) Decree on serfs' services [urbárium]

**6 German power politics (0.5 points for each correct item, total: 4 points)**

- a) Austrian Empire (*or* Habsburg Empire *or* Austria)  
 b) 1870, Sedan
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- c) faster mobilization, larger army (obligatory military service), more modern weapons (breech-loading rifles), better military command (*Any other, essentially similar answer is acceptable.*)
- d) Alsace-Lorraine (*Also acceptable: Alsace or Lorraine*)
- e) German Empire
- f) no

**7 19<sup>th</sup> and 20<sup>th</sup>-century lifestyle (1 point for each correct item, total: 4 points)**

- a) 2. England.
- b) 3. became more popular, but only among members of the elite.
- c) 1. development and operation of the rail network.
- d) 1. boulevards and avenues.

**8 The Soviet Bloc (0.5 points for each correct item, total: 3 points)**

images/sources	A	B	C	D	E	F
terms	<b>b</b>	<b>f</b>	<b>d</b>	<b>g</b>	<b>e</b>	<b>c</b>

**9 Foreign policy in the Horthy era (1 point for each correct item, total: 3 points)**

- a) The military restrictions of Trianon (e.g. conscription/obligatory military service, restriction on numbers, weapons restrictions)
- b) The weakening of France *or* the strengthening of Germany *or* the foundation of the Berlin-Rome axis
- c) occupation of Kárpátalja  
(*Any other, essentially similar answer is acceptable.*)

**10 The Kádár era (1 point for each correct item, total: 4 points)**

definition	food
The most traditional and one of the cheapest of Hungarian foodstuffs. A decrease in its consumption shows that with the increasing consumption of other foods, less is needed of this.	flour/bread
Its consumption had reached harmful levels in some places. Due to its relatively high price, the increase in its consumption was a sign of the rising standard of living in the Kádár era.	meat
Until the 19 <sup>th</sup> century it was a luxury as it could not be produced in Europe. In the 20 <sup>th</sup> century Hungary already produced it in great quantities. Its consumption rose the fastest in the period.	sugar
It became widespread in Hungary in the 18 <sup>th</sup> century and it was considered to be the food of the poor. For this reason its consumption decreased as the standard of living increased.	potatoes

**11 Environmental effects (1 point for each correct item, total: 4 points)**

Al Gore	<b>d</b>
Bjorn Lomborg	<b>a, b, c</b>

**12 The electoral system (1 point for each correct item, total: 3 points)**

- (1): successful
- (2): invalid
- (3): unsuccessful

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**II. LONGER, ESSAY-TYPE QUESTIONS**
**13. The culture of knighthood (short)**

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	The candidate describes the elements of the culture of knighthood. Using the sources the answer refers to essential connections (e.g. courtesy, the protection of women, a combative spirit).	0–4
<b>Location: place and era</b>	<b>S</b> The candidate correctly locates historical events in place and time. <b>C</b> The candidate states that the age of chivalry was in the High Middle Ages (especially between the 11 <sup>th</sup> and 14 <sup>th</sup> centuries) and that chivalric culture was especially prominent in Western and Central Europe.	0–4
<b>Use of special vocabulary</b>	<b>S</b> The candidate uses both general and topic-specific historical terminology correctly. <b>C</b> The candidate uses the following general terms and expressions (Middle Ages, culture/civilisation, value, courtesy, etc.) and topic-specific terms (e.g. knight, chivalric poetry, tournament, etc.) correctly.	0–4
<b>Use of sources</b>	<b>S</b> The candidate uses the information in the sources in his/her answer and comes to simple conclusions. <b>C</b> E.g. the candidate states that knights had to respect strict rules of etiquette <i>or</i> that knights were expected to be courteous with women and s/he says that the tournaments were the principal form of entertainment among knights.	0–4
<b>Description of factors influencing events</b>	<b>S</b> The candidate presents the progressive and obsolete elements of chivalry. <b>C</b> E.g. the candidate states that courteous behaviour (which was expected at court) is the predecessor of today's etiquette and s/he says that this already included the accepted treatment of women (the protection of the weak is one of the knight's duties). <b>C</b> E.g. the candidate mentions that the calling of a knight was to fight and s/he says that today the main arena of competition is sport <i>or</i> s/he mentions that chivalric culture had high regard for strength (and violence) and s/he says that violence is not a virtue in today's social norm.	0–6
<b>Structure, accuracy</b>	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
<b>TOTAL FOR THIS TASK</b>		<b>24</b>
<b>MAXIMUM EXAM SCORE</b>		<b>12</b>

