**Érettségi feladatok gyűjteménye angol nyelven**

**Rövid választ igénylő feladatok**

**Egyetemes történelem**

**Emelt szint**

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Az eredeti feladatsorok és javítási útmutatók lelőhelye:

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**1. This task is about the organisation of the Spartan state. (E/4)**

**Decide whether the following statements are true or false.** *Mark your answers with a X*. (Score: 1 point for each correct item.)

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|  |
| Glossary:  “Körüllakók”, csökkentett jogokkal: Dwellers in surrounding areas with limited rights  1 évig vannak hivatalban: They are in office for 1 year  100 000 – 200 000 helóta: 100,000-200,000 helots  2 király: 2 kings  5 ephorosz: 5 ephors  Alávetettek politikai jogok nélkül: Subjects with no political rights.  Fegyveres szolgálatra kötelezettek: Obliged to do military service  Háború esetén főparancsnokok: Commanders-in-chief in case of war  Hadsereg: Army  Jogfosztott földművesek: Agricultural slaves  Kb. 40 000 perioikosz: Ca. 40,000 perioeci  Minden legalább 30 éves spártai polgár: All Spartan citizens of 30 years of age or over  Népgyűlés (apella): General Assembly (apella)  Spárta államszervezete: Organisation of the Spartan state  Spárta politikájának vezetői: The political leaders of Sparta  Választ évenként: Elects every year  Választ: Elects  Vének tanácsa (geruszia) 28 taggal: Council of elders (Gerousia) with 28 members | | |

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| --- | --- | --- |
| **Statements** | **True** | **False** |
| **a)** The helots and the perioeci were not allowed to take part in the General Assembly. |  |  |
| **b)** The citizens of Sparta could take an active part in politics when they reached the age of 20. |  |  |
| **c)** The five ephors remained in office for one year. |  |  |
| **d)** Any man over the age of 28 could be a member of the council of elders. |  |  |

**2. This task is about ancient culture. (E/4)**

**Use the following source to decide whether the following statements are true or false.**

*Mark your answers with an X.* (Score: 1 point for each correct item.)

“One cannot step twice into the same river.”

“All things move, and nothing stops.”

“Cold will be warm and warm will be cold. Wet will be dry and dry will be wet.”

“All will be one, and one will be all.”

“What is held together is complete, but also incomplete: converging and diverging, synchronised and not synchronised; the total is one, and one is the total.”

“People’s ears and eyes are unfaithful witnesses if their soul is that of a Barbarian.”

“War is the father of all, it is the king of all, and it designated some as gods and others as people. It made some into servants, while it made others free.”

*(Heraclitus, Greek philosopher)*

„Nem léphetünk kétszer ugyanabba a folyóba.”

„Minden folyik, és semmi sem áll.”

„A hideg meleg lesz, a meleg pedig hideg, a nedves száraz lesz, a száraz pedig nedves.”

„Mindenből egy lesz, és egyből minden.”

„Az egybefogottak egészek és nem egészek: összetartó és széttartó, összehangolt és összehangolatlan, az összes egy és az egy összes.”

„Az embereknek rossz tanújuk a fülük és a szemük, ha barbár lelkük van.”

„A háború mindennek atyja, mindennek királya, és egyeseket isteneknek tüntetett fel, másokat embereknek, egyeseket szolgákká tett, másokat szabadokká.”

*(Hérakleitosz, görög filozófus)*

|  |  |  |
| --- | --- | --- |
| **Statements** | **True** | **False** |
| **a)** Heraclitus professes continuous birth and dying, to which all things are subjected. |  |  |
| **b)** Heraclitus deduces all events from the relationship of opposites. |  |  |
| **c)** According to Heraclitus, people are the measure of all things, and they can even start wars to attain their aims. |  |  |
| **d)** Heraclitus is considered to be the first materialist thinker thanks to his idea of the unity of opposites. |  |  |

**3. This task is about the history of ancient Rome. (E/4)**

**Use the diagram and the source to answer the questions.**

“When there was already no republican army after the defeat of Brutus and Cassius, Sextus Pompeius was beaten at Sicily, Lepidus was ousted and Anthony met his involuntary death, the Julian party had only Caesar as its leader, who resigned from his position as triumvir as if he was a consul and contented himself with the rights of a tribune to protect the people. After bribing the troops with gifts, the people with corn and the entire state with the sweetness of peace, he was gradually climbing higher and higher: he usurped the authority of the senate, the magistrates and the laws; and there was no one to oppose this, since the best men died during the wars or the proscriptions, and the more the rest of the aristocracy had a preference for servitude, the greater riches and honours they received, and so taking advantage of the new situation, they opted for what was there over the old and the risky.” *(Tacitus)*

|  |  |
| --- | --- |
| „Amikor Brutus és Cassius veszte után már nem volt köztársasági haderő, Sextus Pompeiust Szicília mellett leverték, és Lepidus kiforgatása, Antonius kényszerű halála után a Iulius-pártnak is csak Caesar maradt vezérül, s lemondott triumviri címéről, mintha consulként járna el és a nép védelmére beérné a tribunusi joggal, miután a katonaságot ajándékokkal, a népet gabonával, az egész államot a béke édességével lekenyerezte, lassanként magasabbra tört: magához ragadta a senatus, a magistratusok, a törvények jogkörét, s ennek senki sem szegült ellene, hiszen a legderekabbak a háborúkban vagy a proskribálás során elhullottak, a többi előkelő pedig minél jobban hajlott a szolgaságra, annál nagyobb gazdagsághoz és kitüntetésekhez juthatott, és az új helyzetből hasznot húzva inkább, és meglevőt, semmint a régit és kockázatosat választotta.” *(Tacitus)* | *The political structure under Augustus* |

Glossary:

Császári provinciák: Imperial provinces

Hivatalnokok: Officials

Köztársasági provinciák: Republican provinces

Légiók: Legions

Magistratusok: Magistrates

Megerősíti: Confirms

Néptribunus: Tribune of the plebs

Senatus (600-900 fő): Senate (600-900 persons)

Testőrség: Guards

**a) Name the political structure depicted in the diagram.** (1 point)

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**b) List three things Augustus did to consolidate his power.** (3 points)

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**4. This task is about the economy of ancient Mesopotamia. (E/3)**

**Use the sources and your own knowledge to answer the questions.** *(0.5 points per item)*

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| --- | --- |
|  | |
| \_\_\_\_\_\_\_\_\_ millennium | \_\_\_\_\_\_\_\_\_\_\_\_ century |

|  |  |
| --- | --- |
| Glossary: |  |
| A birodalom határa: The border of the empire  Akkád: Akkad  Asszíria: Assyria  Eufrátesz: Euphrates  Kereskedelmi útvonalak: Trade routes  Mezopotámia: Mesopotamia  Öntözhető terület: Irrigable land | Perzsa-öböl: Persian Gulf  Pusztai népek: Steppe dwellers  Sivatag: Desert  Sumer: Sumer  Szikesedő terület: Salinised area  Tigris: Tigris  Zagrosz: Zagros |

**a) Write the appropriate date below each map.**

**b) Which sectors of the economy constituted Mesopotamia’s primary source of income?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Select and underline the items that Mesopotamia had to import.**

raw materials (stone, metal, timber) cereals finished products

**d) What form of economy characterised Mesopotamia?**

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**5. This task is about ancient Greek history. (E/3)**

**Use the sources and your own knowledge to answer the following questions.** *(Score 0.5 points for each correct item)*

**a) Give the location of the battles described in the sources.**

A) "This Miltiades was one of the Greeks' commanders. [...] In the centre, where the Persians [...] themselves were positioned, the barbarians won, [...] but on the two wings the Athenians and the Plataeans prevailed. [...] They kept slaughtering and chasing the fleeing Persians all the way to the sea [...] and attacked the ships." *(Herodotus)*

„Ez a Miltiadész volt tehát az athéniek egyik hadvezére. […] A hadrend közepén, ahol maguk a perzsák […] voltak felállítva, a barbárok győztek, […] de a két szárnyon az athéniek és a plataiaiak kerekedtek felül. […] A menekülő perzsákat kaszabolva egészen a tengerig üldözték […] és megtámadták a hajókat.” *(Hérodotosz)*

*Location:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) "When the Athenians saw [...] that Attica had been reduced to ashes and heard that Athena's shrine had been ravaged, they fell into great despair. [...] Therefore, they decided to call all those who had been elected to command**(c)** to meet and discuss where it would be advantageous to take up battle. [...] Themistocles [...] suggested that [...] those who go to fight with fewer galleys in the strait would have an advantage against a much larger fleet." *(Diodorus)*

„Az athéniek […] mikor látták, hogy Attikát felperzselték, és hallották, hogy Athéné szent helyét feldúlták, borzasztóan kétségbeestek. […] Elhatározták tehát, hogy mindazok, akiket vezérségre választottak **(c)**, üljenek össze, és tanácskozzák meg, hol volna előnyös a tengeri csatát vállalni. […] Themisztoklész […] azt tanácsolta, hogy […] a szorosban nagyon sokat nyernek ők, akik kevés gályával küzdenek a sokszorta nagyobb hajóhad ellen.” *(Diodórosz)*

*Location:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Name the king of the enemy army in the first source.**

*The king’s name:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Give the foreign term for the office underlined in the second source.**

*The name of the office:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) In which century did the events described in the second source take place?**

*Century:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**e) After defeating the enemy in the second source, with which of its former allies did Athens fight a lengthy war?**

*The name of the state:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. This task is about Ancient Greek history. (E/4)**

**Name the historical personalities to whom the following sources refer.** *(Score: 1 point for each correct item.)*

**a)** ‘Thus, then, seeing that political differences were entirely remitted and the city had become […] altogether united, he brought under his own control Athens and all the issues dependent on the Athenians – tributes, armies, triremes, the islands, the sea. […] He used his power properly […] employing it for the best interests of all […] he led the people, for the most part willingly, by his persuasions and instructions. […] And it was not merely a brief prosperity. […] He held the power for not less than fifteen years without interruption, and every year he was re-elected as leader. […] in the plague he lost his sister also, and of his relatives and friends the largest part.’ *(Plutarch)*

„Midőn […] a belső viszály megszűnt, és a város politikai egysége megszilárdult, […] kezébe ragadta az athéni és az athéniaktól függő ügyeket: az adóbérleteket, a hadsereget, a hajóhadat, a szigeteket, a tengert. […] Hatalmát […] helyesen […] használta a közjó érdekében, és a népet meggyőzéssel és felvilágosítással vezette, többnyire a nép kívánságának megfelelően. […] És itt nemcsak rövid ideig tartó virágzásról volt szó. […] Nem kevesebb, mint tizenöt éven át megszakítás nélkül övé volt az uralom, és minden évben újra vezérnek választották. […] A pestis áldozata lett nővére is, s vele együtt elveszítette rokonait és legtöbb jó barátját.” *(Plutarkhosz)*

**Name of person:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** ‘ After he had taken the city of Gordium […] he saw the much-talked-of wagon bound fast to its yoke with the bark of the corner-tree, and about which it was said – and believed by the Persians – that whosoever loosed the fastening was destined to become king of the whole world. Well, then, most writers say that the fastenings had their ends concealed, were intertwined many times in crooked coils. […] he was at loss how to proceed, and finally loosened the knot by cutting it through with his sword, and that was when the smitten ends were to be seen.’ *(Plutarch)*

„Amikor Gordion városát elfoglalta, megszemlélte azt a hírneves kocsit, amely somfaháncsból készült kötélcsomóval volt megkötve, s amelyről az a - perzsák között hitelesnek vélt - hír járta, hogy aki a köteléket megoldja, a végzet akaratából a lakott világ ura lesz. A legtöbben úgy beszélik el a dolgot, hogy a [gordiuszi] csomó két vége el volt rejtve, és sokszoros hurokkal voltak egymásba csomózva. […] Nem tudta kibontani a csomót, erre kardjával szelte ketté, ekkor előkerültek a széthasított csomó végei.”*(Plutarkhosz)*

**Name of person:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c)** ‘He introduced the appraisement of the property of the citizens. Those who produced five hundred measures of dry [grain] and wet [oil and wine] goods annually, he placed in the first class, and called them Five-hundred-measure men. The second class were composed of those who were able to keep a horse, or produced three hundred measures yearly. These were called Horsemen. He called those who belonged to the third financial class Teamsters, who made two hundred measures of the two kinds of produce jointly. All the rest were called Labourers, and they could not hold any office, they could only participate in the management of state affairs through public assembly and jurisdiction. ’ *(Plutarch)*

„Bevezette a polgárok vagyonbecslését. Az első csoportba sorolta azokat, akiknek szilárd termékből [gabona] és cseppfolyósból [olaj és bor] összesen 500 mérőjük terem, s ezeket 500 mérősöknek nevezte. Másodiknak azokat jelölte ki, akik lovat tudtak tartani, vagy legalább 300 mérőt termelnek. Ezeket lovasoknak nevezték. Ökörfogatosoknak nevezték a harmadik vagyoni csoporthoz tartozókat, akik a kétféle termékből összesen 200 mérőt termeltek. Valamennyi többi polgárt napszámosnak nevezte el, és semmilyen tisztséget nem bízott rájuk, csupán a népgyűlés és az ítélkezés útján vettek részt az államügyekben.” *(Plutarkhosz)*

**Name of person:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) Using the Greek terminology, name the concept underlined in the first extract.**

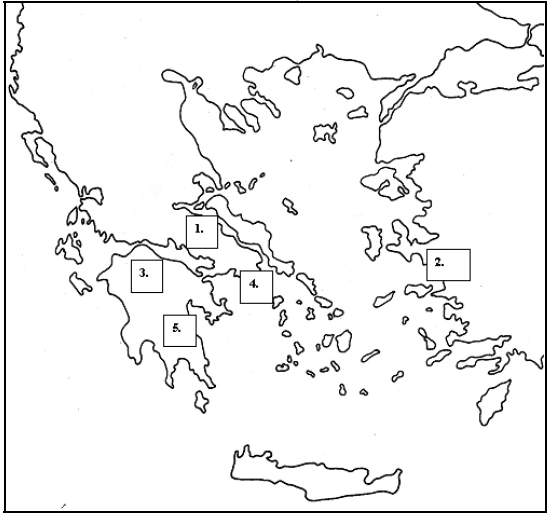
**Concept:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. This task is about Ancient Greek history.**

**a) The following chart illustrates the structure of the Spartan state. Your task is to write the letter of the appropriate concept from the list on the dotted line next to the numbered section of the chart.** *(Score: 0.5 points for each correct item.)*

|  |  |
| --- | --- |
|  | A) Archons  B) Subjugated natives (helots) and their families  C) foreigners (metoikoi) and their families  D) Council of the Elders (gerousia)  E) from among people aged over 30  F) supervisors (ephors)  G) Popular Tribunals (helaia)  H) from among people aged between 20 and 30 |

**b) Which number marks Sparta on the map and which number marks Athens?** (0.5 points for each correct item)



Sparta: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Athens: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8. This task is about Judaism. (E/3)**

**Answer the questions using the sources and your own knowledge.**

"3 Thou shalt not have other gods before me.

4 Thou shalt not make unto thee a graven image […]

7 Thou shalt not take the name of the LORD thy God in vain; for the LORD will not hold him guiltless that taketh His name in vain.

8 Remember the Sabbath day, to keep it holy.

12 Honour thy father and thy mother that thy days may be long upon the land which the LORD thy God giveth thee.

13 Thou shalt not murder.

16 Thou shalt not bear false witness against thy neighbour.

17 Thou shalt not covet thy neighbour’s house; thou shalt not covet thy neighbour’s wife, nor his man servant, nor his maid-servant, nor his ox, nor his ass, nor any thing that is thy neighbour’s." *(Excerpts from Chapter 20 of the second book of the Torah)*

„3. Ne legyenek néked idegen isteneid én előttem!

4. Ne csinálj magadnak faragott képet […]

7. Az Úrnak, a te Istenednek nevét hiába fel ne vedd; mert nem hagyja azt az Úr büntetés nélkül, aki az ő nevét hiába felveszi.

