TÖRTÉNELEM
ANGOL NYELVEN

KÖZÉPSZINTŰ ÍRÁSBELI
ÉRETTSÉGI VIZSGA

JAVÍTÁSI-ÉRTÉKELÉSI
ÚTMUTATÓ

OKTATÁSI ÉS KULTURÁLIS
MINISZTÉRIUM
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 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 that 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 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) **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 to the problem 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:

<table>
<thead>
<tr>
<th>4 points</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td>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.</td>
</tr>
<tr>
<td>2 points</td>
<td>can be given if the problem is only partially dealt with, and, although the sources are used, no main conclusions are drawn from them.</td>
</tr>
<tr>
<td>1 point</td>
<td>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.</td>
</tr>
<tr>
<td>0 points</td>
<td>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.</td>
</tr>
</tbody>
</table>

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. |

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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) that 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’)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>can be given if the score for content belonging to skill is relatively high (more than 50 percent of the maximum points )</td>
</tr>
<tr>
<td>1 point</td>
<td>can be given if the candidate achieved at least 1 point for content and there are no grave mistakes (incorrect facts or statements)</td>
</tr>
<tr>
<td>0 points</td>
<td>can be given if the candidate does not get any points for content and his/her answer contains a grave mistake.</td>
</tr>
</tbody>
</table>

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’)

| 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 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. *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**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum Achieved points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of task</td>
<td>4</td>
</tr>
<tr>
<td>Location: era and place</td>
<td>4</td>
</tr>
<tr>
<td>Use of special vocabulary</td>
<td>4</td>
</tr>
<tr>
<td>Use of sources</td>
<td>4</td>
</tr>
<tr>
<td>Describing the reasons behind events</td>
<td>6</td>
</tr>
<tr>
<td>Structure, clear language</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Exam points**

| **Exam points** | 12 |

**Long essay tasks**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum Achieved points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of task</td>
<td>8</td>
</tr>
<tr>
<td>Location: era and place</td>
<td>4</td>
</tr>
<tr>
<td>Use of special vocabulary</td>
<td>4</td>
</tr>
<tr>
<td>Use of sources</td>
<td>8</td>
</tr>
<tr>
<td>Describing the reasons behind an event</td>
<td>10</td>
</tr>
<tr>
<td>Structure, clear language</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

**Exam points**

| **Exam points** | 21 |

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I. SHORT ANSWER TASKS

1. Ancient culture (0.5 points for each correct item, total: 4 points)

<table>
<thead>
<tr>
<th>Picture</th>
<th>Who or what does it depict?</th>
<th>Civilisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Great Wall</td>
<td>Chinese, China</td>
</tr>
<tr>
<td>b)</td>
<td>Acropolis</td>
<td>Greek, Hellas, Greece</td>
</tr>
<tr>
<td>c)</td>
<td>Coliseum/Colosseum</td>
<td>Roman, Rome, Roman Empire</td>
</tr>
</tbody>
</table>
| d)      | Buddha                      | Indian, India 
(Other Buddhist civilisations are also acceptable) |

2. Islamic religion (3 points)
   a) (0.5 points for each correct item)
   - Mohamed/Muhammad
   - five times, five
   - poor/impoverished/needy (Any other correct answer is acceptable.)
   b) Ramadan (0.5 points)
   c) Mecca (1 point)

3. The Golden Bull (0.5 points for each correct item, total: 4 points)

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The ruler who issued the decree belonged to the Anjou dynasty.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>b) If the ruler breaks his promises the bishops and nobles can resist the king.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>c) The tithe must be paid in produce.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>d) The tithe is the landlord’s allowance.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>e) The document indicates the strengthening of royal power.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>f) The Golden Bull was issued in the 16th century.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>g) Servants do not have to pay tax.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>h) Guests are people coming from other countries.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