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**14. Liberalism and nationalism (short)**

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	The candidate describes the connection between liberalism and nationalism. Using the sources the answer refers to essential connections (e.g. equality of rights, nation state).	0–4
<b>Location: place and era</b>	<b>S</b> The candidate correctly locates historical events in place and time. <b>C</b> The candidate states that liberalism and nationalism were two significant ideologies of the 19 <sup>th</sup> century and the fact that they were closely interlinked was characteristic of the first half of the century (culminating in the 1848 wave of revolutions).	0–4
<b>Use of special vocabulary</b>	<b>S</b> The candidate uses both general and topic-specific historical terminology correctly. <b>C</b> The candidate uses the following general terms and expressions (law, state, constitution, nation, people, language, individual, community, etc.) and topic-specific terms (e.g. equality of rights, liberties, etc.) correctly.	0–4
<b>Use of sources</b>	<b>S</b> The candidate uses the information in the sources in his/her answer and comes to simple conclusions. <b>C</b> E.g. the candidate states that liberalism emphasizes liberties and says that nationalism considers national unity important.	0–4
<b>Description of factors influencing events</b>	<b>S</b> The candidate presents the common goals of liberalism and nationalism. <b>C</b> E.g. the candidate states that the goal of nationalism is the unified nation state (which surmounts social, religious and regional differences) and says that this coincides with the constitutional demands of contemporary liberalism. <b>C</b> E.g. the candidate mentions that the goal of liberalism is the constitutional state, which guarantees equality before the law and liberties, and s/he says that this coincides with the ideas about the nation state of contemporary nationalism <i>or</i> s/he mentions that the struggle for liberties was connected to the cause of national independence in many countries in Europe and says that, for example, the reform period in Hungary was like this.	0–6
<b>Structure, accuracy</b>	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
<b>TOTAL FOR THIS TASK</b>		<b>24</b>
<b>MAXIMUM EXAM SCORE</b>		<b>12</b>

**15. The battle of Mohács (short)**

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	The candidate describes the opposing armies at the battle of Mohács. Using the sources the answer refers to essential connections (e.g. Turkish superiority in numbers, weaponry and organisation).	0–4
<b>Location: place and era</b>	<b>S</b> The candidate correctly locates historical events in place and time. <b>C</b> The candidate states that the battle of Mohács was in 1526.	0–4
<b>Use of special vocabulary</b>	<b>S</b> The candidate uses both general and topic-specific historical terminology correctly. <b>C</b> The candidate uses the following general terms and expressions (war, army, mounted soldier, foot soldier, cannon, battle, etc.) and topic-specific terms (e.g. janissary, spahi, sultan, armies provided by the counties, mercenary, king, etc.) correctly.	0–4
<b>Use of sources</b>	<b>S</b> The candidate uses the information in the sources in his/her answer and comes to simple conclusions. <b>C</b> E.g. the candidate states that the Turkish army was significantly superior to the Hungarian in numbers and s/he says that this greatly contributed to the Turkish victory (reservists, encirclement, etc.) <i>or</i> s/he mentions that the heavy cavalry was the main strength of the Hungarian army and s/he says that it was not able to resist firearms (cannons, muskets) <i>or</i> s/he mentions that the relatively less organised Hungarian army fled and s/he says that this was why it was a defeat of catastrophic proportions.	0–4
<b>Description of factors influencing events</b>	<b>S</b> The candidate presents the differences between the two armies in organisation and equipment and the odds resulting from them. <b>C</b> E.g. the candidate states that the Hungarian army consisted of units (set up by the king, the barons and the lesser nobility of the counties) and s/he says that this army was smaller in numbers than the opposing army. <b>C</b> E.g. the candidate mentions that the Turkish army consisted of the (mercenary) infantry of the janissaries and the cavalry of the spahis (who received land for their services) and s/he says that it was a better organised army with more modern weapons (firearms) <i>or</i> s/he mentions that the financial resources of the Hungarian state did not allow for a larger military force and s/he says that this made the country almost indefensible.	0–6
<b>Structure, accuracy</b>	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
<b>TOTAL FOR THIS TASK</b>		<b>24</b>
<b>MAXIMUM EXAM SCORE</b>		<b>12</b>