8. Megemlékezzél a szombatnapról, hogy megszenteljed azt.

12. Tiszteld atyádat és anyádat, hogy hosszú ideig élj azon a földön, amelyet az Úr, a te Istened ad tenéked!

13. Ne ölj!

16. Ne tégy a te felebarátod ellen hamis tanúbizonyságot!

17. Ne kívánd a te felebarátodnak házát! Ne kívánd a te felebarátodnak feleségét, se szolgáját, se szolgálóleányát, se ökrét, se szamarát, és semmit, ami a te felebarátodé!”*(Részletek a Tóra II. könyvének 20. részéből)*

**a) Which fundamental laws from the Bible do the excerpts above form part of? Underline as appropriate.** (1 point)

1) The Ten Commandments 2) The Sermon on the Mount 3) Original Sin

**b) Which Jewish historical figure are the excerpts above traditionally linked to?** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Which later religions found their roots in Judaism?** (Score: 0.5 points per item.)

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9. This task is about the history of ancient Rome. (E/4)**

**Answer the questions using the sources and your own knowledge.**

Sources:

**A)** “Scaling the Alps was a mighty endeavour for […]. When he left Hispania, he was said to have 90 thousand infantrymen, 12 thousand cavalrymen and 37 war elephants. […] Our sources declare that out of the 90 thousand infantrymen only 20 thousand survived and merely half of the 12 thousand cavalrymen did, while the number of war elephants came down to 7 from the original 37. […] But he did not much care about this. […] He seized most of “Cisalpine Gallia”, […] the fertile meadows of the River Po.” *(Historian of antiquity Árpád Szabó)*

„Az átkelés az Alpokon súlyos megpróbáltatás volt […] számára. Amikor elindult Hispaniából, állítólag 90 ezer gyalogosa, 12 ezer lovasa és 37 harci elefántja volt. […] Forrásaink azt állítják, hogy a 90 ezer gyalogosból csak 20 ezer, a 12 ezer lovasból meg mindössze a fele maradt életben, a harci elefántok száma is 37-ről 7-re apadt. […] De mindezzel nem sokat törődött. […] Kezébe került csaknem az egész »Alpokon inneni Gallia«, […] a Pó termékeny síksága.” *(Szabó Árpád, ókortudós)*

**B)** “By then, everyone was desperately trying to save their lives. Seven thousand men fled to the small camp and ten thousand to the large one and about two thousand to the village of Cannae itself. Legend has it that 45,500 infantrymen and 2,700 cavalrymen died, among them two consular quaestors and twenty-nine military tribunes, several former consuls, praetors and aediles.” *(Roman historian Livius Titus)*

„Ekkor már mindenki fejveszetten próbálta menteni az életét. Hétezer ember menekült a kisebb táborba, tízezer a nagyba, mintegy kétezer magába Cannae falujába. A hagyomány szerint 45 500 gyalogos és 2 700 lovas lelte halálát; köztük a két consuli questor, továbbá huszonkilenc katonai tribunus, jó néhány volt consul, praetor és aedilis.” *(Titus Livius, római történetíró)*

**a) Name the person source A) is about and the ancient state he was a military commander of.** (Score: 0.5 points for each correct item.)

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ancient state:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Mark the appropriate box in the map with an “X” where the battle mentioned in source B) was fought.** (Score: 1 point)

|  |
| --- |
|  |

**c) Give the starting and finishing years of the war which the battle above was a part of.** (Score: 0.5 points for each correct item.)

**The starting year of the war:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The finishing year of the war:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) Circle the letter of the definition which describes the word consul, highlighted in source B).** (Score: 1 point)

A) He was in charge of the assessment of property and character integrity.

B) He was in charge of markets, the order of the town and the maintenance of the temples.

C) He was in charge of commanding the army in times of war.

D) He was in charge of protecting the interests of the common people (plebs).

E) He was in charge of the provision of justice.

F) He was in charge of taking measures in case of an emergency and he was appointed for a

period of six months.

**10. This task is about the Principate of Augustus. (E/4)**

**Answer the questions using the sources and your own knowledge.**

“[…] I have never accepted any positions against the customs of our ancestors. All that the Senate put me in charge of, I accomplished in my capacity of tribune. It is in this capacity that I have asked the Senate for a partner in this office five times in all, which I have always been granted.”*(The autobiography of Augustus)*

„[…] én egy olyan tisztséget sem fogadtam el, amelyet őseink szokása ellenére ruháztak rám. Azt, aminek végrehajtására a senatus megkért, tribunusi felhatalmazásom birtokában hajtottam végre. Ebben a hatáskörben magam kértem öt ízben a senatustól hivatali társat, és meg is kaptam.” *(Augustus önéletrajza)*

“None stood up to him, since the more head-strong either died on the battlefield or were sentenced to death and the rest of the nobility only gained in wealth and standing as they bowed their heads in servitude […]. In other words, the state went through a great transformation and not even a trace of the old unspoilt public spirit remained; all and every one were eager to follow the commands of the princeps […].” *(Annales by Tacitus)*

„Útját nem állta senki sem, mert a nyakasabbak elhullottak a harcmezőn vagy a halálos ítéletek következtében, a nemesség többi tagja pedig minél jobban hajlott a szolgaságra, annál jobban gyarapodott vagyonban és méltóságban […]. Az állam tehát nagy változáson esett át, s nyoma sem maradt a régi, érintetlen közéleti szellemnek: feladva az egyenlőséget, minden ember a princeps parancsait leste […].” *(Tacitus: Annales)*

**a) Use the two sources to define the fundamentally dual nature of the system of the principate** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**b) Where and when was the decisive battle following which Augustus was left without a rival in politics?** (Score 0.5 points for each correct item.)

Year: \_\_\_\_\_\_\_\_\_\_\_   
The town in the vicinity of which the battle was fought: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) What special rights did Augustus have in his position which is mentioned in the first source? List two of them.** (Score 0.5 points for each correct item.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**d) Mention an official position which you cannot find in the sources and Augustus held during his reign.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11. This task is about the history of ancient Athens and Sparta. (E/4)**

**Which of the terms below belong in the places marked by the letters in the two charts? Write your answers on the lines*.*** *One of the terms belongs in two places and there are four extra terms in the list*. (Score 0.5 points for each correct item.)

|  |
| --- |
| *Charts depicting the society and state structure of the two polises* |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | Körüllakók és családjuk: The perioikoi and their families  Polgárok családja: The families of the citizens  Polgárok: Citizens  Helóták és családjuk: The helots and their families  30 év felettiek: Aged over 30  Választás a 30 éven felüliek közül: Election among those over 30  Választás a 60 éven felüliek közül: Election among those over 60  Ephorosz: Ephoros  Felügyelők, tényleges irányítók: Officials, the actual leaders  Háborúban hadvezér, a vallási élet irányítói: Military commanders in times of war and religious leaders  28 fő előterjeszti az ügyeket: 28 members make proposals on issues |
|  | | | |
| Idegenek és családjuk: Aliens and their families  Polgárok családja: The families of the citizens  Polgárok: Citizens  20 éve felettiek: Aged over 20  Sorsolás: Selection by lot  Választás: Election  6000 szavazat: 6,000 votes  6000 fő felváltva: 6,000 people by turns | | Bulé: Boule  500 tagú tanács: Council of 500  Arkhón: Arkhon  Areioszpagosz: Areopagus  Kr. e. 481-től korlátozva: With a limited role from 481 B.C.  Száműzetés 10 évre: Exile for 10 years  Napidíj a részvételért: Paid a daily allowance | |

**Terms:**

ostracism, damos, consuls, strategos, two kings, warriors, Gerousia, coloni, slaves, tribunal, patricians

**a)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**e)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**f)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**g)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**h)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**12. This task is about the Jewish religion. (E/4)**

**Which of the persons in the list are the excerpts from the Bible connected to? Select from the list below.** *Write the name of the appropriate person after each excerpt. There is one extra name in the list*. (Score 1 point for each correct item.)

**Persons:**

Adam, David, Moses, Noah, Solomon

**a**) “All the tribes of Israel came to […] Hebron and said, “We are your own flesh and blood. In the past, while Saul was king over us, you were the one who led Israel on their military campaigns. And the Lord said to you, ‘You will shepherd my people Israel, and you will become their ruler.’” […] Then they anointed […] king over Israel.”

„Izraelnek összes törzse elment […] Hebronba, és azt mondták: »Nézd, csontod és húsod vagyunk. Már tegnap és tegnapelőtt is, amikor még Saul volt a királyunk, te voltál, aki vezetted Izrael hadjáratait. S az Úr is azt mondta neked: Legeltesd népemet, Izraelt, és légy Izrael fejedelme. « […] Aztán fölkenték […] Izrael királyává.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** “Come up to me on the mountain and stay here, and I will give you the tablets of stone with the law and commandments I have written for their instruction.”

„Jöjj fel hozzám a hegyre, és maradj itt. Átadom neked a kőtáblákat a törvénnyel és a parancsokkal, amelyeket oktatásukra írtam.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c)** “And God said, This is the sign of the covenant I am making between me and you and every living creature with you, a covenant for all generations to come: I have set my rainbow in the clouds, and it will be the sign of the covenant between me and the earth.”

„Majd azt mondta Isten: Ez a jele a szövetségnek, amit én szerzek veletek és minden élőlénnyel, amely veletek van, minden nemzedékkel, örökre: szivárványívemet helyezem a felhőkre, az lesz a jele a szövetségnek, melyet én a világgal kötök.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d)** “At the king’s command they removed from the quarry large blocks of high-grade stone to provide a foundation of dressed stone for the temple. […] cut and prepared the timber and stone for the building of the temple.”

„A király elrendelte, hogy hatalmas köveket fejtsenek, pompás köveket, hogy faragott kockakövekből vessenek alapot a háznak. […] gondoskodtak az építkezésről, s előkészítették a fát meg a köveket a templom építéséhez.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**13. This task is about the process of the evolution of democracy in ancient Greece. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

**A) Name the politicians of Athens who introduced the measures that you can read about in the sources.** (Score: 1 point for each correct item.)

**a)** “He made a first class of those who had an annual income of not less than five hundred medimni of dry or liquid produce; these he called Pentakosiomedimni. The next class were the knights, consisting of those who were able to keep a horse, or who had an income of three hundred medimni. The third class were the Zeugitae, whose property qualification was two hundred medimni of dry or liquid produce. The last class were the Thetes.” *(Plutarch)*

„Az első osztályba azokat sorolta, akiknek évi termése száraz vagy cseppfolyós terményben ötszáz mérő, ezeket nevezte ötszáz mérősöknek. A második osztályba azok kerültek, akik lovat tartanak és termésük háromszáz mérő, ezeket hívta lovagoknak. Ökörfogatúaknak nevezte azokat akiknek kétszáz mérő a termésük; ezek kerültek a harmadik osztályba. Minden többi polgárt napszámosnak neveztek.”

*(Plutarkhosz)*

The name of the politician: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** “Each person took a piece of earthenware, wrote on it the name of the citizen he wished to be banished and took it to a part of the agora [the marketplace that also served as the venue of assemblies] which was cordoned off with a fence.” *(Plutarch)*

„Minden egyes ember fogott egy cserépdarabot, és ráírta, hogy kit akar eltávolítani a polgárok közül, majd odavitte az agora [a népgyűlések helyszínéül is szolgáló piactér] egy bizonyos helyére, amely korláttal volt körülkerítve.”*(Plutarkhosz)*

The name of the politician: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B) Decide which of the measures described in the sources each statement is true for.** *Put an X**into the appropriate column. You may put only one X in each line*. (Score 0.5 points for each correct item.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **measures described in**  **source a)** | **measures described in**  **source b)** | **neither** |
| **c)** His aim was to prevent the  evolution of tyranny. |  |  |  |
| **d)** He introduced a system of public administration on a territorial basis. |  |  |  |
| **e)** He increased the role of the Council of the Four Hundred in political life. |  |  |  |
| **f)** He worked to prevent political offices from being filled on the basis of descent. |  |  |  |

**14. This task is about the religions of the ancient East. (E/5)**

**Match the images and the definitions to the religions listed below.** *Fill in the table on the next page by writing the letters and numbers into the appropriate spaces. (There is one extra image and definition.)* (Score: 0.5 points for each correct item.)

|  |  |
| --- | --- |
| **1.** | **2.** |
|  |  |
| **3.** | **4.** |
|  |  |
| **5.** | **6.** |
|  |  |

**Definitions:**

**A)** It is a polytheistic religion. The majority of their gods are personifications of natural objects or phenomena. The highest god is the Sun, which is personified in a variety of ways. The cult of the dead, which centred on the pharaoh, is significant.

**B)** It idealises the state of being completely devoid of desires, which frees one from the compulsion to be reborn. It lays great emphasis on broadening the mind by meditation; it rejects rituals and considers gods to be of no significance.

**C)** Their god is in direct contact with his people. He cannot be seen or portrayed and he does not personify any natural phenomena. The Ten Commandments, which define people’s relationship with god as well as other people, are the fundamental laws of this religion.

**D)** This religion shows characteristics of the beliefs of the nomadic peoples: its central elements are the worship of fire and the Sun, the cult of the bull and fertility and emphasis on the combative features of both the world of humans and the world of gods. The central figure among their gods is Mithras, the Sun-god and creator, the source of all life.

**E)** This religion teaches that after death the human soul returns to live in another body. Everybody’s fate, or karma, is determined by their good deeds and errors, and this is what determines in what form they will be reborn. One of its principal gods is the personification of destruction.

**F)** It is a polytheistic religion. Its faithful built enormous tower-temples to their gods. The most well-known of these is the Tower of Babel, where the statue of Marduk was kept. The priests of the temples were engaged in studying Mathematics, surveying land, Astronomy and Literature.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Religion** | **Number of image** | **Letter of definition** |
| **a)** | the religion of Egypt |  |  |
| **b)** | the religion of Mesopotamia |  |  |
| **c)** | Brahmanism |  |  |
| **d)** | Judaism |  |  |
| **e)** | Buddhism |  |  |

**15. This task is about the history of ancient Athens. (E/4)**

**Use the sources and your own knowledge to complete the tasks.** (Score: 1 point for each correct answer.)

“What with jurors' wages and other fees and largesses, [Pericles] bribed the multitude by the wholesale, and used them in opposition to the Council of the Areiopagus. Of this body he himself was not a member, […] since he never [became] an archon. […] These offices in the Areiopagus were in ancient times filled by those who had been confirmed as an archon. For this reason all the more did Pericles, strong in the affections of the people, break the power of the Council […] and rob it of its jurisdiction in the most important cases. He also exiled Cimon, on the charge of being a lover of Sparta and a hater of the people […] although he was a man who yielded to none in wealth and lineage and who had won most glorious victories over the Barbarians, and had filled the city full of money and spoils.” *(Plutarch)*

„[Periklész] a törvényszéki napidíjakkal, s a más címeken kifizetett összegekkel és közsegélyekkel megnyerte magának a népet, és felhasználta az Areioszpagosz tanácsa ellen, amelynek ő maga nem volt tagja, mivel […] soha nem [vált] arkhónná […], és az Areioszpagoszba azok jutottak be, akiknek [arkhóni] hivatali működését jóváhagyták. Ezért Periklész, mihelyt biztosan támaszkodhatott a népre, letörte a tanács hatalmát, s […] megfosztotta a legfőbb ügyekben addig gyakorolt bírósági jogkörétől. Ezenfelül Kimónt, mint Spárta barátját és a nép ellenségét, […] száműzette, hiába volt vagyonos és előkelő származású, hiába aratott oly sok győzelmet a barbárok felett, és hiába töltötte meg a várost annyi zsákmányolt kinccsel.” *(Plutarkhosz)*

**a) Why did Pericles not become a member of the Areiopagus? Circle the letter of the correct answer.**

1. Because membership was dependent on ancestry and he was not sufficiently high-born.

2. Because he was not popular enough to be elected as a member of the council.

3. Because archons were chosen by lot and he was not lucky.

4. Because Cimon, his political opponent, prevented him.

**b) Use the appropriate term to name the body that took over the authority of the Areiopagus mentioned in the source text.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**c) The source makes reference to Cimon’s removal. Use the term that is exclusive to that period of the history of Athens and defines this method of removing political players.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**d) In which century did the events described in the source take place?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**16. This task is about the culture of ancient Athens. (E/4)**

**Use the sources and your own knowledge to complete the tasks.** (Score: 0.5 points for each correct item.)

A) “In the earliest written accounts [of the Olympiads] at first only the winners of the foot-race were awarded prizes, and Coroebus, an Elean, was the first victor. There is no statue of Coroebus [at the site of the Games], but his grave is on the borders of Elis. Afterwards, at the fourteenth Festival, the double foot-race was added: Hypenus of Pisa won the prize of wild olive in the double race, and at the next Festival Acanthus of Lacedaemon won in the long course.” *(Pausanias: Description of Greece)*

A) „Amióta a [játékokról] folyamatos feljegyzéseket vezetnek, először csak a futóversenyek győzteseit díjazták, és ebben a versenyszámban először az éliszi Koroibosz győzött. Igaz, Koroibosznak [a játékok helyszínén] nincsen szobra, de síremléke megtalálható Élisz határvidékén. Később, a tizenegyedik [játék] alkalmával bevezették a kettősfutást, s ebben a piszai Hüpénosz nyerte el a vadolajfa koszorút, míg legközelebb [a következő játékokon] a hosszútávfutásban a lakedaimóni Akanthosz győzött.” *(Pauszaniasz: Görögország leírása)*

|  |
| --- |
|  |
| **B)** Painting on a Greek vase, 5th century BC |

|  |  |
| --- | --- |
| **C) Winners of the chariot races** | |
| 472 BC | the polis of Argos |
| 416 BC | Alcibiades, Athenian general |
| 396 BC | Cynisca, Spartan princess |
| 356 BC | Philippos II, king of Macedonia |

The sources report on the most famous races of this kind. **Name the place and first recorded date of these events.**

**a)** Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **b)** Year: \_\_\_\_\_\_\_\_\_\_\_\_\_

**c) How many years passed between the victories of Hypenus and Acanthus, referred to in**

**source A)?**

\_\_\_\_\_\_\_\_\_\_\_\_\_ years

**Choose the endings that make the following statements true. Circle the number of the correct ending.**

**d)** The last games took place in 393 AD, because …

1. the site of the games was occupied by the Franks, who despised Greek culture.