4. Concepts of the Enlightenment (1 point for each correct item, total: 4 points)

<table>
<thead>
<tr>
<th>Sources</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>separation of powers</td>
</tr>
<tr>
<td>b)</td>
<td>social contract</td>
</tr>
<tr>
<td>c)</td>
<td>basic human rights</td>
</tr>
<tr>
<td>d)</td>
<td>religious tolerance</td>
</tr>
</tbody>
</table>
5. The Rákóczi Freedom Fight (0.5 points for each correct item, total: 3 points)

a)  
1) that they do not recognise the ruler  
2) Trencsén  
3) pardoned  

b) 

6) Social effects of the industrial revolution (1 point for each correct item, total: 4 points)

a) textile industry or light industry  
b) India  
c) -because the USA was a rival or  
   -because the USA seceded from England, the mother country or  
   -increasingly, England was taking her cotton products to her colonies and other areas  
d) -the production costs of cotton yarn decreased or  
   -the mechanisation of cotton yarn increased or  
   -the price of raw material (cotton) decreased  

(Any other, essentially similar answer is acceptable.)
7. Ethnic groups in the population of the Dual Monarchy (0.5 points for each correct item, total: 2 points)

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>The majority of emigrants between 1900 and 1910 were Hungarians.</td>
<td>X</td>
</tr>
<tr>
<td>b)</td>
<td>The total population grew by 30% between 1900 and 1910.</td>
<td>X</td>
</tr>
<tr>
<td>c)</td>
<td>The proportion of Slovaks fell between 1880 and 1910.</td>
<td>X</td>
</tr>
<tr>
<td>d)</td>
<td>The proportion of Hungarians increased between 1880 and 1910.</td>
<td>X</td>
</tr>
</tbody>
</table>

8. The situation of women after World War I (1 point for each correct item, total: 4 points)
   - a) employment
   - b) the vote
   - c) equality
   - d) clothes

9. Hungary between the two world wars (1 point for each correct item, total: 4 points)
   - a) regent
   - b) kingdom or monarchy
   - c) Miklós Horthy
   - d) Charles IV’s two attempts to return

10. Characteristics of the Rákosi era   (1 point for each correct item, total: 5 points)
   - First source
     Letter of picture: D
   - Second source
     Letter of picture: C
   - Third source
     Letter of picture: B
   - Fourth source
     Letter of picture: A
   - Fifth source
     Letter of picture: E

11. Drawbacks of the welfare consumer state. (1 point for each correct item, total: 4 points)
   - a) 6
   - b) 5
   - c) 3
   - d) 4
12. Parliamentary democracy in Hungary (Total: 4 points)

a) once (1 point)

b) the Government (0.5 points)

c) the Head of State or the President of the Republic (0.5 points)

d) on the recommendation of the Prime Minister or the Head of Government (0.5 points)

e) members of parliament or Parliament (0.5 points)