**16. The Tartar invasion (long)**

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	<p>The candidate concentrates on the events of the 1241-42 Tartar invasion.</p> <p>In his/her analysis the candidate reveals the reasons behind the Tartar successes and the failure of the Hungarian defence.</p> <p>S/he mentions the extent of destruction caused by the Tartars and why there are differing scholarly views on it.</p> <p>In his/her answer the candidate uses, interprets and compares the sources, and extracts the most significant points and draws conclusions.</p>	0–8
<b>Location: place and era</b>	<p><b>S</b> The candidate correctly locates historical events in place and time.</p> <p><b>C</b> E.g. the candidate mentions the date of the Tartar invasion (1241-42) and says that it happened during the reign of Béla IV (1235-70). S/he says that the Tartar invasion primarily brought destruction on the central and eastern parts of Hungary or s/he names the location of at least one significant event of the Tartar invasion (e.g. the Pass of Verecke, Muhi, Pest).</p>	0–4
<b>Use of special vocabulary</b>	<p><b>S</b> The candidate uses both general and topic-specific historical terminology correctly.</p> <p><b>C</b> The candidate uses the following general terms and expressions (military campaign, army, destruction, losses, stone castles, etc.) and topic-specific terms (e.g. Tartars, Cumanians, khan, baron, etc.) correctly.</p>	0–4
<b>Use of sources</b>	<p><b>S</b> The candidate uses the information in the sources in his/her answer and comes to simple conclusions.</p> <p><b>C</b> E.g. on the basis of Batu khan's letter the candidate mentions that the Cumanians fleeing the Tartars entered the service of the Hungarian king and s/he says that the nomadic Cumanian cavalry could have played an important role in anti-Tartar defence or s/he says that the Tartar khan ordered Béla IV to release the Cumanians.</p> <p><b>C</b> E.g. the candidate recognises the description of the chronicler as that of the Battle of Muhi and says that the Tartars surrounded the Hungarian camp with a surprise attack and even the king found it difficult to escape or s/he says that the Hungarian army could not resist the Tartars' rain of arrows.</p> <p><b>C</b> E.g. on the basis of the historians' assessment the candidate states the extent of the destruction that affected the population (between 15% and 50%) and s/he says that either way the losses were enormous, or s/he says that the discrepancy between the figures may result from different methods of calculation (e.g.</p>	0–8

	György Győrffy adds the period of famine following the Tartar invasion to the direct consequences of the destruction).	
<b>Description of factors influencing events</b>	<p><b>S</b> The candidate presents the events of the Tartar invasion and provides an interpretation of the historians' debate in connection with the loss of life.</p> <p><b>C</b> E.g. the candidate mentions the events which immediately preceded the Tartar invasion and s/he says that the country was not well-prepared for the Tartar attack.</p> <p><b>C</b> E.g. the candidate mentions the military events of the Tartar invasion and says that the country became vulnerable as a result of the defeats.</p> <p><b>C</b> E.g. the candidate mentions other characteristics of the Tartar invasion (e.g. some stone castles and towns put up successful resistance to the Tartars, there was great loss of life) and s/he says that the Tartars left the country in the spring of 1242 or s/he says why historians' estimates differ on the loss of life (e.g. the lack of written records, population estimates).</p> <p><b>C</b> The candidate uses her/his own knowledge to support and complete the analyses.</p>	0–10
<b>Structure, accuracy</b>	<p>The text is logically constructed and uses full sentences. The sentences are clear and unambiguous.</p> <p>The analysis is a well-constructed text which serves the logical exposition of the contents.</p> <p>The statements made by the candidate give evidence of good analytical skills.</p> <p>The answer has no grave errors of accuracy or spelling.</p>	0–8
<b>TOTAL FOR THIS TASK</b>		<b>42</b>
<b>MAXIMUM EXAM SCORE</b>		<b>21</b>