2. the Roman emperor, who had turned Christian, banned them as a pagan cult.

3. with the relocation of the capital, the Medieval Olympics took place at a different location.

**e)** The races …

1. were characterised by strict rules and ornate clothing suited to the occasion, as they were religious events.

2. were characterised by few rules, and competitors were only allowed to take part naked.

3. led to the development of an extensive sports accessory industry in ancient times.

**f)** Until the time of Alexander the Great, only free Greek citizens were allowed to compete in these races, …

1. so Italians, Macedonians or other barbarians could not participate in any form.

2. so only those of aristocratic origin could participate.

3. so women could not take part in real physical contests.

**g)** The winner was considered to be …

1. only that competitor who came in first in a race, who usually had his statue erected at the site of the games.

2. the team of the polis that collected the most medals, who were crowned with olive branches.

3. the individual or team that reached the first place, in whose honour poems were written.

**h)** The rules of chariot races were different from those of other races, because …

1. these were held at another location, at the Circus Maximus.

2. the competitors in these were typically from non-Greek horse-riding peoples.

3. at these races not the driver, but the owner of the chariot was considered to be the competitor and thus the winner.

**17. This task is about Athenian democracy. (K/4)**

**Identify the institutions and offices in the chart and match the appropriate statements to them. Write the numbers of the fields that belong to each of the institutions or offices in the chart and the letters of the definitions into the appropriate fields of the table.** *There two extra numbers and letters each.*

|  |  |  |
| --- | --- | --- |
| **Institution or office** | **Number of the**  **field in the chart** | **Letter of the**  **definition** |
| **a)** strategos |  |  |
| **b)** popular assembly |  |  |
| **c)** jury |  |  |
| **d)** ostracism |  |  |

|  |
| --- |
|  |
| *The state structure of Athens in the middle of the 5th century B.C.* |
| Glossary:  Areioszpagosz: Areopagus  Fő: Persons  Részvétel: Participation  Sorsolás: Selection by lot  Teljes jogú polgárok (20 év feletti férfiak): Citizens with full voting rights (citizens aged over 20)  Választás: Election |

**A)** It assumed the authority of the body that consisted of former arkhons to dispense justice in the golden age of democracy.

**B)** Pericles led Athens in this position for fifteen years.

**C)** Although it was established to prevent attempts at tyranny, it became the instrument of internal power struggle.

**D)** The people who filled this position became the leaders of the polis immediately after the end of the monarchical system.

**E)** Solon established this council, which was responsible for drafting and supervising laws.

**F)** This institution made decisions about declarations of war and peace treaties.

**18. This task is about ancient Rome. (E/3)**

**Use the sources and your own knowledge to complete the following questions.**

“When there was no republican army left after the deaths of Brutus and Cassius, […] the confiscation of all of Lepidus’ property and Anthony’s suicide and the Julius-party had only Caesar [Augustus] left as a leader; he resigned from his position as a Triumvir as if **[1.]** he had been acting in the capacity of the consul and had been satisfied with the rights of a tribune. After appeasing the military with gifts, the people with cereals and the whole state with the sweets of peace, he slowly started moving higher: **[2.]** he took control of the Senate, the magistrates and the law, and nobody offered any resistance as the best people had died […] in the wars and as for the rest of the aristocrats, the more they were inclined for servility, the more wealth and honour they could expect to receive, and as they were drawing a profit from the situation, they chose what was certain and available over what was old and risky. The

provinces didn’t reject these conditions either as due to the rivalries between powerful men and the greed of the officials they were suspicious of **[3.]** the power of the Senate and the people, as the laws, which could be interfered with by violence, the solicitation of favours and money, didn’t provide effective help.” *(Ancient Roman historian Tacitus)*

„Amikor Brutus és Cassius pusztulása után már nem volt köztársasági haderő, […] és Lepidus kiforgatása, Antonius öngyilkossága után a Julius-pártnak is csak Caesar [Augustus] maradt vezérül, s lemondott triumviri címéről, mintha **[1.]** consulként járna el és a nép védelmére beérné a tribunusi joggal. Miután a katonaságot ajándékokkal, a népet gabonával, az egész államot a béke édességével lekenyerezte, lassanként magasabbra tört: **[2.]** magához ragadta a senatus, a magistratusok, a törvények jogkörét, s ennek senki sem szegült ellene, hiszen a legderekabbak a háborúkban […] elhullottak, a többi előkelő pedig, minél jobban hajlott a szolgaságra, annál nagyobb gazdagsághoz és kitüntetésekhez juthatott, és az új helyzetből hasznot húzva inkább a biztosat és meglevőt, semmint a régit és kockázatosat választotta. Ezt az állapotot a tartományok sem utasították el, a hatalmasok vetélkedései és a tisztviselők kapzsisága miatt gyanús szemmel nézvén a **[3.]** senatus s a nép uralmát, mivel nem nyújtottak hathatós segítséget a törvények, melyeket erőszakkal, megkörnyékezéssel, végül pénzzel meg lehetett kavarni.” *(Tacitus ókori római történetíró)*

**a) Where and when was the battle fought after which Anthony committed suicide?** (Score: 0.5 points for each correct item.)

Location (settlement): **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Year: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b) Name the form of government which underlined text part number 3 makes an allusion to**. (0.5 points)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**c) Name the way of exercising power which Augustus introduced and which underlined text parts numbers 1 and 2 refer to.** (0.5 points)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**d) Using underlined text parts numbers 1 and 2, describe in your own words the characteristics of the way of exercising power which Augustus introduced.** (1 point)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**19. This task is about the history of ancient Rome. (E/4)**

**Use the sources and your own knowledge to complete the following questions.**

**a) Give the locations of the events described by the sources. Match the numbers on the map to the locations.** (Score: 0.5 points for each correct item.)

|  |
| --- |
|  |
| *Map of the Roman Empire in the imperial period* |

**A)** “The battle started, but […] Anthony’s ships were too slow, […] each galley was surrounded by three or four of the Caesar’s vessels, […] the battle was still undecided as it continued and both sides had an equal chance of being victorious when suddenly Cleopatra’s fleet of sixty ships came into sight as they raised their sails and readied themselves to go and then fled between the rows of battling galleys.” (Plutarch)

„Megkezdődött a csata, de […] Antonius hajói túl nehézkesek voltak, […] egy-egy gályáját Caesar három vagy négy hajója vette körül, […] a csata eldöntetlenül és egyforma esélyekkel folytatódott, amikor váratlanul megpillantották Kleopatra hatvan hajóját, amint vitorláikat távozásra készen felvonták, elindultak és a harcoló gályák sorai között megfutamodtak.” (Plutarkhosz)

**The location of the battle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number on the map: \_\_\_\_\_\_\_\_\_\_**

**B)** “Caesar then marched into Alexandria; […] A few days later Caesar himself paid Cleopatra a visit, […] Cleopatra immediately sprang to her feet and threw herself to the floor in front of Caesar with tousled hair and a distracted look on her face.” (Plutarch)

„Caesar ekkor bevonult Alexandriába; […] Néhány nappal később Caesar maga is felkereste Kleopatrát, […] Kleopatra nyomban felugrott és kuszált hajjal, zavart arckifejezéssel Caesar lába elé vetette magát.” (Plutarkhosz)

**The province acquired at the time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number on the map: \_\_\_\_\_\_\_\_\_\_**

**C)** “The […] tribes which the army of the Roman people never came near before my principate, […] I have now vanquished, made them subjects of the Roman people, […] all the way to the banks of the River Danubius [Danube].” (The inscription of Ankara)

„A […] törzseket, melyeket az én principátusom előtt a római nép hadserege sohasem közelített meg, […] legyőztem, a római nép hatalma alá vetettem, […] egészen a Danuvius [Duna] folyó partjáig.” (Az ankarai felirat)

**The province acquired at the time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number on the map: \_\_\_\_\_\_\_\_\_\_**

**b) Name the person whom sources A) and B) refer to as “Caesar”.** (1 point)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1. This task is about the most significant European religions in the 5th-10th centuries. (E/3)**

**Complete the following tasks using the illustrations and your own knowledge.**

|  |  |
| --- | --- |
|  |  |
| **Picture 1** | **Picture 2** |
|  | |
| **Picture 3** | |

**a) What religion does each of these places of worship belong to?** (Score: 0.5 points for each correct item.)

**Picture 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Picture 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Picture 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b) Name one characteristic feature of each of the above religions.** (Score: 0.5 points for each correct item.)

**Picture 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Picture 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Picture 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. This task is about mediaeval economy. (E/5)**

**Complete the following tasks.**

**a) Choose the appropriate words or expressions from the list below to complete the chart.** *Pay attention to both the causes and the consequences of the process*. (Score: 1 point for each correct item.)

subsistence economy; population increase; transhumance; 3-field crop rotation; breast harness; domestic industry

|  |
| --- |
|  |

**b) Name the type of working association which became widespread in Western Europe in the 11th-13th centuries.** (1 point)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**c) What were the aims of this type of working association? Mention two of them.** (Score 0.5 points for each correct item.)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. This task is about the industry of the mediaeval guilds. (E/4)**

**Use the source to answer the questions.**

“1 Any member of our guild may only make broad-cloth with a selvage by the order of the chief justices, who may wear such broad-cloth together with their families.

5 Those who are not members of our guild and do not reside in our town must not use our broad-cloth stamp.

6 Those who have been denounced and could not prove their innocence may not remain in our guild […]

11 The fines and penalties which we have established and we ourselves keep will be listed below.

12 […] If in any place broad-cloth should be found with a selvage or with cuts in it, or cloth which turns out to come from cuttings or cots, or which was mended with a light-coloured thread, it must be confiscated from the master. […]

14 No one may dye broad-cloth with a selvage in various colours.

15 The same penalty will be meted out to those who work on more than two looms.

24 If a loom is found hidden in someone’s house, he will pay 1 mark.

41 The weaver who charges our fellow masters more than the agreed amount will lose his right to practise his trade for four weeks; and this applies to him and his wife as well.

47 No one may hire the workers of others; neither workmen, nor workwomen. Penalty: half a mark.” *(From the rules of a German broad-cloth guild, 1345)*

„1. Szegéllyel ellátott posztót céhünk egyetlen tagjának sem szabad készítenie, csakis a főbírák megrendelésére, akik családjaikkal együtt viselhetnek ilyen posztót.

5. Olyanoknak, akik nincsenek benne céhünkben és nem élnek városunkban, tilos posztóra alkalmazott pecsétünket használni.

6. Aki ellen feljelentés érkezett, és nem tudta bebizonyítani tisztességes voltát, nem maradhat céhünkben […]

11. A bírságokat és büntetéseket, amelyeket nálunk megállapítottak, és amelyeket mi is megtartunk, az alábbiakban soroljuk fel.

12. […] Ha valahol szegéllyel ellátott vagy helyenként bevágott posztót találnak, vagy pedig olyat, amelyről kiderül, hogy hulladékból vagy gyapjúcafatokból készült, vagy amelyet világos fonallal javítottak meg, az ilyen posztót el kell kobozni a mestertől. […]

14. A szegéllyel ellátott posztót senki sem festheti tarkára.

15. Ugyanilyen büntetést fizet az is, aki kettőnél több szövőszéken dolgozik.

24. Ha valakinél elrejtett szövőszéket találnak, 1 márkát fizet utána.

41. Az a szövő, aki mestertársainktól a megállapítottnál többet kér, négy hétre elveszti a jogot, hogy mesterségét folytassa, ő maga és a felesége is.

47. Senki sem csalhatja el más embereit, sem munkást, sem munkásnőt. Bírságpénz: fél márka.”

*(Egy német posztócéh szabályzatából, 1345)*

**a) Define what a guild is.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Use item 12 to say what one of the basic functions of this guild was.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Which items conform to the rules of fair competition? Name two of them.** (0.5 points per item)

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) Identify the aim of item 15.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. This task is about the history of mediaeval England. (E/5)**

**a) Complete the chart with the appropriate letters and answer the questions.** (0.5 points per item)

|  |  |
| --- | --- |
|  | **A)** the delegates of the towns  **B)** the House of Lords  **C)** the delegates of the counties  **D)** the lords temporal  **E)** the House of Commons  **F)** the prelates |

**b) Who had the right to be present in person at parliamentary sessions**? *(0.5 points per item)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) It was the Magna Carta that first made it possible for the estates to have a say in the exercise of power. When was this document issued?** *(1 point)*

year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. This task is about the characteristics of the Romanesque and Gothic styles. (E/5)**

**Put the sources and illustrations below into two groups depending on whether they describe the Romanesque or Gothic style. Write the letters in the correct column.** (Score 0.5 points for each correct item)

**a)** "If we want to make the vaulting higher, the arch must rise sharper, or it is even better if it is not an arch but two segments of a circle joined together. [...] Its greatest advantage was that its height could be adjusted to be flatter or sharper depending on what the structure of the building required." *(E.H. Gombrich)*

„Ha magasabbra akarjuk a boltozatot, az ívet hegyesebbre kell venni, sőt jobb, ha az nem is ív, hanem két összeillesztett körszelet. […] Legfőbb előnye az volt, hogy magasságát változtatni lehetett, laposabbra vagy hegyesebbre aszerint, ahogy az épület szerkezete kívánta.” *(E. H. Gombrich)*

**b)** "The whole interior and exterior of the church exude great strength. There are not many ornaments and it has few windows. The large unbroken wall surfaces and the towers remind one of mediaeval castles." *(E.H. Gombrich)*

„Az egész templom kívül is, belül is masszív erőt áraszt. Dísz nem sok van, ablak is kevés. Az áttöretlen nagy falfelületek, tornyok a középkori várakra emlékeztetnek.” *(E. H. Gombrich)*

**c**) "A semicircular arch may be seen on the outside as well as in the interior of the building either with a static function or in a decorative role." *(F. Conti)*

„Félkörív az épület külsején és belsejében egyaránt előfordulhat, akár statikai, akár dekoratív feladatok megoldására.” *(F. Conti)*

**d)** "The ethereal light [...] of stained glass contributed greatly to the intended mystic effect. [...] Its windows are made up of small pieces of coloured glass, which are framed by strips of lead." *(M.C. Gozzoli)*

„Az üvegfestészet […] földöntúli fénye nagyban hozzájárult a célul kitűzött misztikus hatás kiváltásához. […] Ablakai kis színes üveglapocskákból állnak össze, melyeket ólomcsíkok kereteznek.” *(M. C. Gozzoli)*

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *e) Cologne Cathedral* | *f) Skeletal structure of a church* | *g) Cross section of a church* |
|  |  |  |
| *h) The church of Ják* | *i) The church of Csempeszkopács* | *j) Notre-Dame in Paris* |