f) (at) 18 (1 point)
## II. LONGER, ESSAY-TYPE QUESTIONS

### 13. Early colonisation

_**(short)**_

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Skills and content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of task</strong></td>
<td>In his/her essay the candidate concentrates on describing the reasons and preconditions for the great voyages of exploration. The candidate’s specific examples are connected to the topic, s/he incorporates facts, connections and data that are relevant to the question (e.g. the Turkish conquest encouraged exploration, technical-scientific development)</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Location: place and era</strong></td>
<td><strong>S</strong> The candidate is familiar with the basic chronology and topographical background of the period, and incorporates these in his/her answer. <strong>C</strong> The candidate is familiar with the basic geographical and temporal aspects of the question, and names some of these (e.g. 1453 - the fall of Constantinople, 1492 - the discovery of America).</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Use of special vocabulary</strong></td>
<td><strong>S</strong> The candidate uses both general and topic-specific historical terminology correctly. <strong>C</strong> The candidate uses the following general terms and expressions: e.g. exploration, continent, expansion, trade route etc., and uses topic-specific terms correctly: e.g. population growth, hunger for gold, caravel, book printing etc.</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Use of sources</strong></td>
<td><strong>S</strong> The candidate incorporates the information from the sources into his/her answer and comes to simple conclusions. <strong>C</strong> E.g. The candidate mentions the role of the Turkish conquest, the importance of changes in science and technology, and describes the religious, economic and political motivating factors.</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Description of factors influencing events</strong></td>
<td><strong>S</strong> The candidate reveals the principal reasons for the explorations, and mentions the factors that made them possible and the events that preceded them. <strong>C</strong> E.g. the candidate points out that Turkish expansion encouraged Europe to open up new trade routes, and describes the scientific and technological changes which contributed to the discovery of America (Toscanelli’s map, the Earth is a globe, new type of ship). <strong>C</strong> E.g. the candidate states that the explorations had both political and religious aspects and concludes that economic factors (hunger for treasure and gold) were equally important.</td>
<td>0–6</td>
</tr>
<tr>
<td><strong>Structure, accuracy</strong></td>
<td>The text is logically constructed and coherent. It contains no grave errors of accuracy or spelling.</td>
<td>0–2</td>
</tr>
</tbody>
</table>

**TOTAL FOR THIS TASK** 24

**MAXIMUM EXAM SCORE** 12
### 14. Nazi ideology

**(short)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Skills and content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of task</td>
<td>The candidate concentrates on describing the characteristics of Nazi ideology, and s/he incorporates facts, connections and data that are relevant to the topic. In a concise answer the candidate describes the determining features of Nazi ideology (e.g. the role of the masses, anti-Semitism, demagogy, racial theory, Führer-theory, Lebensraum-theory, system of symbols).</td>
<td>0–4</td>
</tr>
<tr>
<td>Location: place and era</td>
<td><strong>S</strong> The candidate is familiar with the basic chronology and topographical background of the period, and incorporates these in his/her answer.  &lt;br&gt; <strong>C</strong> The candidate knows that Nazi ideology emerged in Germany, and mentions that the Nazi party came to power in 1933.</td>
<td>0–4</td>
</tr>
<tr>
<td>Use of special vocabulary</td>
<td><strong>S</strong> The candidate uses both general and topic-specific historical terminology correctly.  &lt;br&gt; <strong>C</strong> The candidate uses the following general terms: e.g. crisis, ideology, dictatorship etc., and uses topic-specific terms: e.g. anti-Semitism, Führer/leader, demagogy, racial theory, National Socialism etc.</td>
<td>0–4</td>
</tr>
<tr>
<td>Use of sources</td>
<td><strong>S</strong> The candidate incorporates the information from the sources into his/her answer and comes to simple conclusions.  &lt;br&gt; <strong>C</strong> E.g.: the candidate mentions the basic features of Hitler’s views (role of the masses, propaganda, racial theory), and refers to the system of symbols of the picture source (e.g. the swastika, Führer-theory, the role of propaganda).</td>
<td>0–4</td>
</tr>
<tr>
<td>Description of factors influencing events</td>
<td><strong>S</strong> The candidate describes the characteristics of Nazi ideology, and describes the background to its emergence.  &lt;br&gt; <strong>C</strong> E.g. s/he outlines the gist of racial theory, and mentions that according to Hitler’s views ‘superior races’ have the right to rule over and exterminate ‘inferior races’.  &lt;br&gt; <strong>C</strong> E.g. s/he refers to the fact that Hitler’s aim was the unification of the German people, and concludes that he believed this could be achieved through propaganda, creating an image of the enemy, and Führer-theory.</td>
<td>0–6</td>
</tr>
<tr>
<td>Structure, accuracy</td>
<td>The text is logically constructed and coherent. It contains no grave errors of accuracy or spelling.</td>
<td>0–2</td>
</tr>
</tbody>
</table>