### 17. The April laws (short)

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	<p>The candidate presents how the 1848 revolution laid the foundations of civil constitutional life in Hungary.</p> <p>Using the sources the answer refers to essential connections.</p>	0–4
<b>Location: place and era</b>	<p><b>S</b> The candidate correctly locates historical events in place and time.</p> <p><b>C</b> The candidate states that in Hungary the civil constitutional change happened within the Habsburg Empire (the king gave his royal assent to the laws on April 11) with the 1848 European revolutionary movements as background and with the reform period preceding and preparing it (or as a result of the March revolution).</p>	0–4

<b>Use of special vocabulary</b>	<p><b>S</b> The candidate uses both general and topic-specific historical terminology correctly.</p> <p><b>C</b> The candidate uses the following terms and expressions (parliamentary system, government responsible to the parliament, decree, law, constitutional monarchy, etc.) correctly.</p>	0–4
<b>Use of sources</b>	<p><b>S</b> The candidate uses the information in the sources in his/her answer and comes to simple conclusions.</p> <p><b>C</b> E.g. the candidate states that the April laws regulated the monarch's and the government's spheres of authority and the calling of parliament and s/he says that this created the foundations of a constitutional political system.</p>	0–4
<b>Description of factors influencing events</b>	<p><b>S</b> The candidate presents the most significant elements of the April laws of 1848 and interprets them by the criteria of civil constitutionality.</p> <p><b>C</b> E.g. the candidate states that the April laws constituted the practical realisation of civil and liberal ideologies and says that the elected parliament and the government responsible to the parliament were the principal guarantees of constitutionality.</p> <p><b>C</b> E.g. the candidate mentions other elements of the constitutional political system (e.g. the monarch remained the head of the executive power, but his/her decrees were only valid with one of the ministers' signature) and s/he says that the April laws were supposed to prop up the acquired rights with guarantees <i>or</i> s/he may mention that it was a legitimate transformation without any violence.</p>	0–6
<b>Structure, accuracy</b>	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
<b>TOTAL FOR THIS TASK</b>		<b>24</b>
<b>MAXIMUM EXAM SCORE</b>		<b>12</b>

### 18. The Hungarian industry under the Dual Monarchy (long)

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	<p>The candidate concentrates on the development of Hungarian industry under the Dual Monarchy.</p> <p>In his/her answer the candidate gives a concise presentation of industrialisation, the developing industries and their regional structure.</p> <p>In his/her analysis the candidate reveals the development of banks and transport, the special role of the heavy industries and the location of the main industrial regions.</p> <p>In his/her answer the candidate uses, interprets and compares the sources, and extracts the most significant points and draws conclusions.</p>	0–8

<p><b>Location: place and era</b></p>	<p><b>S</b> The candidate correctly locates historical events in place and time.  <b>C</b> E.g. the candidate states that the period of the Dual Monarchy was between 1867 and 1918 and this coincided with the second industrial revolution. Hungarian industry was in part concentrated in Budapest, and there were significant industrial regions in the north-east (Kassa-Miskolc) and the south-east (Krassó-Szörény).</p>	<p>0–4</p>
<p><b>Use of special vocabulary</b></p>	<p><b>S</b> The candidate uses both general and topic-specific historical terminology correctly.  <b>C</b> The candidate uses the following general terms and expressions (economy, industry, agriculture, bank, transport, credit, development, technology, industrial revolution, capital, etc.) and topic-specific terms (e.g. worker, workforce, raw material, energy, modernisation, etc.) correctly.</p>	<p>0–4</p>
<p><b>Use of sources</b></p>	<p><b>S</b> The candidate uses the information in the sources in his/her answer and comes to simple conclusions.  <b>C</b> E.g. the candidate mentions that the amount of credit in Hungary grew dynamically and says that this narrowed the gap between the country and the more highly developed Austria <i>or</i> he/she says that this was one of the factors which made industrialisation possible.  <b>C</b> E.g. the candidate mentions the proportion of workers in different industries and s/he says that this shows the faster development of the modern industries (and the decline of the traditional industries).  <b>C</b> E.g. the candidate mentions that the industrial regions and the export markets were connected by a rail network and s/he says that the industrial regions depended on the raw materials and the workforce and market (of Budapest).</p>	<p>0–8</p>
<p><b>Description of factors influencing events</b></p>	<p><b>S</b> The candidate reveals the rapid industrial development of the period of the Dual Monarchy, thanks to which the gap between Hungary and Western Europe was closing.  <b>C</b> E.g. the candidate reveals that the development of the banking system and of the infrastructure (transport) were preconditions of industrialisation and s/he says that this was carried out with the help of imported capital (foreign banks) and state participation (Hungarian Rail [MÁV]).  <b>C</b> E.g. the candidate reveals that heavy industry had a prominent role although light industry and the food industry were also developing rapidly and s/he says that the most modern industries were developing</p>	<p>0–10</p>