Glossary:

Fiatorony: Turret

Főhajó: Nave

Oldalhajó: Side-aisle

Támívek: Flying buttresses

Támpillér: Buttress

|  |  |
| --- | --- |
| **Romanesque** | **Gothic** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**6. This task is about religious orders. (E/4)**

**Answer the questions using the extracts and your own knowledge.** *(Score: 1 point for each correct item)*

‘In the name of the Lord […] to observe the holy Gospel of our Lord Jesus Christ, living in obedience without anything of our own, and in chastity. Brother Francis wears obedience and reverence to the Lord Pope Honorius and his canonically elected successors, and to the Roman Church. The rest of the brothers are obliged to obey Francis and his successors. […] I strictly forbid the brothers to receive money in any form either directly or through an intermediary. […] The brothers should appropriate neither house, nor place, nor anything for themselves: and they should go confidently after alms, serving God in poverty and humility, as strangers and pilgrims in this world. Nor should they feel ashamed, for God made himself poor in this world for us.’*(Rule of a religious order)*

„Isten nevében kezdődik […] a mi Urunk Jézus Krisztus szent Evangéliumának megtartása, az engedelmesség, szegénység és tisztaság gyakorlásával. Ferenc testvér engedelmességet és hódolatot fogad urának, Honorius pápának, valamint az ő törvényes utódainak és a római Anyaszentegyháznak. A többi testvér pedig engedelmeskedni köteles Ferenc testvérnek és utódainak. […] Szigorúan megparancsolom minden testvérnek, hogy sohase fogadjanak el semmiféle pénzt vagy pénzjegyet, sem önmaguk, sem közvetítő személy útján. […] A testvéreknek ne legyen semmi tulajdonuk, se házuk, […] sem egyéb birtokuk. Hanem mint idegenek és jövevények e világon, szegénységben és alázatosságban szolgáljanak Istennek. Bizalommal menjenek alamizsnát kéregetni. Ne szégyelljék magukat, mert az Úr miérettünk lett szegénnyé e földön.” *(Szerzetesrendi szabályzatból)*

**a) Name the religious order described in the above source.**

Name of religious order:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b) Underline the century in which the religious order was founded.**

5th century 10th century 13th century 18th century

**c) Underline the expression which is most often used to describe the order above.**

Evangelical obedient mendicant humble

**d) Name the religious order which engaged in similar activities, and was founded at the same time as the order described above.**

Name of religious order: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. This task is about Western-European religious orders in the Medieval Ages. (E/3)**

**Below you will find a set of definitions and a list of religious orders. Write the number of the appropriate religious order on the line under the definition. More than one definition can belong to a single order.** *(Score: 0.5 points for each correct item)*

**a)** The consummation of Scholasticism can be linked to the outstanding members of this

order.

\_\_\_\_\_\_\_\_\_\_\_

**b)** This order was founded at Monte Cassino, in the 6th century.

\_\_\_\_\_\_\_\_\_\_\_

**c)** This order was founded at Assisi in Italy, in the 13th century.

\_\_\_\_\_\_\_\_\_\_\_

**d)** The order also played a role in the suppression of heretical movements: the pope entrusted them with the supervision of the Inquisition.

\_\_\_\_\_\_\_\_\_\_\_

**e)** This order was reformed in the 10th century, as a result of the Cluniac movement.

\_\_\_\_\_\_\_\_\_\_\_

**f)** ‘Pray and work!’ – a sentence from the Rule of this order summarises the essence of this monastic movement.

\_\_\_\_\_\_\_\_\_\_\_

**Religious orders:**

1. Benedictine

2. Franciscan

3. Dominican

**8. This task is about trade guilds. (E/3)**

**Decide whether the statements in the table below are based on any of the regulations in the text of the source. If so, put the number of the regulation next to the appropriate statement. If not, put a cross (“X”) next to the statement.** (Score: 0.5 points per item.)

"2 If anybody from outside the guild is about to make a bargain for a stock of provisions or something of the like and a member of the guild steps in, only the latter may buy it regardless of the price the other has promised to pay. If a guild member is making a bargain for goods which cannot be classified as food and are valued at five big solidi or more and another member of the guild steps in, this latter, if he wishes so, may demand a share in the bargain. If the member who initiated the bargain rejects the one who has stepped in and this latter can prove that he has been rejected with two witnesses to the dean (tithe collector), the former will pay a fine of two solidi.

3 When the time of drinking comes, it is the deans’ task to tell the members of the chapter to take their part in the drinking and to instruct them to arrive peacefully each at his own place at nine o’clock and that none of them should start a fight raking up matters from the recent or the very distant past.

5 If a person from outside the guild arrives to take part in the drinking, drinks secretly and is consequently discovered, he must either pay five big solidi or become a member of the guild there and then. Clerics, knights and foreign merchants are exceptions to this regulation.

8 If anyone should hit another with his fist, a loaf of bread or a stone, he must not reach for other weapons and he must pay two ounces.

13 If someone does not arrive at his chapter after the first toll of the bells, he must pay 12 denarii, and if someone should leave without permission, he must also pay 12 denarii unless he is ill.

15 Wine and all other costs of the guild are paid from the guild coffers.

17 When someone enters the guild, whether old or young, he must pay the clerk and the deans two denarii each until he is registered." *(From the 12th-century regulations of the merchant guild of the city of Saint-Omer)*

„2. Ha a céhen kívüliek közül bárki valamely élelmiszerkészletre vagy bármi hasonlóra alkuszik, és valamelyik a céhbeliek közül közbelép, csak az utóbbi vásárolhatja meg, tekintet nélkül arra, hogy a másik milyen árat ígért. Ha a céhbeliek valamelyike bármi olyan árura alkuszik, amely nem minősíthető élelmiszernek és értéke 5 nagy solidus, vagy annál több, és valamely más ugyancsak céhbeli közbelép, akkor ez utóbbi is, amennyiben úgy kívánja, részt kérhet az üzletből, és ha az alkut folytató elutasítja a közbelépőt, ez viszont a dékán (tizedszedő) előtt két céhbeli tanúval bizonyítani tudja, hogy amaz elutasította részvételét, akkor amaz két solidus pénzbírságot fizet.

3. Midőn beköszönt az italozás ideje, a dékánok feladata értesíteni a káptalan tagjait, hogy a kijelölt napon vegyenek részt az italozásban, és előírni, hogy kilenc órakor békésen jelenjenek meg a maguk helyén, és közülük senki ne kezdjen civakodást régi vagy közelmúlt dolgokat hánytorgatva.

5. Ha az italozáson nem céhbeli jelenik meg és titokban iszik, de ivás közben tetten érik, akkor ő 5 nagy solidust fizet, vagy ott nyomban köteles belépni a céhbe. Ez alól kivesszük a klerikusokat, a lovagokat és az idegen országbeli kereskedőket.

8. Ha valaki bárkit ököllel vagy kenyérrel vagy kővel megüt, más fegyverhez ne forduljon, így két unciát fizet.

13. Ha valaki az első harangszó után nem jelenik meg káptalanjában, 12 dénárt fizet, aki pedig engedély nélkül távozik el, ha nem betegség kényszeríti, 12 dénárt fizet.

15. Szabály, hogy a bor és minden céhbeli szükséglet költségeit a céh vagyonából fedezik.

17. Ha valaki belép a céhbe, akár fiatal, akár öreg, köteles a lajstromba vételig két dénárt fizetni az írnoknak, a dékánoknak úgyszintén kettőt.” *(Saint-Omer város kereskedőcéhének a XII. században született szabályzatából)*

|  |  |
| --- | --- |
| **Statements** | **Number of regulation** |
| **a)** This regulation creates a basis of equality for the working conditions of guild members. |  |
| **b)** Guild members share the burdens connected to their trade. |  |
| **c)** Before entering the guild prospective members must pass an exam. |  |
| **d)** This regulation goes against competition in the market. |  |
| **e)** The guild protects the interests of members against those who refuse to join it. |  |
| **f)** This regulation specifies the number of apprentices masters can employ. |  |

**9. This task is about mediaeval scholarship. (E/4)**

**Answer the questions using the sources and your own knowledge.**

“Just as holy studies are based on the light of faith, so is philosophy on the natural light of the mind. Therefore, it is impossible for those statements that belong in the realm of philosophy to contradict our religious tenets. […] And if we should find any statements of the philosophers that contradict our faith, then that is not really philosophy but its erroneous application, which stems from the deficiencies of the mind.”*(Saint Thomas of Aquinas)*

„Ahogyan mármost a szent tudomány a hit világosságán alapul, úgy a filozófia az ész természetes világosságán; ezért lehetetlen, hogy azok az állítások, amelyek a filozófiához tartoznak, ellentétesek legyenek a hittételekkel. […] Ha pedig a filozófusok állításai között olyat találunk, ami ellentétes a hittel, az nem filozófia, hanem a filozófiának az ész hiányosságából fakadó hibás használata.” *(Aquinói Szent Tamás)*

**a) State the main idea contained in the source in your own words. Do not quote from the source!** (1 point)

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**b) Name the school of philosophy that can be linked to the source above.** (1 point)

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**c) Name the ancient philosopher who had the greatest influence on mediaeval scientific thought.** (1 point)

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**d) Match the activities of Saint Thomas of Aquinas to the correct century and monastic order.** *Underline the correct century and monastic order.* (Score: 0.5 points for each correct item.)

11th century 13th century 15th century

Dominican order Jesuit order The order of Saint John

**10. This task is about the history of the Frankish Empire. (E/4)**

**Use the map and your own knowledge to answer the questions.**

**A)**

|  |
| --- |
|  |

Glossary:

Kopasz Károly: Charles the Bald

Lothar: Lothair

Német Lajos: Louis the German

Hűbéresterület: Fiefdom

**a) Where and when was the agreement concluded, the result of which is illustrated by the above map?** (Score 0.5 points for each correct item.)

The place of the agreement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The year of the agreement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Name the dynasty which the parties of the agreement belonged to.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B)**

**Name the monarch from the map who is described in each of the statements below.** (Score 0.5 points for each correct item.)

**c)** The town where Charles Martel stopped the Arabs was taken under his control.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d)** He acted as a guardian of the Papal State.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**e)** A later monarch on his throne was crowned emperor in 962.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**f)** Later occupants of his throne strove to turn Hungary into a vassal state in the 10th-11th centuries.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11. This task is about the Ottoman Empire in the Middle Ages. (E/4)**

**Use the sources and your own knowledge to complete the following tasks.** (Score 1 point for each correct item.)

**a) Give the term for the section of the Ottoman Empire that the following excerpt is about.**

“What pain for the man who sees the child whom he fathered and cried over so much and only wished the best of luck unexpectedly snatched by the violent hands of strangers and forced into outlandish customs? Whom should the father lament over: himself or the child? Himself, because he has been robbed of his support for his old age? Or the child, because he was born free but now has become a servant and despite his noble descent he has been debased to become a follower of barbaric customs?” *(Isidorus Glabas, Metropolite of Thessaloniki, 1395)*

„Melyik szenvedést ne ismerte volna meg az az ember, aki váratlanul erőszakos, idegen kezek által elragadva és különös szokásokra kényszerítve látja azt a gyermeket, akit nemzett, aki miatt oly gyakran sírt, s akinek mindig csak a legnagyobb szerencsét kívánta. Kit sirasson inkább az apa: önmagát vagy a gyermeket? Önmagát, mert megfosztották öregségének támaszától? A gyermeket, mert szabadból szolgává, nemesből barbár szokások követőjévé alacsonyítják?” *(Izidorosz Glabasz, Thesszaloniki metropolitája, 1395-ben)*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b) Mention two factors which, when compared to contemporary western states, explain the main idea of the excerpt below.**

“The sultan enjoyed unlimited power, which was impossible to check despite being limited by religious and moral laws. The person of the sultan and the state were closely linked; the padishah [also later on] could well have claimed, ‘I am the state’.” *(From a writing by historian Judit Balázs)*

„A szultán korlátlan hatalmat élvezett, amit a vallási és erkölcsi törvények ugyan behatároltak, a valóságban azonban ellenőrizhetetlen volt. Az állam és a szultán személye szorosan összefonódott: a padisah [később is] joggal mondhatta volna „az állam én vagyok.” *(Balázs Judit, történész írásából)*

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**c) Put a “X” next to the picture which the following excerpt is about.**

“All the land became the sole property of the ruler, that is, the sultan. Its greatest portion was given by the administration to Ottomans for the military service they had rendered […] In effect, their land was a source of a steady income of a welldefined amount, which was collected from the peasants. The land […] could not be inherited, and military service was held in high esteem for a long time.” *(Historian Emil Niederhauser)*

„A föld egészében az uralkodó, a szultán tulajdona lett. Ennek legnagyobb részét a kormányzat […] katonai szolgálat fejében oszmánoknak adta […] Földbirtokuk valójában pontosan meghatározott évi jövedelmet jelentett, ezt a parasztoktól szedték be. A […] birtok nem volt örökletes, a katonai szolgálatot sokáig igen komolyan vették.” *(Niederhauser Emil, történész)*

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**12. This task is about the history of the Franks. (E/4)**

**Decide which Frankish monarch the textual and visual sources are connected to.** *Write the letter of each source into the appropriate box in the table. You can put each letter in one box only.* (Score 0.5 points for each correct item.)

|  |  |  |
| --- | --- | --- |
| **Clovis** | **Pepin the Short** | **Charlemagne** |
|  |  |  |

**a)** “On the holy day of the birth of our Lord when the king rose from the prayer he said during mass before the grave of Saint Peter the Apostle, Pope Leo placed a crown on his head and the people of Rome exclaimed, “Long live the emperor who has brought justice and was crowned by the Lord […] and let him be victorious! After all the blessings the pope paid him such respect as the kings of old had received, […].” *(The Royal Frankish Annals)*

„Az Úr születésének ezen a szent napján, mikor a király mise közben Szent Péter apostol sírja előtt elmondott imádsága után felemelkedett, Leó pápa megkoronázta, a római nép pedig ezt kiáltozta: Éljen és győzedelmeskedjék […], az Isten által megkoronázott nagy, békét teremtő császár! A magasztalások elhangzása után a pápa olyan tiszteletben részesítette, mint a régi uralkodókat, […].” *(A Frank Királyság*

*Évkönyvei)*

**b) “**At the time […] his army ransacked many episcopates because he was still slave to pagan ideas. The enemy stole, together with other valuable objects of ecclesiastic service, a great and beautiful chalice from one of the churches. The bishop of this particular episcopate sent an envoy to the king and beseeched him that even if none of the other valuables could be returned, at least let this chalice be restored to his episcopate.” *(The Chronicle of Gregory of Tours)*

„Ebben az időben […] serege számos egyházat kifosztott, mivel ő maga ekkor még a pogány tévelygéseknek volt a rabja. Tehát valamelyik templomból egy csodálatosan nagy és szép kelyhet ragadott el az ellenség az egyházi szolgálat egyéb ékességeivel együtt. Ennek az egyháznak a püspöke pedig a királyhoz küld, és azt kéri, hogyha már mást nem kaphat vissza s szent edényekből, legalább azt a kelyhet kaphassa vissza az egyház.” *(Tours-i Gergely krónikája)*

**c)** “Then came the war against the Avars, or Huns, which was the biggest that he started except for the one he led against the Saxons. He launched it with more zeal than any of his other wars and he was also much more meticulous in making his preparations. He led a campaign into Pannonia in person; an area that was under the Huns’ control at the time.” *(Einhard)*

„Ezután következett a háború az avarok, avagy a hunok ellen és a szászok elleni háborút kivéve, ez volt a legnagyobb, amit indított; nagyobb lelkesedéssel vállalta fel, mint bármely másik háborút és sokkal nagyobb előkészületeket is tett. Személyesen vezetett egy hadjáratot Pannóniába, ami akkoriban a hunok birtokában volt.” *(Einhard)*

**d)** “The Merovingian family, from which the Franks had until then chosen their kings and which existed until the time of Childeric III, was deposed, and Childeric, who was already lacking in power and was known only for holding on to his by then empty royal title, was shaven and thrown into a monastery at the command of the Bishop of Rome.” *(After Einhard)*

**d)** „A Meroving családot, amelyből a frankok mindaddig a királyaikat választották, s amely III. Childeric idejéig állt fenn, lerakta trónjáról, s Childericet – aki valójában már meg volt fosztva az erőtől, és csak arról volt ismert, hogy az üres királyi címet birtokolta – megborotváltatta és kolostorba taszította a római főpap parancsára.” *(Einhard nyomán)*

|  |  |
| --- | --- |
|  |  |
| **e)** *The chapel of the palace of Aachen* | **f)** *Map of the Frankish and Byzantine empires* |
|  |  |
| **g)** *14th-century miniature from the Great French Chronicle* | **h)** *Map of Northern and Central Italy* |

**13. This task is about the birth of Islam and the Arab expansion. (E/4)**

**Write the appropriate place names and the numbers that show their locations on the map next to the correct descriptions***. There are four extra numbers*. (Score: 0.5 points for each correct item.)