**TOTAL FOR THIS TASK**<br>24

**MAXIMUM EXAM SCORE**<br>12
### 15. Cultural effects of the Hungarian Reformation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Skills and content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of task</strong></td>
<td>In his/her essay the candidate concentrates on describing the cultural effects of the Hungarian Reformation. The candidate’s specific examples are connected to the topic, s/he incorporates facts, connections and data that are relevant to the question (e.g. the role of the Reformation in education, Biblical translations).</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Location: place and era</strong></td>
<td>S The candidate is familiar with the basic chronology and topographical background of the period, and incorporates these in his/her answer. C The candidate is familiar with the basic geographical and temporal aspects of the question (e.g. the Reformation started out from German territory in 1517, and it was already present in Hungary in the first half of the 16th century, the individual denominations became dominant in different areas).</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Use of special vocabulary</strong></td>
<td>S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general terms e.g.: Reformation, denomination, religion, school/current, education, book printing, and uses topic-specific terms correctly e.g.: Lutheran, Calvinist, college, Bible translation.</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Use of sources</strong></td>
<td>S The candidate incorporates the information from the sources in his/her answer and comes to simple conclusions. C E.g.: s/he refers to the outstanding importance of education, the foundation of schools, attendance at foreign universities, book printing, the importance of Bible translation, and states that all of these played significant roles in the spread of the Reformation in Hungary.</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Description of factors influencing events</strong></td>
<td>S The candidate describes the significant cultural effects of the Hungarian Reformation, and gives a systematic account of their roles. C E.g.: s/he mentions that Hungarian book printing also played a role in the spread of the new doctrines, and states that the technological background for this was provided by European innovations. C E.g.: s/he mentions that the protestant Hungarian nobility recognised the importance of education, and states that studies conducted abroad and foreign connections further strengthened Hungarian Protestantism.</td>
<td>0–6</td>
</tr>
<tr>
<td><strong>Structure, accuracy</strong></td>
<td>The text is logically constructed and coherent. It contains no grave errors of accuracy or spelling.</td>
<td>0–2</td>
</tr>
<tr>
<td><strong>TOTAL FOR THIS TASK</strong></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td><strong>MAXIMUM EXAM SCORE</strong></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
### 16. The political career of János Hunyadi and his struggle against the Turks (long)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Skills and content</th>
<th>Points</th>
</tr>
</thead>
</table>
| **Understanding of task** | In his/her essay the candidate concentrates on describing and evaluating of the political career of János Hunyadi and his struggle against the Turks.  
In a concise answer s/he outlines the individual phases of the struggle, and the main events (e.g. the long campaign, Nándorfehérvár).  
The candidate’s analysis describes the political background of the struggle (e.g. Hunyadi’s individual interests, European background).  
The candidate uses facts, connections and data that are relevant to the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 0–8    |
| **Location: place and era** | **S** The candidate is familiar with the basic chronology and topographical background of the period, and incorporates these in his/her answer.  
**C** S/he outlines the important stages of Hunyadi’s political career, names theatres of war (e.g. the Balkans), mentions the victory at Nándorfehérvár and 1456.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0–4    |
| **Use of special vocabulary** | **S** The candidate uses general terms correctly and employs topic-specific historical terminology appropriately.  
**C** The candidate uses general terms, e.g.: campaign, offensive and defensive manoeuvres, foreign policy, power struggles, and uses the following topic-specific terms e.g.: voivod, governor, system of border fortresses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 0–4    |
| **Use of sources** | **S** The candidate incorporates the information in the sources in his/her answer and comes to simple conclusions.  
**C** E.g. the candidate mentions the important stages of János Hunyadi’s personal career (his estates, voivod, general, governor), and concludes that each of these offered different possibilities.  
**C** E.g. the candidate interprets the reasons for and the background of Hunyadi’s offensive strategy, and states that his basic aim was to conquer the Turks in the Balkans, with the collaboration of the Balkan peoples.  
**C** E.g. on the basis of the sources, s/he refers to the state of Hungarian domestic affairs, and highlights the main difficulties (minor king, barons with differing interests).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 0–8    |
The candidate describes the internal and external circumstances of the progress of the struggle, and mentions the main consequences.

