TÖRTÉNELEM ANGOL NYELVEN

KÖZÉPSZINTŰ ÍRÁSBELI ÉRETTSÉGI VIZSGA

JAVÍTÁSI-ÉRTÉKELÉSI ÚTMUTATÓ

NEMZETI ERŐFORRÁS MINISZTÉRIUM
Guide to the evaluation of written tasks

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

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

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

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

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

I. Correcting and evaluating short-answer tasks

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

Scoring

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

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

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

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

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

• when 2 points can be given and the answer consists of two parts, each correct part can be awarded 1 point,
• when 1 point can be given and the answer consists of two parts, each correct part can be awarded 0.5 points.
In the case of open-ended questions (e.g. reasoning, text analysis) any answer that has the same content as the answer provided in the key should be accepted. (This is why solutions for these tasks begin with 'e.g.')

In the case of tasks where the candidate has had to choose the correct answer from among several options, e.g. to decide if a statement is true or false, no points can be given to a candidate who has underlined or marked more than one of the options. If a specific number of elements are required in one answer and the candidate provides more 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 of short-answer tasks is a round number, nothing needs to be done, if it is not, it should be rounded up according to the mathematical rules (e.g. 23.5 points should be rounded up to 24 points).

The names of persons, topographical data and concepts which are 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) **proper and relevant content**

c) **logical overall structure and accurate language**

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

**a) Scoring of 'understanding of the task':**

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

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7-8 points</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>4-6 points</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>2-3 points</strong></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><strong>1 point</strong></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><strong>0 points</strong></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>

b) Scoring ‘skills and content’

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

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

Usually one or two elements of content correspond to a skill or competence in the case of the shorter problem-solving essay tasks, whereas in the case of the longer, analysis-type essay tasks two or three elements will be involved, especially in the part where the causes of an event are to be identified.

If the key identifies only one element of content as belonging to a skill, then the number of points given for skills and contents must be the same. (E.g. in the case of short answer tasks only 0, 2 or 4 points can be awarded for the criteria Location: era and place, Use of special vocabulary and Use of sources, and the same points can be awarded for Location: era and place, Use of special vocabulary in longer, essay-type tasks.)

If the key provides several content entries for a skill, certain points cannot be awarded because of the close connection between them (e.g. in the case of short tasks 1 or 4 points cannot be awarded for Description of factors influencing events, while in the case of longer questions 1 or 5 points cannot be awarded for Use of sources and 1 or 6 points cannot be awarded for Description of factors influencing events).

As a general rule, follow the guidelines below when scoring the ‘skills and content’ section:

**Scoring ‘Skills’ (‘S’)***

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 points</strong></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><strong>1 point</strong></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><strong>0 points</strong></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 'Content' ('C')

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>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.</td>
</tr>
<tr>
<td>1 point</td>
<td>Insufficient and not very relevant information, conclusions, or statements, and only few (and not very typical) data are included.</td>
</tr>
<tr>
<td>0 points</td>
<td>No data are provided, relationships between events are not identified, or the statements are incorrect.</td>
</tr>
</tbody>
</table>

c) Scoring 'structure and clear language'

For shorter, problem-solving essay tasks

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The text is structured and well-built of clear sentences, without grave spelling or punctuation mistakes.</td>
</tr>
<tr>
<td>1 point</td>
<td>The text contains several grammar and grave spelling mistakes.</td>
</tr>
<tr>
<td>0 points</td>
<td>The text is merely an outline, an incoherent set of sentences.</td>
</tr>
</tbody>
</table>

For longer, analysis-type essay tasks

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8 points</td>
<td>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.</td>
</tr>
<tr>
<td>4-6 points</td>
<td>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.</td>
</tr>
<tr>
<td>2-3 points</td>
<td>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.</td>
</tr>
<tr>
<td>1 point</td>
<td>The text contains sentences, but without textual or contextual coherence, and with grave spelling, punctuation and grammar mistakes.</td>
</tr>
<tr>
<td>0 points</td>
<td>The answer is merely an outline made up of words, rather than sentences.</td>
</tr>
</tbody>
</table>
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, if it is not, it should be rounded up according to the mathematical rules** (e.g. 23.5 points should 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</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of task</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Location: era and place</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Use of special vocabulary</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Use of sources</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Describing the reasons behind events</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Structure, clear language</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exam points</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Long essay tasks**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of task</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Location: era and place</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Use of special vocabulary</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Use of sources</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Describing the reasons behind an event</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Structure, clear language</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exam points</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
I. SHORT ANSWER TASKS