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| --- | --- | --- | --- |
|  | | | |
|  |  | |  |
| **Statement** | **Place name** | **The number of the place** | |
| **a)** An ancient place of pilgrimage for Arabs and the birthplace of Islam. |  |  | |
| **b)** The decisive battle in which the Franks stopped the Arab expansion in Europe was fought here in 732. |  |  | |
| **c)** It was the capital of the Arab empire from the second half of the 8th century and a blossoming commercial and cultural centre. It was famous for its fabulous riches in contemporary Europe. |  |  | |
| **d)** It was the centre of the Arab state in Europe that existed between the 8th and the 11th centuries. It was recaptured by the Christian forces as part of the reconquista in the 13th century. |  |  | |

**14. This task is about mediaeval ideas. (E/3)**

**Underline the appropriate word(s) in each item.** (Score: 0.5 points for each correct item.)

In the 13th century a theology called *Humanism/Scholasticism* **a)**, which was based on the idea of rational thinking, evolved in the universities of Western Europe. It considered its main task to harmonise the relationship between *faith/man* **b)** and *nature/knowledge* **c).** The greatest representative of this idea was the Dominican *Saint Thomas Aquinas/Saint Ignatius of Loyola* **d)**. He was knowledgeable in all the scholarship of his age and he systematised it. *Aristotle/Plato* **e)**, the ancient Greek philosopher, had the greatest influence on him with his work called *Logic*. He tried to prove that the source of all existence is/are *God/the four classical elements* **f).** *(Adapted from a textbook)*

**15. This task is about the history of mediaeval religious orders. (E/4)**

**On the basis of their content, decide which order each source is connected to. Put an X in the appropriate box in the table.** (*The source texts are from the rules of the Franciscan and Benedictine orders, but the content of some of them is connected to both of them*.) (Score: 0.5 points for each correct answer.)

**a)** “But the workshop in which we perform all these works with diligence is the enclosure of the monastery, and stability in the community.”

„Az a műhely pedig, ahol mindezt szorgosan gyakorolhatjuk, a monostor zártsága és az állhatatos megmaradás a közösségben.”

**b)** “[…] when they travel about the world, they […] should be gentle, peaceful and unassuming, courteous and humble, speaking respectfully to all as is fitting. […] Whatever house they enter, they are first to say, "Peace to this house." According to the holy gospel they can eat whatever food is set before them.”

„[…] mikor a világban járnak […] legyenek szelídek, békességszerzők és szerények; kedvesek és alázatosak, s nyíltan szóljanak mindenkihez, ahogyan illik. […] Ha valamilyen házba bemennek, először ezt mondják: Békesség e háznak. És a szent evangélium szerint minden ételből ehetnek, amit eléjük tesznek.”

**c)** “[…] to observe the holy gospel of our Lord Jesus Christ, living in obedience without anything of our own, and in chastity.”

„[…] kövessék a mi Urunk Jézus Krisztus szent evangéliumát és éljenek engedelmességben, tulajdon nélkül és tisztaságban.”

**d)** “No one may presume to give or receive anything […]; nor to have anything whatever as his own, neither a book, nor a writing tablet, nor a pen, nor anything else whatsoever.”

„Senki se merészeljen […] bármit is adni vagy elfogadni, vagy bármit is sajátjaként bírni; egyáltalán semmit sem: se könyvet, se írótáblát, se íróvesszőt, tehát igazán semmit se.”

**e)** “In the first place love the Lord God with your whole heart, whole soul, your whole strength. Then, love your neighbour as yourself. Then, do not kill. Do not commit adultery. Do not to steal. Do not covet.”

„Először is: szeresd az Úristent, teljes szívből, teljes lélekből és teljes erődből. Aztán felebarátodat, mint önmagadat. Továbbá: ne ölj. Házasságot ne törj. Ne lopj. Bűnös vágyaid ne legyenek.”

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| --- | --- | --- | --- |
| **sources** | **connected to the**  **Benedictines** | **connected to the**  **Franciscans** | **connected to**  **both** |
| **a)** |  |  |  |
| **b)** |  |  |  |
| **c)** |  |  |  |
| **d)** |  |  |  |
| **e)** |  |  |  |
| **f)** |  |  |  |
| **g)** |  |  |  |
| **h)** |  |  |  |

**16. This task is about the history of the Ottoman Empire. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

|  |
| --- |
|  |
| **A)** The Ottoman Empire around 1600 AD |

**Decide which city, marked with a number in the map, the following statements are true for. Put an X in the appropriate box in the table.** *Put only one X in each line*. (0.5 points for each correct item.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statement** | **1** | **2** | **3** | **None of these** |
| **a)** This city was the most sacred place of the principal religion of the empire. |  |  |  |  |
| **b)** This city was a sacred place of three religions, the most ancient of which had a place of worship here which was still standing in its full splendour in the 16th-17th centuries. |  |  |  |  |
| **c)** This city was considered to be a secular and religious, ecclesiastical centre of power at the same time, both before and after the Ottoman conquest. |  |  |  |  |

**d) In which year did the Ottomans conquer the city marked with a 1 in the map?** (0.5 points)

Year: \_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
|  |  |
| **B)** The portrait of Suleiman, which he intended as propaganda, to be circulated in Europe. He is wearing the four-tiered crown, commissioned from Venice | **C)** Papal coat of arms with Saint Peter’s keys and the tiara (triple crown) |

**e) Comparing the two pictures, explain what political ambitions Suleiman declared by circulating picture B).** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**f) Despite several military conflicts, the Republic of Venice usually aimed at cooperation with the Ottoman Empire. With the help of the map, explain the specific economic reason for this.**   
(1 point)

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**17. This task is about the culture of the Middle Ages. (E/4)**

**Decide if the following literary and artistic works are connected to the High Middle Ages or the period of Humanism and Renaissance. Write the letters of the sources on the appropriate line.** (Score: 0.5 points for each correct item.)

**A)** “Just like theology rests upon the light of faith, so does philosophy on the natural light of reason; it is for this that the assertions that belong to philosophy should not be opposed to the dogmas.” *(Saint Thomas of Aquinas)*

„Ahogyan mármost a szent tudomány a hit világosságán alapul, úgy a filozófia az ész természetes világosságán; ezért lehetetlen, hogy azok az állítások, amelyek a filozófiához tartoznak, ellentétesek legyenek a hittételekkel.” *(Aquinói Szent Tamás)*

**B)** “[And God spoke to man:] nothing restrains you, I leave you to your free will and that will mould your nature. I have placed you at the centre of the universe; look around and see what is most to your liking. […] Mould yourself as you wish by your own decision and according to your position, and like the potter knead yourself in the form that is most to your liking.” *(Philosopher Giovanni Pico della Mirandola)*

„[Így szólt Isten az emberhez:] Téged nem fékez semmi kényszer, téged szabad akaratodra bízlak, az fogja természetedet megformálni. A mindenség közepébe helyeztelek, nézz körül, hogy mi a legkedvedre valóbb a világban. […] Önmagadat amilyennek csak akarod, döntésed és rangod értelmében magad alakítsd ki, s mint a fazekas, abba a formába gyúrd át, amelyik inkább tetszik.” *(Giovanni Pico della Mirandola, filozófus)*

|  |  |
| --- | --- |
| **C)**  “Handsome young men and pretty damsels,  Long live Bacchus and Eros.  Let us dance and sing,  Our hearts filled with desire.  Away with gloom in the palace,  What shall be, shall be.  Be gay and think of today,  Tomorrow is so uncertain.”  (*Excerpts* from Carnival, *a poem by Lorenzo Medici*)  „Sok szép ifju, sok szép donna,  éljen Bacchus, éljen Ámor!  Énekelve és táncolva  szálljon szívetekbe mámor.  Félre bú e palotából!  Így kell lenni, mindhiába!  Vígan élj, gondolj a mára!  hátha rosszabb lesz a holnap!”  (*Részlet Lorenzo Medici „Farsang” című verséből*) |  |
|  |  |
|  |  |

The High Middle Ages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The period of Humanism and Renaissance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**18. This task is about the society of Europe in the Middle Ages. (E/4)**

**Use the sources and your own knowledge to complete the following questions.**

**A)** “As I was wanting every day of my life, wandering here and there trying to find a way to support myself without any luck. Finally, I turned to you, My Lord, beseeching you […] to grant me a plot of land to work on; Your Lordship granted my request and enabled me to begin working […]. For this reason, […] I promise to work for your profit and I will render my services to You in return for the protection that I receive. I also promise to deliver the tithes [taxes] either in money […] or produce.” *(A sample charter, 7th century)*

„Minthogy naponként szükséget szenvedtem és ide-oda vándoroltam, hogy valami megélhetést keressek, és egyáltalán nem találtam, végül is uraságod kegyes jóindulatához folyamodtam, kérvén, hogy nekem […] művelésre földet adass; kérésemet uraságod helybenhagyta és eredményre is juttatta […]. Ezért […] ígérem, hogy minden tekintetben a ti hasznotokon munkálkodom, és a nekem nyújtott védelmet szolgálataimmal viszonozni fogom. A dézsmákat [adókat] pedig ígérem, hogy pénzben vagy természetben […] beszállítom.” *(Oklevélminta, VII. század)*

**B)** “We wish that this contract that we make with the people this side of the River Rhine [those who are from the western side of the Rhine] called the Dutch be known to all. These people have visited Our Royal Highness making a fervent plea that the uncultivated […] territories in our bishopric be handed over so it can bear its produce.[…]

We have made a contract according to the terms of which they will pay 1 denarius for each [plot] of this land. […] They have finally agreed to our wish and will give us one tenth of the produce of this land, […]; they can redeem this with a [further] 1 denarius. […] We have also allowed them to build churches where this seems necessary. We have given up a tenth of the tithe […] that is our due for the use of the priests of these parishes.” *(A charter issued by Archbishop Frederic of Hamburg, 12th century)*

„Azt akarjuk, hogy mindenki számára legyen ismert ez a szerződés, amelyet mi a Rajnán inneni [a Rajna nyugati partjáról származó] emberekkel, akiket hollandoknak neveznek, kötöttünk. Ezek az emberek felkeresték felségünket, igen erősen kérve a püspökségünk területén fekvő eddig megműveletlen […] földek átengedését, hogy azt termővé tegyék. […]

Egyezséget kötöttünk, amelynek értelmében a fent nevezett földbirtok minden [telkéért] évenként 1 dénárt fizetnek nekünk. […] Végül akaratunknak megfelelően elfogadták, hogy a föld gyümölcsének tizedét nekünk adják, […]; [ezt további] 1 dénárral megválthatják. […] Megengedtük továbbá, hogy templomokat építsenek ott, ahol szükségesnek látszik. Átengedtük ezeknek a templomoknak a plébános használatára a […] nekünk járó tized egytized részét*.” (Frigyes hamburgi érsek oklevele, XII. század)*

**a) What social process is the content of source A) connected to? Circle the number of the correct answer.** (0.5 points)

1. The evolution of the social group of the serfs started.

2. The feudal system was established.

3. Settlers [hospes] were moved to scarcely populated areas.

**b) What may have motivated certain individuals to undertake the obligations described in source A)? Give two brief explanations on the basis of the source text.** (Score: 0.5 points for each correct item.)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) What social process is the content of source B) connected to?** **Circle the number of the correct answer.** (0.5 points)

1. The evolution of the social group of the serfs started.

2. The feudal system was established.

3. Settlers [hospes] were moved to scarcely populated areas.

**d) Why did the charter marked with the letter B) oblige those concerned to deliver two types of taxes?** (1 point)

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**e) What similarity is there between sources A) and B) regarding the method of rendering taxes?** (1 point)

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**19. This task is about the ecclesiastical orders of the Middle Ages. (E/3)**

**Use the sources and your own knowledge to complete the following questions.**

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|  |  |

**a) Images A) and B) show monasteries of the same monastic order. From the list below, which was the principal activity of the monks who belonged to this order? Circle the number of the correct answer.** (0.5 points)

1. Preaching to the faithful

2. Copying codices

3. Protecting pilgrims visiting the Holy Land

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|  |

**b) Image C) shows the monastery of another religious order. From the list below, which was the principal activity of the people who belonged to this order? Circle the number of the correct answer.** (0.5 points)

1. Preaching to the faithful

2. Copying codices

3. Protecting pilgrims visiting the Holy Land

**c) Who was the founder of the first western monastic order which was also recognised by the Pope and which used, among others, the monasteries in images A) and B)?** (1 point)

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**d) What is the generic term used for the religious orders that use buildings similar to the one in image C)?** (1 point)

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**1. This task is about the balance of power in 18th-century Europe. (E/5)**

**Complete the tasks using your own knowledge.**

**a) Put the following events in chronological order.** (1 point)

**A)** The Seven Years’ War

**B)** The third division of Poland

**C)** The Austrian War of Succession

**D)** The War of the Spanish succession

|  |  |  |  |
| --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** |
|  |  |  |  |

**b) Match the events in task a) with the definitions in the following chart.** *Write the letters of the events into the chart*. (Score 0.5 points for each correct item.)

|  |  |
| --- | --- |
| **Definitions** | **Letter of the event** |
| 1. After the elder line of the Habsburgs had died out, Louis XIV proposed that his own grandson inherit the throne. He was eventually accepted by Britain, which was very careful about the power balance in Europe, too. This is when the British acquired Gibraltar. |  |
| 2. After Charles III had died without a male heir, Prussia did not accept the Pragmatic Sanction and occupied Silesia. |  |
| 3. Austria’s unsuccessful attempt at recapturing Silesia, although Count András Hadik’s troops were already holding Berlin to ransom. |  |
| 4. The Russian tsarina, the king of Prussia and the emperor of Austria increased their territories by means of a diplomatic deal. |  |

**c) Put the numbers of the geographical names into the map**. (Score: 0.5 points for each correct item.)

|  |
| --- |
|  |

**1** Silesia

**2** Alsace and Lorraine

**3** Eastern Prussia

**4** Gibraltar

**2. This task is about Louis XIV’s reign. (E/4)**

**Complete the tasks using the sources and your own knowledge.**

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| --- |
|  |
| Glossary:  Az állam én vagyok: I am the state  XIV. Lajos: Louis XIV  Királyi rendeletek: Royal decrees  Törvényeket rendel el: Decrees laws  Bíráskodik: Sits in judgement  Kormányoz és igazgat: Governs and administers  Az államtanács által felügyelve: Supervised by the Council of State  A király az elnök: The king is the president  “Államminiszerek” (csupán tiszteletbeli cím): “State ministers” (merely an honorary title)  A kancellár az összes törvényszék bíróság elnöke: The Chancellor is the president of all courts of law  Királyi pecsétőr: Keeper of the royal seal  Pénzügyi főellenőr: Chief Inspector of Finances  4 államtitkár: 4 under-secretaries  − Külügyi: Foreign affairs  − Hadi: Military  − Tengerészeti: Naval  − A királyi házé: Royal  A Pénzügyi Tanács által felügyelve az államháztartás tanácsadója, irányítja a gazdaságot. Vezetés: pénzügyi  ellenőr: Budgetary counsellor reporting to the Monetary Council, controls the economy. Leader: Inspector of  Finances.  Udvari bíróság: Royal Court of Law  Királyi fellebbezési bíróság: Royal Court of Appeals  Elnök: a király vagy helyettesként a kancellár: Presided by the king or the Chancellor as his deputy. |

“Above all, kings must rely on reason, so they will find the correct path naturally […] I have instructed all four under-secretaries not to sign anything without consulting me beforehand, and this applies to the Chief Inspector of Finances, too. I have ordered that no financial measures shall be taken without noting it down in the booklet which I always keep on me […] I have decided to order all my ministers to appear before me when they least expect it so that I can question them in great detail. I do all this to make them understand that I can do this at any time and in connection with anything…” *(From the memoirs of Louis XIV, written to his son, 1661)*

„A királyoknak mindenekelőtt a józan észre kell hagyatkozniuk, ily módon magától értetődő természetességgel rátalálnak a helyes útra […] Mind a négy államtitkárnak megparancsoltam, hogy ezentúl semmit alá ne írjanak, míg be nem számoltak róla, s ugyanígy a pénzügyi főintendáns se. Elrendeltem, hogy semmiféle pénzügyi intézkedés se történjen anélkül, hogy fel ne jegyezzék abba a kis könyvecskébe, amelyet mindig magamnál hordok […] úgy döntöttem, hogy minisztereimet időről időre – amikor a legkevésbé számítanak rá – magamhoz rendelem, és részletesen kikérdezem. Mindezt azért, hogy megértsék: ezt tulajdonképpen bármikor és bármilyen ügy kapcsán megtehetem…” *(XIV. Lajos fia számára írt emlékirataiból, 1661)*

**a) Name the system of government illustrated by the above diagram.** (1 point)

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**b) Name the person who took final decisions on military and naval issues**. (1 point)

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**c) Provide one piece of evidence from the source and the picture each that Louis XIV made himself independent from the estates.** (Score 0.5 points for each correct item.)