E.g. the candidate points out that Hunyadi tended to take the offensive, and concludes that in this he was led by personal motives as well (protecting his estates, acquiring the governorship).

E.g. the candidate states that Hunyadi fought under constantly difficult domestic conditions (the death of Wladislaw I, Ladislaus V’s minority, struggle with the Garai-Cillei league), and concludes that this affected his struggle against the Turks.

E.g. the candidate mentions that defending the border fortress system was also an important task, and states that Nándorfehárvár played a key role in this.

The candidate mentions that with the fall of Constantinople (1453) the conditions under which Hungarian foreign policy operated deteriorated significantly, and states that in contemporary Europe the struggle was also considered a clash between the Islam and the Christian world.

The text uses full sentences which are clear and unambiguous.

The analysis is a well-constructed text which serves the logical exposition of the contents.

The statements made by the candidate give evidence of good analytical skills.

The answer has no grave errors of accuracy or spelling.
17. Joseph II’s reign

- **Understanding of task**
  - The candidate concentrates on the description of Joseph II’s reign and the contradictions in his reform politics.
  - The candidate’s specific examples are connected to the topic, s/he incorporates facts, connections and data that are relevant to the question (e.g. s/he highlights the gist of enlightened absolutism, the most important decrees).
  - **Points:** 0–4

- **Location: place and era**
  - **S** The candidate is familiar with the basic chronology and topographical background of the period, and incorporates these in his/her answer.
  - **C** S/he is aware of which historical period and place to which Joseph II’s reign can be linked (1780-90, Habsburg empire).
  - **Points:** 0–4

- **Use of special vocabulary**
  - **S** The candidate uses both general and topic-specific historical terminology correctly.
  - **C** The candidate uses the following general terms: e.g. absolutism, decree, enlightenment, modernisation, etc., and s/he uses the following topic-specific terms: e.g. religious tolerance, enlightened absolutism, the king with a hat, Protestant, Josephinism etc.
  - **Points:** 0–4

- **Use of sources**
  - **S** The candidate incorporates the information in the sources into his/her answer and comes to simple conclusions.
  - **C** E.g. s/he describes Joseph II’s most important measures (decree on tolerance, decree on the regulation of serfs) and outlines the ruler’s intentions.
  - **Points:** 0–4

- **Description of factors influencing events**
  - **S** The candidate analyses the reasons for Joseph II’s measures, their background, and mentions the effects and contradictions of the decrees.
  - **C** E.g. the candidate mentions that the decrees were conceived in the spirit of enlightened absolutism, and states that enhancing public welfare and religious tolerance reflect enlightened principles, while government by decree and the top-down imposition of reforms reflect the principles of absolutism.
  - **Points:** 0–6

- **Structure, accuracy**
  - The text is logically constructed and coherent. It contains no grave errors of accuracy or spelling.
  - **Points:** 0–2