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

<table>
<thead>
<tr>
<th>Religion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jewish religion</td>
<td></td>
</tr>
<tr>
<td>Christianity</td>
<td></td>
</tr>
<tr>
<td>Islam or Muslim or Mohammedan religion</td>
<td></td>
</tr>
</tbody>
</table>

(Points can only be given if the order is correct)

2. Medieval culture (1 point for each correct item, total: 4 points)

a) Romanesque style or Romanesque
b) A) B) D)

3. The Árpád era (1 point for each correct item, total: 6 points)

a) Golden Bull
b) system of familiares
c) codex or manuscript
d) bailiff (comes)
e) palatine
f) royal revenues (royalties/regale)

4. French absolutism (0.5 points for each correct item, total: 4 points)

a) Louis XIV
b) Europe
c) unrestricted or absolute
d) standing army or army
e) 400 thousand
f) ministers
g) Mercantilism
h) protective tariffs or tariffs

5. Hungary in the 16th century (1 point for each correct item, total: 6 points)

a) true
b) false
c) false
d) true
e) true
f) true

6. Industrial revolutions (0.5 points for each correct item, total: 3 points)

a) B) E) F) H)
b) 

<table>
<thead>
<tr>
<th>Letter of invention</th>
<th>Name of inventor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B)</td>
<td>Morse</td>
</tr>
<tr>
<td>E)</td>
<td>Watt</td>
</tr>
<tr>
<td>F)</td>
<td>Hargreaves</td>
</tr>
<tr>
<td>H)</td>
<td>Stephenson</td>
</tr>
</tbody>
</table>

(Surname is enough, but with correct spelling)
7. Hungarian society in the 19th century (1 point for each correct item, total: 4 points)
a) He is the head of the family or leader of the extended family
b) He makes one-man decisions
c) He directs or makes his family members do work
d) Represents the members of his family
(Any other, essentially similar answers are acceptable.)

8. Nazi Germany (Total: 3 points)
a) The Führer Principle (0.5 points)
b) racial laws (0.5 points)
c) the final solution (0.5 points)
d) anti-left principles (0.5 points)
e) National Socialist (1 point)

9. Hungary between 1914 and 1929 (1 point for each correct item, total: 6 points)
a) 1 Crown (Also acceptable: 1 Swiss Franc or in the first half of 1914 the Crown, while in the second half of the year the Swiss Franc was the stronger currency.)
b) Swiss Franc
c) 1917
d) loss of the World War or the economic consequences of the Trianon peace treaty or the blockade imposed by the Entente
e) Income from tax revenues in 1925 was significantly higher than the predicted figure.
f) The first statement is correct (‘the Western financial circles made credits available …’)
(Any other, essentially similar answer is acceptable.)

10. The 1956 revolution (0.5 points for each correct item, total: 2 points)
Petőfi-statue – Bem-statue – procession of university students
Parliament – Imre Nagy’s first speech or volleys of gunfire
Radio – siege
Stalin-statue - its demolition
Közétásaság square – siege of the party headquarters
(Any other, essentially similar answer is acceptable.)

11. Features of the 'global world' (0.5 points for each correct item, total: 2 points)
E.g.: press (paper based, e.g. newspaper), radio, TV, poster, internet, film (also acceptable instead; pre-recorded audio and video cassette, CD, DVD)

12. Present-day Hungarian society (0.5 points for each correct item, total: 3 points)
a) Decreased.
b) Increased.
c) Large family
d) Two-child family, basic family.
e) To one-ninth. [Also acceptable: to approximately/about one sixth (1/6) or one seventh (1/7)]
f) Higher number of women than men.
(Any other, essentially similar answer is acceptable.)
## II. LONGER, ESSAY-TYPE QUESTIONS