From the text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

From the picture: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) Name England’s form of government during the last stage of Louis XIV’s reign.** (1 point)

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**3. This task is about an 18th-century economic theory. (E/4)**

**Use the source to decide whether the statements are true or false.** *Mark your answers with an ‘X’.* (1 point per item)

“The annual labour of every nation is the fund which originally supplies it with all the necessaries and conveniencies of life which it annually consumes, and which consist always either in the immediate produce of that labour, or in what is purchased with that produce from other nations.

According therefore, as this produce, or what is purchased with it, bears a greater or smaller proportion to the number of those who are to consume it, the nation will be better or worse supplied with all the necessaries and conveniencies for which it has occasion.

But this proportion must in every nation be regulated by two different circumstances; first by the skill, dexterity, and judgment with which its labour is generally applied; and, secondly, by the proportion between the number of those who are employed in useful labour, and that of those who are not so employed. Whatever be the soil, climate, or extent of territory of any particular nation, the abundance or scantiness of its annual supply must, in that particular situation, depend upon those two circumstances.” *(Adam Smith, 1776)*

„Minden nép életében az évről évre kifejtett munka az a tényező, amely az évente fogyasztott szükségleti és kényelmi cikkeket elsősorban szolgáltatja. Ez mindig vagy a kifejtett munka közvetlen termékeiből áll, vagy abból, ami a közvetlen termékek ellenében más népektől vásárolható.

A nép tehát aszerint lesz szükségleti és kényelmi cikkekkel bővebben vagy szűkösebben ellátva, hogy kisebb-e vagy nagyobb az az arány, amely a közvetlen munkatermékek, illetve az értük beszerezhető termékek mennyisége és a fogyasztók száma között fennáll.

Ezt az arányt viszont minden népnél szükségképpen két körülmény szabályozza: először a munka kifejtése során általában megnyilvánuló gyakorlottság, szakszerűség és értelmesség, másodszor pedig a hasznos munkát végző és ilyen munkát nem végző egyének közötti számarány. Bármilyen legyen az ország talaja, éghajlata vagy területi kiterjedése, ellátottságának bőséges vagy szűkös volta adott helyzetében évről évre ettől a két körülménytől függ.” *(Adam Smith; 1776)*

|  |  |  |
| --- | --- | --- |
| **Statements** | **True** | **False** |
| Adam Smith considered labour to be the basis of the economy. |  |  |
| Demographic factors have an effect on meeting the demand and on distribution. |  |  |
| The geographic features of a given country have a fundamental effect on its economic development. |  |  |
| Adam Smith did not consider intellectuals to be a useful group within the society of the country. |  |  |

**4. This task is about the economy of England in the early modern period. (E/3)**

**Use the sources and your own knowledge to answer the questions.**

“[...] from thence forwards, no goods or commodities whatsoever of the growth, production or manufacture of Asia, Africa or America, or of any part thereof [...] shall be imported or brought into this Commonwealth of England, or into Ireland, or any other lands, islands, plantations, or territories to this Commonwealth belonging, or in their possession, in any other ship or [...] vessel [...] whatsoever, but only in such as do truly and without fraud belong only to the people of this Commonwealth, or the plantations thereof, as the proprietors or right owners thereof; and whereof the master and mariners are also for the most part of them of the people of this Commonwealth, under the penalty of the forfeiture and loss of all the goods that shall be imported contrary to this act; as also of the ship in which the said goods or commodities shall be so brought in and imported” *(Navigation Act, 1651)*

„[…] a jövőben semmiféle termék vagy áru, amely Ázsiában, Afrikában és Amerikában, vagy pedig ezek részeiben, vagy a hozzájuk tartozó szigeteken termett vagy állíttatott elő [...] nem hozható vagy szállítható be az Angol Köztársaságba vagy Írországba, vagy más országokba, szigetekre, ültetvényekre és területekre, melyek e köztársasághoz tartoznak vagy birtokait képezik, semmiféle más [nem angol] hajón vagy [...] vízi járműveken [...], [csak] amelyek tényleg és valóban e köztársaság vagy gyarmatai polgárainak mint tulajdonosoknak és jogos birtoklóknak a tulajdonát képezik s amelyeknek a kapitánya és matrózai szintén ezen köztársaság polgárai lesznek; mint ama áru elkobzásának és elvesztésének terhe alatt, amit jelen törvény ellenére fognak behozni, valamint a hajó elkobzásának terhe alatt.” *(Hajózási törvény, 1651)*

**a) Interpret what the act really aimed to achieve.** *(1 point)*

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**b) Which country was the act aimed to counter?** *(0.5 points)*

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**c) The interests of which social group in England were represented in the act**? *(0.5 points)*

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**d) Whose name is linked with the act?** *(0.5 points)*

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**e) What form of government did England have at the time the act was passed?** *(0.5 points)*

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**5. This task is about modern world history. (E/4)**

**With the help of the sources write the names of the persons in the pictures on the lines and then select and also write the name of the religion or religious denomination.** (Score 0.5 points for each correct item)

|  |  |
| --- | --- |
| **a)** "She had a spectacular Protestant coronation organised for herself. She forced Parliament to abolish the rights of the papacy in England. It was during her reign that England became the queen of the seas." *(Historian György Tibor Szántó)* | |
|  | „Látványos protestáns koronázást rendeztetett magának. A parlamentet a pápaság angliai jogainak eltörlésére kényszerítette. Az ő idejében vált Anglia a tengerek királynőjévé.” *(Szántó György Tibor történész)*  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Religion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **b)** "He was the gifted offspring of a bigoted Protestant family. When the Civil War broke out he organised an army which he trained himself. They called themselves Independents. The outstanding commander [...] won a decisive victory against the king's army. He called himself Lord Protector and took control of the country." *(Historian György Tibor Szántó)* | |
|  | „Bigottan vallásos protestáns család tehetséges fia volt. Amikor a polgárháború megkezdődött, csapatot szervezett, amelynek maga vezette a kiképzését. Elnevezték magukat independenseknek. A kitűnő hadvezér […] döntő vereséget mért a király seregére. Lord Protector néven saját kezébe vette az ország legfőbb irányítását.” (Szántó György Tibor történész)  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Religion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **c)** "His religious bigotry helped institutionalise the intolerance of the Inquisition in Spain. He considered the Reformation and the Netherlands, which fought for lower taxes and independence, his enemies. His half brother won a decisive battle over the Turkish fleet at Lepanto." *(Historian Ádám Anderle)* | |
|  | „Vallási bigottsága az inkvizíció türelmetlenségét segített intézményesíteni Spanyolországban. Ellenségének tartotta a reformációt, a kevesebb adóért és függetlenségért fellépő Németalföldet.  Féltestvére döntő győzelmet aratott Lepantónál a  török flotta felett.” *(Anderle Ádám történész)*  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Religion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **d)** "The Diet pronounces his imperial excommunication. However, Frederick II (the Wise) helps him escape to the castle of Wartburg, where he spends several years working, and he translates the Bible into German during this time." *(Historian Emma Léderer)* | |
|  | „Az országgyűlés kimondja rá a birodalmi kiátkozást. Bölcs Frigyes azonban Wartburg várába szökteti, ahol néhány évig munkálkodik és ez alatt az idő alatt fordítja le a bibliát német nyelvre.” *(Léderer Emma történész)*  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Religion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Religion, religious denomination:** Islam, Evangelical, Anabaptist, Puritan, Catholic, Unitarian, Anglican

**6. This task is about the age of Voyages of Exploration.(E/5)**

**a) Write the names of the appropriate explorers next to the letters representing sources.** (Score: 1 point for each correct item.)

**A)** ‘I am writing you this letter to let you know how I reached the Antilles in 33 days with the armada which was entrusted to me by our lords Their Majesties the King and the Queen, and where I found many islands populated with countless natives, and I took possession of them all […].’ The island of Hispaniola is miraculous: the mountains and mountain ranges, the fields, the arable soil and the meadows are beautiful and rich.’ *(Extract from a diary)*

„ Megírom néktek e levelet, miáltal megtudhatjátok, hogyan jutottam 33 nap alatt az Indiákra az armadával, melyet a Nagyságos Király és Királynő, a mi uraink bíztak rám, ahol is én számtalan bennszülöttel benépesített sok szigetre találtam, s valamennyit birtokba vettem […]. Hispaniola szigete csodálatos: a hegyek és hegységek, a mezők, termőföldek és rétek gyönyörűek és dúsak. ” *(Naplórészlet)*

**B)** ‘The natives of the island, about 1500 of them, split into three groups, and attacked us immediately with frightful howling. […] A poisoned arrow pierced through the captain’s leg. […] Finally, a native managed to hit the captain’s forehead with the end of his spear. […] We owe our rescue to the captain, as in his last minute all the natives rushed to where he fell. […] His glory, however, outlives his death. He was a perfect master of the art of navigation, which he proved with his trip around the world, to which no man before him had dared to volunteer.’ *(From the diary of Antonio Pigafetta)*

„A szigetlakók, mintegy ezerötszázan voltak, három csapatra oszlottak, és azonnal szörnyű üvöltéssel ránk támadtak. […] Egy mérgezett nyíl átdöfte a kapitány lábát. […] Végül is egy szigetlakónak sikerült a lándzsája végével a kapitány homlokára vágni.[…] Megmenekülésünket kapitányunknak köszönhetjük, mivel végpillanatában az összes szigetlakók oda futottak, ahol ő elesett. […] Dicsősége azonban túléli halálát. A hajózás mesterségének tökéletes birtokában volt, amit világ körüli útjával bizonyított, amire ő előtte senki sem mert vállalkozni.” *(Antonio Pigafetta naplójából)*

|  |  |
| --- | --- |
|  | Glossary  Lisszabon: Lisbon  Európa: Europe  Ázsia: Asia  Kanári-szigetek: Canary Islands  Zöldfoki-szigetek: Cape Verde Islands  Atlanti-óceán: Atlantic Ocean  Indiai-óceán: Indian Ocean  Jóreménység-foka: Cape of Good Hope |

**A)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Name the king and queen mentioned in source A).**

King: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Queen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. This task is about the period of Reformation and Catholic revival. (E/4)**

**a) Name the religious order or denomination that can be linked to the following sources.** *(1 point for each correct item.)*

**1.** ‘Whoever desires to fight in our society, which we intend to name after Jesus, under the sacred banner of the Cross, and to serve only God and the Roman pontiff, His vicar on earth, after a solemn vow of perpetual chastity, let him keep in mind that he is part of a society, instituted for the purpose of […] the propagation of the faith through public preaching […] and confirming [Christians] in their faith.’

„Bárki, aki társaságunkban, melyet Jézusról kívánunk elnevezni, a kereszt lobogója alatt Isten harcosa kíván lenni, és csak az Urat és annak földi helytartóját, a pápát akarja szolgálni, az ünnepélyes szüzességi fogadalom után lélekben legyen felkészülve arra, hogy olyan társaság tagja lesz, melynek célja […] a hit terjesztése nyilvános prédikációk útján, […] illetve a keresztények hitben való megerősítése.”

Name of order: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.** ‘Whoever pries into predestination penetrates the innermost secret of divine wisdom. […] It is not right […] that man should examine unpunished what God wishes to hide in himself. In His Word he declared those secrets of His intentions which He thought He must share with us, and He only wished to declare as much as He considered important and useful for us. […] We must not feel ashamed if in these matters we are ignorant, for here ignorance is somehow wisdom.’

„Akik az eleve elrendelést fürkészik, az isteni bölcsesség legbelső rejtekébe hatolnak. […] Nem […] illő dolog, hogy az ember büntetlenül vizsgálhassa azt, amit az Isten önmagában akar elrejteni. Igéjében kijelentette akaratának azokat a titkait, amelyekről azt tartotta, hogy velünk közölni kell, s csak annyit tartott közlendőnek, amennyiről látta, hogy számunkra fontos, és nekünk használ. […] Ne is szégyelljük, ha ebben a dologban valamit nem tudunk, itt a tudatlanság is valahogyan bölcsesség.”

Name of denomination: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.** ‘Any truly repentant Christian has a right to full remission of penalty and guilt, even without letters of indulgence. Any true Christian, whether living or dead, participates in all the blessings of Christ and the church; and this is granted him by God, even without indulgences. [...] Because love grows by works of love, man thereby becomes better. Man does not, however, become better by means of indulgences but is merely freed from penalties.’

„Minden igaz, bűnbánó keresztyén elnyeri a büntetéstől és a bűntől való teljes feloldozást, s ebből ő a bűnbocsátó cédulák nélkül is részesül. Minden igaz keresztyén – akár él, akár már halott – részese Krisztus és az egyház minden lelki javának melyeket Isten ugyancsak bűnbocsátó-cédulák nélkül adott. […] Ugyanis a szeretet gyakorlása által növekszik a szeretet, s az ember jobbá lesz; míg a búcsú csak a büntetés alól menti fel, s nem teszi jobbá az embert.”

Name of denomination: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Define in one sentence what is meant by ‘predestination’.** *(0.5 points)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) In which year did the Reformation emerge (when Luther posted his theses)?** *(0.5 points)*

Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8. This task is about the evolution of a world economy. (E/5)**

**Complete the tasks using the sources and your own knowledge.**

"On the fifth day [of February 1504] three galleons arrived in Venice on their way back from Alexandria […] They arrived empty and without any goods although nobody remembers it ever happening that a galleon should return from her voyage with no cargo.

Merchants returning from Alexandria have been saying that his Highness the Sultan made great efforts to prevent the Portuguese and their galleons entering Calcutta in India.

[June 1506] A letter which arrived from Genoa post-haste informs us that four loaded caravels landed in Lisbon, Portugal on the 24th day of March, just back from their voyage to India, and their cargo was 25,000 canteras [1 cantera equals approximately 72 kilograms] of pepper and sandal wood.

A similarly swift missive came from Antwerp in Flanders on the 18th day of this month. This also confirmed the news adding that five caravels loaded with

goods from Calcutta had arrived in Lisbon […]

This news has been the source of great disheartenment in the city of Venice, as shipping is now threatened with ruin. By now it has become apparent that these voyages from Portugal to India will be regular and that caravels can normally make the voyage once every year. Consequently, the merchants of Venice cannot go to Syria, since they cannot buy goods there any longer. The discovery of the other route to India has been a truly great one. The Republic of Venice has not been under a greater threat or in worse danger for a long time." *(From the diary of Girolamo Priuli, 16th century)*

„[1504. február] ötödik napján Alexandriából visszatérőben Velencébe érkezett három gálya […] Ezek üresen, áru nélkül érkeztek, pedig senki nem emlékezett arra,

hogy valaha is megtörtént volna, hogy egy gálya útjáról áru nélkül térjen haza.

Az Alexandriából visszatért kereskedők azt is beszélték, hogy a szultán úr nagy erőfeszítéseket tett, hogy Indiában, Kálikutban a portugálokat és gályáikat ne fogadják be.