**TOTAL FOR THIS TASK** 24

**MAXIMUM EXAM SCORE** 12
### 18. The compromise

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Skills and content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of task</strong></td>
<td>The candidate focusses on the description of the compromise. In a concise answer s/he outlines the external and internal constraints and conditions of the compromise, and its content (e.g. economic and political compromise). The candidate describes the different viewpoints on the compromise (the opinions of e.g. Kossuth, Eötvös and Deák). The candidate uses, facts, connections and data that are relevant to the topic.</td>
<td>0–8</td>
</tr>
</tbody>
</table>
| **Location: place and era**   | **S** The candidate is familiar with the basic chronology and topographical background of the period, and incorporates these in his/her answer.  
**C** S/he is aware that the Compromise was concluded in 1867, that a new state was created (Austro-Hungarian Monarchy), s/he is familiar with the changes in foreign policy which affected the conclusion of the compromise (e.g. the emergence of Italian and German unity). | 0–4    |
| **Use of special vocabulary** | **S** The candidate uses general terms correctly and employs topic-specific historical terminology appropriately.  
**C** The candidate uses the following general terms: e.g. foreign policy, power struggle, compromise, government, parliament, constitutional monarchy etc. and topic-specific terms and expressions: e.g. dual monarchy, quota, common affairs, delegations, economic compromise etc. | 0–4    |
| **Use of sources**            | **S** The candidate uses the information in the sources and comes to conclusions.  
**C** E.g. s/he mentions the constraints and driving forces of the compromise and states that these were domestic, foreign and economic constraints at the same time.  
**C** E.g. the candidate describes the structure of the dual monarchy, and states that shared ministries were set up to deal with the most important affairs, while legislative bodies used the system of delegations to reach agreement with each other.  
**C** E.g. the candidate refers to the different opinions about the compromise (e.g. Deák’s and Kossuth’s views), and mentions the gist of the different opinions. | 0–8    |
The candidate describes the reasons for the compromise and highlights its background.

E.g. the candidate outlines the international situation (Austria’s military defeat, German and Italian unity), and states that these circumstances gave a significant boost to the conclusion of the compromise.

E.g. the candidate mentions that political opposition significantly delayed economic modernisation (isolation, lack of capital), and states that the one-time nobility also had economic interests linked to the compromise.

E.g. the candidate mentions that the dual nature of the new state was a unique formation, and points out that this was reflected in the structure of the state organisation.

E.g. the candidate mentions that the compromise offered many advantages (opportunities for economic development, security in military and foreign affairs, developing a civilian legal system) and states that it also had disadvantages (there was no full sovereignty, no independent army or foreign policy) and that the compromise was also criticised.

The text uses full sentences which are clear and unambiguous.

The analysis is a well-constructed text which serves the logical exposition of the contents.

The statements made by the candidate give evidence of good analytical skills.

The answer has no grave errors of accuracy or spelling.
19. Economy in Hungary in the 70’s and 80’s

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Skills and content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of task</strong></td>
<td>The candidate focusses on the description of the economy in the Kádár era. The candidate’s specific examples are connected to the topic, s/he incorporates facts, connections and data that are relevant to the question (e.g. the balance of trade was constantly deteriorating, maintaining internal consumption was very costly, taking on loans put the country in debt).</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Location: place and era</strong></td>
<td>S The candidate is familiar with the basic chronology and topographical background of the period, and incorporates these in his/her answer. C S/he is aware that the Kádár era started in 1956 and ended in 1989. S/he is familiar with the fact that in this period Hungary belonged to the Soviet sphere of interest (bipolar world), and had only limited scope for action in political and economic affairs.</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Use of special vocabulary</strong></td>
<td>S The candidate uses both general and topic-specific historical terminology correctly. C: The candidate uses the following general terms: e.g. Socialism, one-party system, economic reform, standard of living, crisis, and uses topic-specific terms: e.g. deteriorating balance of trade, household plots, debt, durable consumer goods.</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Use of sources</strong></td>
<td>S The candidate uses information from the sources in his/her answer and comes to simple conclusions. C E.g. the candidate describes the economic characteristics of the 70’s and 80’s, and mentions their most important elements (trends in foreign trade, deteriorating balance of trade, role of household plots).</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Description of factors influencing events</strong></td>
<td>S The candidate reveals the reasons for the economic changes, analyses the internal and external circumstances. C E.g. the candidate states that Hungarian exports could not keep pace with imports, and states that in spite of this the political leadership continued to support high consumption (improving living standard) or points out that in spite of the difficulties Hungary’s situation was good within the Socialist block (“the happiest hut in the barracks” [a legvidámabb barakk], goulash communism, refrigerator socialism). C E.g. the candidate mentions that the Kádár regime was forced to take on significant Western loans, and states that the population could only maintain the increase in living standards by considerable overwork.</td>
<td>0–6</td>
</tr>
<tr>
<td><strong>Structure, accuracy</strong></td>
<td>The text is logically constructed and coherent. It contains no grave errors of accuracy or spelling.</td>
<td>0–2</td>
</tr>
<tr>
<td><strong>TOTAL FOR THIS TASK</strong></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td><strong>MAXIMUM EXAM SCORE</strong></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
### 20. Hungary’s entry into the Second World War