	<p>particularly fast (electricity production, the chemical industry).</p> <p>C E.g. the candidate reveals that heavy industry was mostly located in Budapest and the outer regions which were rich in raw materials and s/he says that (thanks to the rail network) the bigger towns also started developing <i>or</i> s/he reveals that the industrial development of Hungary coincided with the second industrial revolution and says that this meant that Hungary was adopting the most modern technologies.</p> <p>C The candidate uses her/his own knowledge to support and complete the analyses.</p>	
<b>Structure, accuracy</b>	<p>The text is logically constructed and uses full sentences. The sentences are clear and unambiguous.</p> <p>The analysis is a well-constructed text which serves the logical exposition of the contents.</p> <p>The statements made by the candidate give evidence of good analytical skills.</p> <p>The answer has no grave errors of accuracy or spelling.</p>	0–8
<b>TOTAL FOR THIS TASK</b>		<b>42</b>
<b>MAXIMUM EXAM SCORE</b>		<b>21</b>

### 19. The ethnic impacts of Trianon (short)

Criteria	Skills and content	Points
<b>Understanding of task</b>	<p>The candidate compares the data on the ethnic situation in Hungary in 1910 and 1920 and draws some relevant conclusions in connection with the changes and the causes of these changes in the ethnic situation in Hungary resulting from the Trianon peace treaty.</p> <p>Using the sources the answer refers to essential connections.</p>	0–4
<b>Location: place and era</b>	<p>S The candidate correctly locates historical events in place and time.</p> <p>C The candidate states that Hungary lost the greater part of its territory and population as a result of the post-World War I Trianon peace treaty (June 4, 1920) and kept the central parts with a Hungarian majority population.</p>	0–4
<b>Use of special vocabulary</b>	<p>S The candidate uses both general and topic-specific historical terminology correctly.</p> <p>C The candidate uses the following terms and expressions (peace treaty, multi-ethnic, homogeneous, ethnic, nationality, etc.) correctly.</p>	0–4

<b>Use of sources</b>	<p><b>S</b> The candidate uses the information in the sources in his/her answer and comes to simple conclusions.</p> <p><b>C</b> E.g. the candidate mentions the changes which affected the population and proportion of the different ethnic groups and says that the proportion of the non-Hungarian groups decreased from almost 50% to approximately 10% (s/he may mention that after Trianon there was a Hungarian majority; the Germans formed the largest ethnic group, and there was a significant proportion of Slovaks and Croats; the number of Rumanians, which used to be the largest ethnic group, decreased to a very small number).</p>	0–4
<b>Description of factors influencing events</b>	<p><b>S</b> The candidate analyses the changes in the ethnic situation in Hungary between 1910 and 1920 and reveals the causes of these changes.</p> <p><b>C</b> E.g. the candidate mentions that the ethnic composition of Hungary changed significantly between the two censuses (as well as its total population, which fell by more than 10 million) and s/he says that the formerly multi-ethnic country became a homogeneous nation state.</p> <p><b>C</b> E.g. the candidate mentions that the fundamental difference between the two sets of data is the loss of territory, which was due to the peace treaty (s/he may mention that the territories inhabited by Rumanians became part of the new Rumania, the territories inhabited by Slovaks and Ruthenians became part of the new Czechoslovakia and the territories inhabited by southern Slavs became part of the new Kingdom of Serbs, Croats and Slovenes) and s/he says that Hungary mainly lost outlying regions inhabited by a majority of other nationalities (but s/he may mention that even so more than 3 million Hungarians now lived on the other side of the border).</p>	0–6
<b>Structure, accuracy</b>	The text is logically constructed and uses full sentences. The answer has no grave errors of accuracy or spelling.	0–2
<b>TOTAL FOR THIS TASK</b>		<b>24</b>
<b>MAXIMUM EXAM SCORE</b>		<b>12</b>