### 13. Social effects of the conquests of the Roman Republic  (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>Of the social consequences of the republic’s wars of conquests the candidate deals with the ruin of peasants and mass enslavement. Using the sources the candidate refers to the essential connections in his/her answer.</td>
<td>0–4</td>
</tr>
</tbody>
</table>
| **Location: place and era**           | **S** The candidate correctly locates historical events in place and time.  
C The candidate locates the wars and their consequences in the 3rd and 2nd centuries B. C.  
Place: Territories conquered by Italy and the republic by the end of the 2nd century B. C. To be mentioned: Rome, possibly Carthage. | 0–4    |
| **Use of special vocabulary**        | **S** The candidate names and uses both general and topic-specific historical terminology correctly.  
C The candidate uses the following of the general concepts: army, conquest, slave, large estate, and of the topic-specific terms: republic, province, proletariat. | 0–4    |
| **Use of sources**                    | **S** The candidate incorporates the information from the sources into his/her answer and from it s/he comes to conclusions.  
C E.g. The candidate describes the ruin of part of the Italian peasantry, mentions the spread of enslavement, and states that the common cause of both phenomena was the series of wars of conquest. | 0–4    |
| **Describing reasons behind events**  | **S** The candidate describes the causes of social transformation.  
C E.g. the candidate points out that Rome fought successful expansionary wars, and states that during these a significant part of the peasantry, which was in military service and which carried the burden of military service, was ruined and became a proletariat.  
C E.g. the candidate points out that as a result of the wars a large number of captives and displaced civilians reached Italy from the conquered territories, and states that this made the large-scale organisation of big farms (latifundia) run by cheap slave labour possible for the senatorial order on abandoned or cheaply bought lands. | 0–6    |
| **Structure, clear language**         | The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.                                                                       | 0–2    |

**TOTAL FOR THIS TASK** 24  
**MAXIMUM EXAM SCORE** 12
## 14. Warfare in World War I (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>The candidate basically focuses on the new elements of warfare in WWI. S/he describes the world war as a war of machines (new military technology, wartime economy), which, compared to previous wars, mobilised significantly larger forces of people (mass armies). Using the sources the candidate reaches essential conclusions.</td>
<td>0–4</td>
</tr>
</tbody>
</table>
| **Location: place and era**     | S The candidate correctly locates World War I in place and time.  
C The candidate records the war’s timeframe: 1914-18. S/he marks out primarily the European war theatres as the locus of the war or refers to the location of one of the fronts.                                                                                                                                                                                                                                                                                                                                                      | 0–4    |
| **Use of special vocabulary**   | S The candidate names and uses both general and topic-specific historical terminology correctly.  
C The candidate uses the following general terms: war, army, military technology, defence industry, universal conscription, and of the topic-specific terms: trench warfare, front, home front, war of attrition, trench.                                                                                                                                                                                                                                                                                                                                        | 0–4    |
| **Use of sources**              | S Information from the sources is incorporated into the exposition and from this the candidate comes to conclusions.  
C E.g.: The candidate points out the new elements of military technology (armoured vehicles, chemical weapons), and mentions the effect of these on the war (e.g. large number of casualties).                                                                                                                                                                                                                                                                                                                     | 0–4    |
| **Describing reasons behind events** | S The answer describes the factors determining the characteristics of warfare in WWI.  
C E.g. S/he refers to the scientific-technological development which was started by the second industrial revolution and highlights the fact that the achievements of technological progress were also incorporated into military industry, opening the way to the mass production of new kinds of weapons or mentions that plans for a “blitz war” failed at the beginning of the war and thus trench warfare emerged, and points out that this was all due to increased fire-power.  
C E.g. the candidate points out that most of the belligerent parties introduced universal conscription well before the world war and refers to the fact that as a result of this the high commands had masses of trained reservists for the use of new weaponry. | 0–6    |
| **Structure, clear language**   | The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0–2    |