**Criteria** | **Skills and content** | **Points**  |
--- | --- | --- |
**Understanding of task** | In his/her essay the candidate concentrates on describing the circumstances of Hungary’s entry into WWII, and on outlining the reasons for the entry. His/her specific examples provide a good illustration of the way in which the country entered the war and the European circumstances under which this happened. The answer reveals the essential elements of the behaviour of the Hungarian state as it entered the war (e.g. revisionist policy, the connections between economic relationships and foreign policy, the development of German-Hungarian relations, constraints and independent decisions). The candidate uses facts, connections and data relevant to the topic. | 0–8 |

**Location: place and era** | S The candidate is familiar with the basic chronology and topographical background of the period, and incorporates these in his/her answer. C The candidate is familiar with the immediate causes of the Second World War, its main locations, the new, revisionist borders of the country (e.g. Northern Transylvania, the Southern Territories (Délvidék), and gives the year of the entry into the war (1941). | 0–4 |

**Use of special vocabulary** | S The candidate uses general terms correctly and employs topic-specific historical terminology appropriately. C The candidate uses the following general terms: e.g. entry into the war, strategy, foreign policy, diplomacy, bombing, and topic-specific terms and expressions: e.g. territorial revision, armed neutrality, declaration of war, economic dependency, axis powers. | 0–4 |

**Use of sources** | S In his/her answer the candidate uses information in the sources supplied and the Historical atlas; s/he incorporates the sources into his/her answer, arranges them systematically and contrasts them, and comes to conclusions. C E.g. the candidate highlights those factors which are relevant to the question, and emphasizes the unique features (economic constraints and commitments, mentality of military circles, reasons for shifting to the right, situation of foreign affairs). C E.g. the candidate outlines the Soviet Union’s official position towards Hungary, and states that starting a war against Hungary was not in the Soviet Union’s interests. C E.g. the candidate outlines the standpoints of relevant historical personalities (Pál Teleki, Henrik Werth), and states that there were also serious doubts concerning the entry into the war. | 0–8 |
| Description of factors influencing events | S The candidate reveals the driving forces behind Hungary’s entry into the war, the internal and external circumstances under which it took place, and mentions its main consequences.  
C E.g. the candidate refers to the pre-existing factors which promoted Hungary’s entry into the war on the German side, and describes the different characteristics of these (the Trianon peace treaty, anticommunism, close German-Hungarian economic and political relationship, the mentality of the Hungarian military leadership, revisionist propaganda).  
C E.g. the candidate seeks to approach the question from several aspects, and highlights the fact that Hungary’s entry into the war was influenced by political and military points of view at the same time.  
C E.g. the candidate mentions that behind the entry into the war there were also economic constraints, and states that Hungary’s economic commitment to and dependency on Germany had been growing more significant since the 30’s.  
C The candidate reveals how Hungary’s position and possibilities were judged by the determining personalities of the era (Miklós Horthy, Pál Teleki, Henrik Werth), and states the main reasons for the differences between their points of view. |
| Structure, accuracy | The text uses full sentences which are clear and unambiguous. The analysis is a well-constructed text which serves the logical exposition of the contents. The statements made by the candidate give evidence of good analytical skills. The answer has no grave errors of accuracy or spelling. |
| TOTAL FOR THIS TASK | 42 |
| MAXIMUM EXAM SCORE | 21 |