[1506. június] Egy Genovából nagyon gyorsan érkezett levélből megtudtuk, hogy a portugáliai Lisszabonba március 24-én áruval megrakott négy karavella érkezett, melyek az indiai útról tértek vissza, és rakományuk 25 ezer cantera [1 cantera kb. 72 kg] bors és szantálfa volt.

Ugyanígy hír érkezett igen gyorsan a flandriai Antwerpenből e hónap 18-án. Ez is megerősítette az újságot, annak hozzáadásával, hogy Lisszabonba öt karavella

érkezett Kálikutból árukkal megrakva […]

Ez a hír Velence városában nagy elkedvetlenedést okozott, mert a hajózást nagy romlás fenyegeti. Most már kétségkívül világos lett az is, hogy ez az utazás Portugáliából Indiába rendszeressé válik, és hogy általában évenként tehetik meg a karavellák ezt az utat. Így ezután a velencei kalmárok nem mehetnek Szíriába, mivel árut ott már nem kaphatnak. Az Indiába vezető másik út felfedezése igen nagy dolog volt. A Velencei Köztársaságot régóta nem fenyegette nagyobb kár vagy veszély.” *(Girolamo Priuli naplójából, XVI. század)*

**a) Use the above source to explain why the Republic of Venice was in danger?** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Use the above source to say where trade routes used to be and where they moved to**. (Score: 0.5 points per item.)

Where they used to be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New routes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Explain why this change was unfavourable for the Turkish Empire from an economic point of view.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
|  |

**d) Write the numbers from the map into the appropriate places in the table below.** (Score: 0.5 points per item.)

|  |  |  |  |
| --- | --- | --- | --- |
| Alexandria | Lisbon | Venice | Antwerp |
|  |  |  |  |

**9. This task is about the period of the Reformation and the Counter-reformation. (E/4)**

**Use the sources and your own knowledge to complete the task.**

**a) Write the names of the appropriate denominations that can be connected to each source and the year when the source was created.** (Score: 0.5 points for each correct item.)

**b) Select the name of the country that can be connected to each denomination and write it into the last column of the table.** (Score: 0.5 points for each correct item.)

Spain Switzerland England Russian Empire

|  |  |  |  |
| --- | --- | --- | --- |
| **Source** | **Denomination** | **Year** | **Country** |
| “Those who examine predestination, reach into the innermost sanctum of divine wisdom. […] Since it is not appropriate to study without being punished that which God wants to hide within His own being.”  „Akik az eleve elrendelést fürkészik, az isteni bölcsesség legbelső rejtekébe hatolnak. […] Mert nem is illő dolog, hogy az ember büntetlenül vizsgálhassa azt, amit az Isten önmagában akar elrejteni.” | A)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1536 | E)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| “Whoever desires to serve as a soldier of God beneath the banner of the Cross in our Society, which we desire to be designated by the name of Jesus, and to serve the Lord alone and the Church, his spouse, under the Roman Pontiff, the vicar of Christ on earth, should, after a solemn vow of perpetual chastity keep what follows in mind; he is a member of a Society that was founded to strive […] for the progress of souls in Christian life and doctrine.”  „Bárki, aki társaságunkban, melyet Jézusról kívánunk elnevezni, a kereszt lobogója alatt Isten harcosa kíván lenni, és csak az urat és annak földi helytartóját, a pápát akarja szolgálni, az ünnepélyes szüzességi fogadalom után lélekben legyen felkészülve arra, hogy olyan társaság tagja lesz, melynek célja a […] keresztények hitben való megerősítése.” | B)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1540 | F)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| “Hence those who preach indulgences are in error when they say that a man is absolved and saved from every penalty by the pope’s indulgences. […] Any Christian whatsoever, who is truly repentant, enjoys plenary remission from penalty and guilt, and this is given him without letters of indulgence.”  „Tévednek tehát mindazok a búcsúhirdetők, akik azt állítják, hogy a pápai búcsú folytán az ember minden büntetéstől megszabadul – üdvözül.[…] Minden igaz, bűnbánó keresztyén elnyeri a büntetéstől és a bűntől való teljes feloldozást, s ebből ő a bűnbocsátó cédulák nélkül is részesül.” | C)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | D)  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Electorate of Saxony |

**c) Name the general term by which all these new reformed denominations are known.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10. This task is about the economy of 16th-century Europe. (E/4)**

**Decide which of the legends below belongs to each of the symbols**. *Circle the number of the correct answer.* (Score 1 point for each correct item.)

|  |
| --- |
|  |
| *The economy of Europe in the 16th century* |

|  |  |
| --- | --- |
|  | 1. food importing territories  2. the most important centres of metallurgy  3. the principal regions of cattle breeding |
| 1. territories with a poor supply of cereals  2. the centres of big farm animal-breeding  3. the principal wheat producing regions |
| 1. the principal manufactories  2. the principal centres of the textile industry  3. the principal silver mines |
| 1. the centres of colonial empires  2. the principal financial centres  3. the principal centres of Levantine trade |

**11. This task is about the age of the Enlightenment. (E/4)**

**Use the sources and your own knowledge to complete the tasks.** (Score 0.5 points for each correct item.)

**a) Decide if the following statements are true of false. Write an “X” in the appropriate column.**

|  |  |  |
| --- | --- | --- |
| **Statement** | **True** | **False** |
| **A)** The Enlightenment originated in 16th-century England |  |  |
| **B)** The principle of the division of power was first articulated by the Frenchman Rousseau. |  |  |
| **C)** The Enlightenment helped the renewal of the Catholic church and the advance of the counter-Reformation |  |  |
| **D)** Voltaire, who was one of the figures of the French Enlightenment, was critical of the church. |  |  |

**b)** “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government. […] Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes. […] But when a long train of abuses and usurpations […] evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government.” *(The Declaration of Independence)*

„Magától értetődőnek tartjuk azokat az igazságokat, hogy minden ember egyenlőként teremtetett, az embert teremtője olyan elidegeníthetetlen jogokkal ruházta fel, amelyekről le nem mondhat, s ezek közé a jogok közé tartozik a jog az élethez és a szabadsághoz, valamint a jog a boldogságra való törekvésre. Ezeknek a jogoknak a biztosítására az emberek kormányzatokat létesítenek, amelyeknek törvényes hatalma a kormányzottak beleegyezésén nyugszik. Ha bármikor, bármely kormányforma alkalmatlanná válik e célok megvalósítására, a nép joga, hogy az ilyen kormányzatot megváltoztassa vagy eltörölje, és új kormányzatot létesítsen. […] A józan ész azt kívánja, hogy a jól bevált kormányzatot ne változtassuk meg jelentéktelen és múló nehézségek miatt. […] Ha azonban a visszaélések és bitorlások hosszú sora […] azt bizonyítja, hogy a népet teljes zsarnokságba kívánják hajtani, a nép joga és a nép kötelessége, hogy az ilyen kormányzat igáját levesse.” *(Függetlenségi Nyilatkozat)*

**Name the state that the source above can be linked to and give the date of its creation.**

Name of the state: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Name the fundamental principle of the Enlightenment that is formulated in the part of the text which has been underlined.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) What is the term for the idea which the source mentions and which relies on people’s common sense?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**12. This task is about the Age of Discovery. (E/4)**

**Use the map, the pictures and your own knowledge to complete the tasks.**

|  |
| --- |
|  |

**a) Name the developed American Indian cultures that existed in the Age of Discovery, marked with the letters A and C in the map. (Score 0.5 points for each correct item.)**

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: Mayan

C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** The map shows the line, defined by the Treaty of Tordesillas of 1494, along which the earliest European colonial powers divided the world. (Score 0.5 points for each correct item.)

**1 Which country laid claim to the territories to the west of the line?**

**Name of the country:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2 Which country laid claim to the territories to the east of the line?**

**Name of the country:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
|  |  |

**c) What factors, also illustrated by the pictures, contributed to the military successes of the European colonists? List two factors.** (Score 1 point for each correct item.)

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**13. This task is about the Enlightenment. (K/4)**

**Use the sources and your own knowledge to complete the tasks.** *(Score: 1 point for each correct item.)*

“As every individual, therefore, endeavours as much as he can […] to direct that industry that its produce may be of the greatest value; every individual necessarily labours to render the annual revenue of the society as great as he can. He generally, indeed, neither intends to promote the public interest, nor knows how much he is promoting it. […] He is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. Nor is it always the worse for the society that it was no part of it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it. […]

What is the species of domestic industry which his capital can employ, and of which the produce is likely to be of the greatest value, every individual, it is evident, can, in his local situation, judge much better than any statesman or lawgiver can do for him.” *(An Inquiry Into the Nature and Causes of the Wealth of Nations by Adam Smith, 1776)*

„Azzal tehát, hogy minden egyén tőle telhetően igyekszik […] tevékenységet úgy irányítani, hogy termelése a lehető legnagyobb értékű legyen, szükségszerűen azon dolgozik, hogy a társadalom évi jövedelme a lehető legnagyobb legyen, bár általában nem a közösség érdekét akarja előmozdítani és nem is tudja, mennyire mozdítja azt elő. […] Ebben is, mint sok más esetben, láthatatlan kéz vezeti őt egy cél felé, melyet ő nem is keresett. A társadalomnak pedig nem is éppen baj, hogy ő ezt a célt nem ismeri. Azzal, hogy ő saját érdekét követi, gyakran a társadalomét eredményesebben mozdítja elő, mint ha annak előmozdítása lett volna valóságos célja. […]

Hogy melyik a hazai tevékenységnek az a fajtája, melyben tőkéjét elhelyezheti és melynek eredménye lesz valószínűleg a legnagyobb értékű, ezt mindenki saját helyzetét ismerve sokkal jobban megítélheti, mint bármely államférfi vagy törvényhozó helyette tehetné.” *(Adam Smith: A nemzetek gazdagsága, 1776)*

**a) Say in your own words how the working of the “invisible hand” is manifested in the following fictitious situation.**

A weaver produces more cloth by installing a better loom, and consequently, he sells his product at a lower price.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Say in your own words what Adam Smith is making the case for in the second paragraph?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“It’s a dark night; I’m wandering in a great forest and I can’t find my way. Only my flickering light is helping me to find it. A stranger steps up to me and says, “Blow out your light, my friend, and you’ll find your way more easily.” This stranger is a theologian.” *(A fable by Diderot, an atheist philosopher)*

„Sötét éjszaka van; utat tévesztve bolyongok egy hatalmas erdő mélyén. Csupán pislákoló lámpásom fénye vezérel. Egy ismeretlen toppan elém és megszólít: «Fújd el a mécsesed, barátom, úgy jobban megtalálod az utat.» Ez az ismeretlen egy teológus.” *(Diderot, ateista filozófus tanmeséje)*

**c) What does the traveller’s light in the fable represent? Define it in a single word.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) How can one find his or her way according to the theologian? Define it in a single word.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**14. This task is about the economic impact of the discoveries of the Age of Exploration. (E/5)**

**Match the letters in the map and the numbers of the quotes to the statements.** *Fill in the chart***.** (Score: 0.5 points for each correct item.)

|  |
| --- |
|  |
| *The great discoveries* |

Glossary:

Golf-áramlat: Gulf Stream

Kanári szk.: Canary Islands

Panama-szoros: Isthmus of Panama

Jóreménység foka: Cape of Good Hope

Kálikut: Calcutta

Egyenlítő: Equator

**1** “This struggle of unequal forces lasted almost an hour. Eventually, one of the island-dwellers managed to hit the captain’s forehead with his spear […]. The Indians noticed and they all fell on him.”

**1.** „Ez az egyenlőtlen küzdelem csaknem egy óráig tartott. Végül is egy szigetlakónak sikerült lándzsája végével a kapitány homlokára vágni […]. Az indiánok ezt észrevették, és mindnyájan rárohantak.”

**2** “[…] with the armada that Their Majesties the monarchs of Castile had entrusted to me I reached India 33 days after leaving the Canary Islands […] where I discovered many densely populated islands […]”

**2.** „[…] a hajóhaddal, amelyet Kasztília felséges uralkodói rám bíztak, a Kanáriszigetektől 33 nap alatt Indiába értem […] felfedeztem ott számos sűrűn lakott szigetet […]”

**3** “He referred to it as the Cape of Storms but King John […] renamed it the Cape of Good Hope.”

**3.** „Viharok fokaként emlegette, János király viszont […] más nevet adott neki, Jóreménység fokának nevezte.”

**4** “I witnessed the deaths of more than seven thousand children within a period of three or four months, because their parents had been taken off to the mines and the abandoned little ones starved to death […].”

**4.** „Magam voltam a tanúja, hogy három vagy négy hónap alatt hétezernél több gyermek halt meg, mert szüleiket bányába hurcolták, és a magukra maradt kicsinyeket az éhség elpusztította […]. ”

|  |  |  |
| --- | --- | --- |
| **Statements** | **Letter in the map** | **Number of quote** |
| **a)** The price revolution in Europe was generated by the influx of precious metals from America. |  |  |
| **b)** The discovery of the maritime passage was an important step towards the utilisation of the Pacific coast of the New World. |  |  |
| **c)** It opened the way for the direct import of luxury items from the Far East. |  |  |
| **d)** He did not find any precious metals; sugar cane plantations were developed in the regions he had discovered. |  |  |

**e) Name the captain in text no. 1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**f) Name the explorer in text no. 2.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**15. This task is about the wars between the great powers of the 18th century. (E/4)**

**Use the source and your own knowledge to complete the tasks.**

**Complete the table using the map and your own knowledge.** *Write into the table the letters of the appropriate pairs of symbols, the numbers of the appropriate provinces and the names of those provinces. There is one extra number and letter.* (Score 0.5 points for each correct item.)

|  |
| --- |
|  |
| *Coalitions of great powers in the wars of the 18th century*  *(Only the great powers involved in the two wars have been marked, but not the lesser participants.)* |

|  |  |  |
| --- | --- | --- |
| **Wars** | **Spanish War of Succession** | **Austrian War of Succession** |
| The letter of the pair of symbols  for the opposing coalitions | **a)** | **b)** |
| The number of the province that  was annexed by a new power as a result of the war | **c)** | **d)** |
| The name of the province, marked with a number on the map, that was annexed by a new  power as a result of the war | **e)** | **f)** |

**g) Name the two great powers that fought each other in the two wars in this task, but became allies in the third one.**

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**16. This task is about the history of French Absolutism. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

“It is not difficult to establish this manufactory, and to increase the number of machines […] as these kinds of fabric are produced already and are in great demand; the 30% levied on the products of the manufactories of Flanders makes it impossible to import them – so spreading our own products will be very simple. […]

Their contracts must be examined, especially the last one, according to which I gave them 40,000 livres when they got married. I lent this sum to their late father on condition that he install 120 machines, which, of course, would work in two shifts. […]

Efforts must be made to have ships in Le Havre which are capable of transporting goods […] to Portugal and Spain, and they must be assured that warships will be provided by the king for their escort.

It must also be considered, together with *intendants* (royal commissioners) Derier and Gelet, how the River Scarpe could be made navigable, how river transport could be established between Douai and Lille and the roads be made suitable to facilitate transport.” *(Colbert, French minister’s instructions, 1667)*

„Nem nehéz megteremteni ezt a manufaktúrát, úgyszintén növelni a gépek számát is […], mivel ezeket az anyagfajtákat már gyártják, s ezek nagy keresetnek örvendenek; a 30%, ami a flandriai manufaktúrák készítményeire van kivetve, lehetetlenné teszi ezek behozatalát – így igen könnyű lesz saját készítményeink terjesztése. […]

Meg kell vizsgálni a velük kötött szerződéseket, s különösen a legutóbbit, melynek értelmében 40 ezer livres-t adtam nekik, amikor megnősültek; ezt az összeget azzal a feltétellel adtam kölcsön boldogult apjuknak, hogy 120 gépet állít be, melyek természetesen két műszakban dolgoznak. […]

Erőfeszítéseket kell tenni arra, hogy Le Havre-ban legyenek hajók, amelyek képesek árut szállítani […] Portugáliába és Spanyolországba, s biztosítani kell őket, hogy a király hadihajókat fog adni elkísérésükre. Fontolóra kell venni Derier és Gelet *intendáns* [királyi megbízott] urakkal együtt azt is, hogyan lehetne könnyen hajózhatóvá tenni a Scarpe folyót, megteremteni a hajózást Douai-tól Lille-ig, s alkalmassá tenni a kocsiutakat a szállítás megkönnyítésére.” *(Colbert francia miniszter utasításai, 1667)*

**a) Use the appropriate term to name the economic policy that can be linked to the source.** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Based on the source, describe three specific measures of economic policy with which Colbert intended to support the development of industry in manufactories.** (1 point for each correct item.)