## 20. The system of local government (long)

<b>Criteria</b>	<b>Skills and content</b>	<b>Points</b>
<b>Understanding of task</b>	<p>The candidate concentrates on the principal elements of the system of local government in Hungary.</p> <p>In his/her answer the candidate presents the main departments and bodies of local government and their duties.</p> <p>Using a concrete example, s/he presents the possibilities and limitations of direct democracy on a local level.</p> <p>In his/her answer the candidate uses, interprets and</p>	0–8

	compares the sources, and extracts the most significant points and draws conclusions.	
<b>Location: place and era</b>	<p><b>S</b> The candidate correctly locates historical events in place and time.</p> <p><b>C</b> E.g. the candidate states that the development of the system of local government was one of the fundamental pillars of the regime change (with the modification of the old system of councils). S/he may mention that villages, towns, the capital and its districts and counties have local governments in Hungary <i>or</i> that local government elections are held every four years.</p>	0–4
<b>Use of special vocabulary</b>	<p><b>S</b> The candidate uses both general and topic-specific historical terminology correctly.</p> <p><b>C</b> The candidate uses the following general terms and expressions (local government, constitution, law, decree, mayor, etc.) and topic-specific terms (local referendum, local authority, citizens' initiative, notary, etc.) correctly.</p>	0–4
<b>Use of sources</b>	<p><b>S</b> The candidate uses the information in the sources in his/her answer and comes to simple conclusions.</p> <p><b>C</b> E.g. the candidate mentions that the institution of local government at different levels of public administration (from villages to counties) is included in the constitution and s/he lists some of the duties of local governments (local public affairs, management of local institutions, administration of local affairs, state executive power at local level) or s/he states that local governments make sovereign decisions (they may have financial ventures), which may only be overridden for reasons of legality.</p> <p><b>C</b> E.g. the candidate explains the chart showing the structure and functioning of local government and s/he states that the different local government departments supervise the work of the other departments and have well-defined areas of responsibility.</p> <p><b>C</b> E.g. on the basis of the article about the campaign for independence in Ipolyszög s/he states that the separation of the community was validated by a local referendum and s/he says that starting the proper functioning of the local government involved several difficulties.</p>	0–8
<b>Description of factors influencing events</b>	<p><b>S</b> The candidate describes the main elements of the functioning of the system of local government in Hungary and mentions the problems of establishing direct democracy at local level.</p> <p><b>C</b> E.g. the candidate mentions that the former [Socialist] system of councils was replaced by the system of local governments in Hungary as part of</p>	0–10

	<p>the democratic change in 1989-90 and s/he states that local government elections are held every four years, where voters elect the mayor and the body of representatives/council.</p> <p>C E.g. the candidate describes the main departments of local governments and their duties and s/he says that the body of representatives/council can legitimately issue decrees, the mayor's office executes the decrees and the notary is in charge of issues of legitimacy.</p> <p>C E.g. the candidate mentions some of the duties of local governments (e.g. local education, the maintenance of public health institutions, taxation, road maintenance, social affairs) and s/he says that after the elimination of the former system the local governments became responsible for providing public services.</p> <p>C The candidate uses her/his own knowledge to support and complete the analyses.</p>	
<b>Structure, accuracy</b>	<p>The text is logically constructed and uses full sentences. The sentences are clear and unambiguous.</p> <p>The analysis is a well-constructed text which serves the logical exposition of the contents.</p> <p>The statements made by the candidate give evidence of good analytical skills.</p> <p>The answer has no grave errors of accuracy or spelling.</p>	0–8
<b>TOTAL FOR THIS TASK</b>		<b>42</b>
<b>MAXIMUM EXAM SCORE</b>		<b>21</b>