**TOTAL FOR THIS TASK** 24  
**MAXIMUM EXAM SCORE** 12
### 15. Religions in Transylvania in the second half of the 16th century (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>The candidate basically deals with the situation of religion in Transylvania in the second half of the 16th century. Using the supplementary materials the candidate refers to essential connections in his/her answer.</td>
<td>0–4</td>
</tr>
</tbody>
</table>
| **Location: place and era** | **S** The candidate correctly locates historical events in place and time.  
**C** S/he mentions that by the second half of the 16th century the Reformation had become wide-spread in Transylvania, the only unaffected areas were the Székely/Szekler regions. | 0–4    |
| **Use of special vocabulary** | **S** The candidate names and uses both general and topic-specific historical terminology correctly.  
**C** The candidate uses the following general terms: religion, church, and of the topic-specific terms: Catholic Church, reformation, Lutheran, Calvinist, Unitarian, Protestant, religious tolerance (or freedom of religion). | 0–4    |
| **Use of sources**         | **S** The candidate incorporates the information from the sources and from this s/he comes to conclusions.  
**C** E.g.: S/he mentions the religious diversity in contemporary Transylvania and points out that the Transylvanian diet passed a law on religious tolerance. | 0–4    |
| **Describing reasons behind events** | **S** The answer describes the reasons which determined how the question of religion was settled.  
**C** E.g.: s/he describes the situation of religion in Transylvania after the Reformation had become wide-spread (Saxons were Lutherans, the majority of Hungarians were Calvinists or Unitarians, and the Székely/Szeklers remained Catholics) and states that division according to denomination more or less followed the division of the estates.  
**C** E.g.: s/he points out that the decree of the diet of Torda ensured free practice of religion for the so-called established religions (Catholic, Lutheran, Calvinist, Unitarian), and states that as a result of the Transylvanian situation of religion, considering the prince’s exercise of power, it probably made sense to codify tolerance, or that for most of the time denominations in Transylvania coexisted peacefully or that this regulation did not extend to the orthodox (Greek Orthodox) church of the Romanians. | 0–6    |
| **Structure, clear language** | The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.                                                                 | 0–2    |

**TOTAL FOR THIS TASK** 24  
**MAXIMUM EXAM SCORE** 12
### 16. The Tartar invasion (long)

<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 basically deals with the events of the Tartar invasion and the country’s reorganisation after 1242. With the analyses of the supplementary materials the candidate comes to essential conclusions.</td>
<td>0–8</td>
</tr>
<tr>
<td><strong>Location: place and era</strong></td>
<td>S The candidate locates the events in place and time. C S/he mentions the dates of the Tartar invasion (1241-42) and at least two important locations (e.g. Muhi, passes of the Carpathian mountains, Trau, Pest etc.)</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Use of special vocabulary</strong></td>
<td>S The candidate names and uses both general and topic-specific historical terminology correctly. C The candidate uses the following general terms: army, castle, and of the topic-specific terms: Tartar, Cuman.</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Use of sources</strong></td>
<td>S The candidate incorporates the information in the sources in his/her answer and s/he comes to conclusions from it. C E.g. the candidate mentions that before the Tartar attack there was tension between Béla IV and the nobles of the country (settling of the Cumans), and states that as a result of this the king received less support for the defence than could have been expected. C E.g. using the sketch map, the candidate mentions one of the events of the Tartar invasion (e.g. east of the Danube the Tartars could move practically without meeting any resistance, or Béla IV fled to the Adriatic), the country could not exert any real resistance. C E.g. the candidate mentions that after the Tartar invasion especially the number of castles privately owned by nobles increased.</td>
<td>0–8</td>
</tr>
<tr>
<td><strong>Describing reasons behind events</strong></td>
<td>S The candidate reveals the most important reasons which determined the phenomena under discussion. C E.g. the candidate mentions another event of the Tartar invasion (battle of Muhi, the destruction of the greater part of the country, successful resistance of stone castles etc.) and points out the dire consequences of the Tartar invasion or the opportunities for resistance. C E.g. the candidate mentions the change in Béla IV’s policy after the withdrawal of the Tartars (donations instead of increasing the stock of royal estates, donating estates in return for military service) and states that he considered the defence of the country his priority. C E.g. the candidate mentions another measure taken by the king (settling foreigners, granting privileges to towns) and points out that these measures served both economic and defensive purposes. C The candidate uses her/his own knowledge to support and complete the analyses.</td>
<td>0–10</td>
</tr>
</tbody>
</table>
Structure, clear language
The text uses full sentences, the sentences are clear and unambiguous.
The analysis is a well-constructed text which serves the logical exposition of the contents.
The statements made by the candidate give evidence of good analytical skills.
The answer has no grave errors of accuracy or spelling.

0–8

TOTAL FOR THIS TASK
42

MAXIMUM EXAM SCORE
21

17. Hungarian industry under the Dual Monarchy (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>The candidate describes the achievements of industrial development during the period of the Dual Monarchy. Through the analysis of the supplementary materials the candidate refers to essential connections.</td>
<td>0–4</td>
</tr>
<tr>
<td><strong>Location: place and era</strong></td>
<td>S The candidate locates the described economic phenomena in place and time.</td>
<td>0–4</td>
</tr>
<tr>
<td></td>
<td>C S/he states that the period in question lies between 1867-1914 (1918 is also acceptable as a final date). For geographical location s/he mentions the contemporary Hungarian state, but also refers to the union of customs areas of the Austro-Hungarian Monarchy. The main industrial centre: Budapest.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of special vocabulary</strong></td>
<td>S The candidate uses both general and topic-specific historical terminology correctly.</td>
<td>0–4</td>
</tr>
<tr>
<td></td>
<td>C The candidate uses the following general terms: industry, and of the topic-specific historical terms: customs system, credit, industrial revolution, factory, tax allowance.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of sources</strong></td>
<td>S The candidate incorporates the information in the supplementary materials into his/her answer and comes to conclusions from this.</td>
<td>0–4</td>
</tr>
<tr>
<td></td>
<td>C E.g. s/he points out the fact that Hungarian industry did develop and states that the economic policy promoting industry was an important factor of this.</td>
<td></td>
</tr>
<tr>
<td><strong>Describing reasons behind events</strong></td>
<td>S The answer describes the circumstances which determined the development of Hungarian industry.</td>
<td>0–6</td>
</tr>
<tr>
<td></td>
<td>C E.g. the candidate mentions one characteristic of Hungarian industrialisation (for economic and historical reasons Hungarian industry was backward at the beginning of the period or the common customs area did not favour the development of Hungarian industry etc.) and states that the government made efforts to improve competitiveness /productivity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C E.g. the candidate mentions the importance of one of the leading branches of the economy (e.g. railway construction, heavy industry, food industry based on agriculture etc.) and</td>
<td></td>
</tr>
</tbody>
</table>
points out that by the end of the period industry had caught up significantly or some sectors produced goods at world standard (food industry, Kandó electric railway).

Structure, clear language
The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling. 0–2

TOTAL FOR THIS TASK 24
MAXIMUM EXAM SCORE 12

18. Middle-class under the Dual Monarchy (long)

<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 basically describes the position, the internal layers and lifestyle of the middle class within the framework of Hungarian society after the Compromise. Through the analysis of the supplementary materials the candidate reaches essential conclusions.</td>
<td>0–8</td>
</tr>
<tr>
<td>Location: place and era</td>
<td>S The candidate correctly locates in place and time the phenomenon under discussion: the emergence of the middle class. C S/he mentions the period of the Dual Monarchy: 1867-1914/18. Location: Hungary after 1867.</td>
<td>0–4</td>
</tr>
<tr>
<td>Use of special vocabulary</td>
<td>S The candidate uses both general and topic-specific historical terminology correctly. C The candidate uses the following general terms: society, intelligentsia, civil servant, modernisation, and the following topic-specific terms and expressions: joining the middle class, middle class, genteel middle class, gentry, assimilation.</td>
<td>0–4</td>
</tr>
<tr>
<td>Use of sources</td>
<td>S The candidate incorporates the information in the sources into his/her answer and comes to conclusions from this. C E.g. s/he outlines the social structure in the period of the Dual Monarchy and concludes that its ‘two-fold’ structure applied also to the middle class (diagram). C E.g. the candidate mentions that emancipation opened career opportunities for Jews, but in spite of their rise into the middle class their origins were kept in evidence. C E.g. the candidate mentions some of the necessities of middle-class lifestyle (e.g. a flat) and mentions the financial (income) prerequisites of this.</td>
<td>0–8</td>
</tr>
</tbody>
</table>
**Describing the reasons behind events**

S The candidate describes factors affecting the middle-class.
C E.g. the candidate points out that in Western societies the need to climb up the social ladder created the middle-class, and this process, although delayed, also characterised Hungary under the Dual Monarchy.
C E.g. the candidate mentions that significant groups of the nobility experienced a fall in status after 1848/49 and states that the gentry in the civil service, the intelligentsia or the army became part of the middle-class.
C E.g. the candidate mentions that under the Dual Monarchy Hungary’s economy and society became more modern and states that the professional differentiation of the middle-class (e.g. civil servants, private clerks, intelligentsia) was a result of this.
C The candidate uses her/his own knowledge and correct conclusions to support and complete the analyses.

**Structure, clear language**

The text uses full sentences, the sentences are clear and unambiguous.
The analysis is a well-constructed text which serves the logical exposition of the 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

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19. Present day Hungarian franchise (short)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Skills and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of task</td>
<td>The candidate compares the main elements of the Hungarian electoral system to the basic principles adopted by the UN 1948. With the analyses of the supplementary materials the candidate refers to connections.</td>
</tr>
<tr>
<td>Location: place and era</td>
<td>S The candidate correctly locates the topic in place and time. C S/he marks the timeframe of the change of regime (1989-1990). Location: Present day territory of Hungary.</td>
</tr>
<tr>
<td>Use of special vocabulary</td>
<td>S The candidate names and uses both general and topic-specific historical terminology correctly. C: The candidate uses the following general terms: state, democracy, constitution, parliamentary democracy, human rights, civil liberties, franchise, and of the topic-specific terms: e.g. change of regime, basic electoral principles, election system, UN.</td>
</tr>
</tbody>
</table>
### Use of sources
S The candidate uses information from the sources in his/her answer and comes to conclusions from it.
C E.g. the candidate describes the basic UN principles and the basic principles which underlie the current Hungarian electoral system (universal and equal suffrage, secret ballot, fair election) and states that the detailed regulations governing the Hungarian electoral system (e.g. mixed election system, circumstances which disqualify from franchise) do not contradict the basic principles.

0–4

### Describing reasons behind events
S The candidate describes the factors determining Hungarian franchise.
C E.g. the candidate points out that after the foundation of the UN the General Assembly of the world organisation adopted human rights and civilian and political rights and concludes that as a UN member Hungary incorporated the basic principles into the Hungarian legal system.
C E.g. the candidate points out that a change of regime took place in Hungary in 1989-90, which abolished the party state and states that the law of constitutional amendment passed in 1989 basically brought about a new constitution including universal, secret and equal franchise, and a (mixed) election system combining majoritarian and proportional systems.

0–6

### Structure, clear language
The exposition consists of sentences and the text is logically constructed and coherent. The answer has no grave errors of accuracy or spelling.

0–2

### TOTAL FOR THIS TASK
24

### MAXIMUM EXAM SCORE
12

### 20. The economic policy of the Rákosi period (long)

<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 describes the economic policy of the Rákosi period between 1950-53. With the analyses of the supplementary materials the candidate refers to essential connections.</td>
<td>0–8</td>
</tr>
<tr>
<td>Location: place and era</td>
<td>S The candidate locates the phenomena in place and time. C S/he points out that the Rákosi period lies more or less between 1950 and 1953. 1948 and 1949 can also be accepted as starting points, and 1956 as the final year. S/he mentions that Hungary was then part of the Eastern block.</td>
<td>0–4</td>
</tr>
<tr>
<td>Use of special vocabulary</td>
<td>S The candidate names and uses both general and topic-specific historical terminology correctly. C The candidate uses the following general terms: e.g. Socialism, propaganda, planned economy, economic management, and of the topic-specific terms and expressions: nationalisation, compulsory delivery, collectivisation, kulak, co-op, labour competition.</td>
<td>0–4</td>
</tr>
</tbody>
</table>
### Use of sources

S In his/her answer the candidate uses information in the sources and from it s/he comes to conclusions.

C E.g. the candidate points out that the development of the different economic sectors was unbalanced and states that this was the result of forced industrial growth.

C E.g. the candidate mentions the transformation of ownership in agriculture, the reduction of the number of farms owned by peasants and concludes that this was the result of forced collectivisation.

C E.g. the candidate outlines the direction, principles and propaganda of the transformation of the economy and states that the Hungarian Communists (Hungarian Workers Party/MDP) slavishly copied the Soviet model of party-state management of the economy.

### Describing reasons behind events

S The candidate reveals which were the most important factors which determined the phenomena under discussion.

C E.g. the candidate states that Hungary was part of the Socialist Block, a satellite of the Soviet Union and concludes that as a result she had to follow the orders of the Soviet leadership in economic questions too.

C E.g. the candidate points out that preparations for war demanded one-sided industrialisation (defence industry and the mining and heavy industrial sectors necessary for it) and concludes that as a result a deformed economic structure emerged which did not suit Hungarian conditions.

C E.g. the candidate points out that the party-state dictatorship enforced the practice of planned economy in economic policy, and concludes that they could only ensure the sources by aggressive means (e.g. the collectivisation of agriculture, lowering living standards, compulsory delivery, compulsory loans).

C The candidate uses her/his own knowledge and correct conclusions to support and complete the analyses.

### Structure, clear language

The text uses full sentences, the sentences are clear and unambiguous.

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