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- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Circle the number of the correct statement. (0.5 points)**

1. At that time France was lagging behind England and the Netherlands in the production of steam engines; that is why Colbert’s measures were needed.

2. Colbert’s instructions may have been unfavourable for French consumers in the short run, since they may have increased prices.

3. In the interests of free trade, Colbert as a physiocrat wanted to abolish every kind of state regulation that opposed it, e.g. monopolies.

**17. This task is about the history of modern England. (complex question) (E/7)**

**Use the sources and your own knowledge to complete the tasks.**

“Our beloved Subjects have of our certain knowledge been Petitioners unto us, for our Royal Assent and Licence to be granted unto them, that they, at their own Adventures, Costs, and Charges, […] might adventure and set forth one or more Voyages, with convenient Number of Ships to the East-Indies, in the Countries and Parts of Asia and Africa […]. We do give and grant unto our said loving Subjects that they and every of them from henceforth be, and shall be one Body Corporate and Politick, in Deed and in Name, by the Name of The Governor and Company of Merchants of London, Trading into the East-Indies. They shall be capable in Law to have, purchase, receive, possess, enjoy and retain, Lands, Rents, Priviledges, Liberties, Jurisdictions, Franchises and Hereditaments of whatsoever Kind, Nature, and Quality so ever they be. We do grant that it shall and may be lawful for them to transport out of this our Realm of England all such foreign Coin of Silver, either Spanish or other foreign Silver, or as likewise all such other Coin of Silver, as they have procured, or shall procure, to be coined in our Mint, within our Tower of London, out of such Plate or Bullion, as is or shall be provided, by The said Governor and Company of Merchants of London, […], so as the whole Quantity of Coin, or Monies to be transported, do not exceed the Value or Sum of ₤30,000 Sterling. […] We do grant unto The said Governor and Company […] that they shall enjoy the **whole entire and only privilege of Trade** and Traffick to and from the said East- Indies. […] If we shall have just Cause to arm our Navy in Warlike Manner, The said Governor and Company shall supply Six Ships. […] If at the End of the said Term of Fifteen Years, it shall seem meet and Convenient that this present Grant shall be continued unto us, our Heirs and Successors, and that the Continuance thereof shall not be prejudicial or hurtful to this our Realm, but that we shall find the further Continuance thereof profitable for us, we will grant it.” *(The charter granted to East India Company, 1600)*

„Kedves alattvalóink királyi engedélyünket és jóváhagyásunkat kérték, hogy saját kockázatukra és költségükre […] egy vagy több kereskedelemi utazást szervezhessenek a megfelelő számú hajóval Kelet-Indiába, valamint Ázsia és Afrika más országaiba […]. Fent nevezett szeretett alattvalóinknak megengedjük, hogy mostantól kezdve névleg és tettekben is testületet alkossanak a Kelet-Indiával kereskedő londoni kalmárok Társasága és Kormányzója névvel. Legyenek jogosultak bármiféle fajta földbirtokok, javadalmak, kiváltságok, joghatóság és örökségek megszerzésére, birtoklására és élvezetére. Megengedjük, hogy törvényesen kiszállítsanak birodalmunkból spanyol vagy más eredetű ezüstpénzt […], továbbá minden olyan ezüstpénzt, melyet a londoni Towerben lévő pénzverdénkben állítanak elő a nevezett Társaság és Kormányzó által rendelkezésünkre bocsátott ezüstből, […] úgy hogy a teljes kiszállított pénzmennyiség ne haladja meg a 30 ezer font sterling értéket. […] Továbbá elrendeljük, hogy nevezett Társaság és Kormányzója […] a közlekedés és **kereskedelem teljes és egyetlen kiváltságát** élvezze a mondott Kelet- Indiával. […] Amennyiben birodalmunk védelmében fel kellene fegyvereznünk flottánkat, az említett Társaság és Kormányzó szereljen fel hat hajót. […] Jelen kiváltságlevél a tizenöt év leteltével meghosszabbítható, amennyiben mi vagy örököseink azt jónak látják, ezért a meghosszabbítás nem ütközhet birodalmunk érdekeibe és jövedelmezőnek kell lennie számunkra.” *(A Kelet-indiai Társaság kiváltságlevele, 1600)*

**a) Which geographical region is called East India in the text? Circle the number of the correct answer.** (0.5 points)

1. The Indonesian archipelago, opposite the Indian subcontinent, also called West India.

2. The Indian subcontinent, opposite the Caribbean, also called West India.

3. Indochina, opposite the Arabian Peninsula, also called West India.

**b) What type of economic organisation was the East India Company? Circle the number of the correct answer.** (0.5 points)

1. It was a guild: only its members were allowed to trade with East India and all others were prosecuted as non-guild-members.

2. It was a state enterprise: it functioned by appointment and at the expense of the English monarch, and the profit of the company also belonged to the court.

3. It was a corporation: it worked with the capital paid by the petitioners and the profit was also shared between the investors.

**c) Which sentence in the source describes how a direct privilege to colonise was created? Underline the appropriate sentence in the source text.** (0.5 points)

**d) Give the technical term for the privilege printed in bold in the source text.** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**e) Name the monarch who issued the charter**. (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**f) What direct benefits did the monarch draw from the charter? Give two such benefits.** (Score: 0.5 points for each correct item.)

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**g) Say in your own words why, since Antiquity, European tradesmen have been using precious metals (e.g. silver coins) to pay for East Indian and Asian goods.** (1 point)

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**h) How was the amount of silver that could be exported from England regulated? Circle the numbers of the three correct answers.** (Score: 0.5 points for each correct item.)

1. The English coins minted from silver that they had obtained could be exported without any limitations.

2. Coins minted abroad could be exported without any limitations.

3. They could only export silver coins of Spanish origin, to a maximum amount of £30,000.

4. Coins minted abroad could be exported within the specified limitations.

5. Only the coins minted from silver that they had obtained could be exported.

6. The English coins minted from silver that they had obtained could be exported within the specified limits.

7. They could export coins of any origin up to £30,000.

**i) Why was the export of silver coins limited? Circle the number of the correct answer.** (1 point)

1. Because if more money flows out of the country than the amount that flows in, the amount of money in circulation will decrease and this makes commercial activity more difficult, thus possibly lowering royal revenues.

2. Because if most of the silver coins flow out, their value in comparison with gold coins will become exaggerated and this upsets the exchange rate between the two types of money, thus making commercial activity more difficult.

3. Because if too many silver coins flow into foreign trade, it will cause a rise in prices and result in a price revolution, and inflation has a detrimental effect on the economy.

**18. This task is about the War of the Spanish Succession. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

“As Charles II, king of Spain of the most glorious memory has died recently without leaving any offspring, His Imperial Majesty has asserted that succession to the throne after the dead king […] rightfully belongs to his glorious House. In his attempt to win the succession to the same throne for his grandchild […], the most Christian king argued that the prince’s right originates in some testament of the dead king. [The most Christian king] […] won possession of the whole inheritance, that is the Spanish monarchy and the Spanish-Belgian provinces, and he occupied the Principality of Milan by force, […] he sent several ships to the Indies which were under Spanish rule. […] It has become quite evident that His Imperial Majesty should abandon all hope of his demand ever being fulfilled, and the Holy Roman Empire would lose its right to its vassal provinces in Italy and Spanish-Belgium, free navigation and trade by the English and Dutch allied powers in the Mediterranean, to the Indies and other destinations would become impossible; the Dutch Republic would lose the security that it has had up until the present day […] thanks to […] the Spanish-Belgian provinces. […] For the aforementioned reasons, His Imperial Highness, His Royal Highness of Great Britain and the mighty estates of the Dutch Republic […] consider it imperative to establish a close relationship and alliance between their countries in order to prevent the great common peril that threatens them.”*(A treaty of alliance, 1701)*

„Minthogy a legdicsőbb emlékezetű II. Károly, Spanyolország királya nemrégiben gyermekek hátrahagyása nélkül halt meg, ő császári felsége kijelentette, hogy az elhunyt király utáni trónöröklés […] saját dicső uralkodóházát illeti meg. A legkeresztényibb király pedig ugyanazon trónöröklést unokája […] számára igyekezvén megszerezni, azzal az érvvel hozakodott elő, hogy a hercegnek ehhez való joga az elhalálozott királynak valamiféle végrendeletéből származik. [A legkeresztényibb király] […] meg is kaparintotta az egész örökség, vagyis a spanyol monarchia birtoklását, a spanyol-belga tartományokat, a milánói hercegséget pedig fegyverrel foglalta el, […] több hadihajót a spanyol fennhatóság alá tartozó Indiákra küldött. […] Máris eléggé nyilvánvalóvá lett az, hogy ő császári felségének fel kellene hagynia minden reménnyel igényének bármikori teljesüléséről, a Szent Római Birodalom pedig elveszítené az itáliai és a spanyol-belgiumi hűbéres tartományokhoz való jogát, az angol és a holland szövetséges hatalmaknak a földközi-tengeri, valamint az Indiákra és másfelé irányuló szabad hajózása és kereskedelme végképp semmivé válnék; Hollandia elveszítené azt a biztonságát, ami eddig megvolt neki a […] spanyolbelga […] tartományok által. […] Mindezektől az okoktól indíttatva, ő szent császári felsége és Nagy-Britannia szent királyi felsége, valamint Hollandia nagyhatalmú rendjei […] a közös nagy veszedelem megakadályozása céljából szükségesnek vélték az egymás közti szoros kapcsolatot és szövetséget.” *(Szövetségi szerződés, 1701)*

|  |
| --- |
|  |
| *The Spanish inheritance*  *(The parts of the continent with a grey background belonged to the Spanish crown.)* |

Glossary:

Nápolyi Királyság: Kingdom of Naples

Gibraltár: Gibraltar Németalföld: Low Countries

Milánó: Milan Spanyolország: Spain

**Name the countries, territories, royal houses or monarchs mentioned in the text.** (Score: 0.5 points for each correct item.)

|  |  |
| --- | --- |
| **a)** Which royal house is “His Imperial Majesty’s glorious House”? |  |
| **b)** Which is the “most Christian king’s” country? |  |
| **c)** What is the name of the king who attempted to secure “the succession to the [Spanish] throne for his grandchild”? |  |
| **d)** On which continent could the “Indies” be found? |  |

**The peace treaty that concluded the war gave Gibraltar to Great Britain and the southern part of the Low Countries to the emperor. Explain the reason for each of the two territorial changes on the basis of the source.** (Score: 1 point for each correct item.)

**e)** Gibraltar: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**f)** Southern part of the Low Countries: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**19. This task is about the Catholic Counter-Reformation. (E/3)**

**Use the sources and your own knowledge to complete the tasks.**

**A)** “Whoever wishes to serve as a soldier of God beneath the banner of the cross in our Society and to serve the Lord alone and his vicar on earth, […] should keep in mind that he is a member of a community founded chiefly for this purpose: to strive especially for the progress of souls in Christian life and doctrine and for the propagation of the faith by the ministry of the word, by spiritual exercises and works of charity such as confessions, and specifically by the education of children and unlettered persons in Christianity.” *(Constitution, 1540)*

„Bárki, aki társaságunkban a kereszt lobogója alatt Isten harcosa kíván lenni, és csak az Urat és annak földi helytartóját, a pápát akarja szolgálni, […] lélekben legyen felkészülve arra, hogy olyan társaság tagja lesz, melynek célja a lelkeknek a keresztény tanok szerinti gondozása, a hit terjesztése nyilvános prédikációk útján, Isten igéjének szolgálata, lelki gyakorlatok és a gyermekek és a kereszténységet nem ismerők tanításában és a gyóntatásban megvalósuló szeretetszolgálat révén, illetve a keresztények hitben való megerősítése.” *(Alapszabályzat, 1540)*

**B)** “We ought to act on the principle that everyone who lives under obedience should let himself be carried and directed by Divine Providence through the agency of the superior as if he were a lifeless body, which allows itself to be carried to any place and treated in any way.” *(Constitution, 1540)*

„Legyen mindenki arról meggyőződve, hogy az isteni gondviselés őt elöljárói által irányítja és kormányozza, mintha holttest lenne, amelyet bárhová lehet vinni, és amellyel bármit lehet cselekedni.” *(Alapszabályzat, 1540)*

**a) Name the religious order whose regulations the above two source texts are taken from.** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Name two statements in source A) that are contrary to Protestant doctrine.** (Score: 1 point for each correct item.)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Which monastic vow is highlighted in source B)? Circle the number of the one correct answer.** (0.5 points)

1. chastity

2. poverty

3. obedience

4. absolution

**1. This task is about the great powers at the turn of the 20th century. (E/3)**

**Complete the tasks after studying the sources.** (Score 0.5 points for each correct item.)

|  |  |
| --- | --- |
|  | |
|  | *Africa at the end of the 19th century* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Glossary:  1885-ben: In 1885  1914-ben: In 1914  A nagyhatalmak gyarmati terjeszkedése: The colonial expansion of the great powers  A terjeszkedés ütközővonalai: The lines of expansion  Az európai ellenőrzés határa 1880 előtt: The borders of European supervision before 1880  Belga: Belgian  Brit: British | | Francia: French  Franciaország: France  Gyarmati területek million km2-ben: Area of the  colonies in million km2  Nagy-Britannia: Great Britain  Német: German  Németország: Germany  Olasz: Italian  Portugál: Portuguese  Spanyol: Spanish | | |
| **Using the sources, name the great power which by the beginning of the 20th century …** | | |
| **a)** … had established the largest colonial empire. | |  |
| **b)** … had a higher productivity that that of Germany. | |  |
| **c)** …had been striving to establish an unbroken stretch of colonial territory in an east-west direction. | |  |
| **d)** … had three colonies in Africa, and this was not in harmony with its economic strength after establishing national unity. | |  |
| **e)** … had become a European buffer state, whose colony in Africa separated British and French territories. | |  |
| **f)** … had acquired Zanzibar as part of the so-called Heligoland-Zanzibar pact. | |  |

**2. This task is about 19th-century Socialist ideas. (E/4)**

**Match the quotes to their explanations. Write the correct numbers under the letters in the chart.** *(There is one extra explanation that you do not need.)* (Score 1 point for each correct item.)

**a)** “In the interests of industry and scientific development, society could be best organised if spiritual power [intellectual leadership] was held by scientists, while the administration of secular power was in the hands of artisans.”

„A társadalmat úgy lehet a tudomány fejlődése és az ipar szempontjából legkedvezőbb módon megszervezni, ha a lelki hatalmat [a szellemi vezetést] a tudósokra, a világi hatalom igazgatását pedig az iparosokra bízzuk.”

**b)** “Apart from the various illnesses which are caused by the present desolation of the poorest classes and the oppression they suffer, there are other circumstances which increase child mortality. In many families both parents work away from their home, and consequently, they totally neglect their children. They are either locked up at home, or they are left in the care of strangers. It is no miracle that hundreds of these children are victims of fatal accidents.”

„A legszegényebb osztály mostani elhagyatottságából és elnyomásából szükségszerűen következő különböző betegségeken kívül vannak még más körülmények is, amelyek fokozzák a kisgyermekek halandóságát. Sok családban mindkét szülő házon kívül dolgozik, aminek az a következménye, hogy a gyermekeket teljesen elhanyagolják; bezárják őket a lakásba, vagy pedig idegenek gondozására bízzák. Nem csoda, ha száz meg száz ilyen gyermek halálos baleset áldozata lesz.”

**c)** “In all big societies the participants must be put into simple groups according to their inclinations and abilities […] in order for the abilities of the individual members to develop to the full.”

„Minden nagy létszámú társulásban a résztvevőket hajlamaik és képességeik szerint egyszerű csoportokra kell fölbontani […] abból a célból, hogy a legteljesebben kifejlődjenek az egyes tagok képességei.”

**d)** “Freeman and slave, patrician and plebeian, baron and serf, guild master and apprentice, that is: oppressor and oppressed have been in continuous conflict, fighting either openly or covertly, but this fight has always ended in the revolutionary transformation of society or the destruction of both opposing classes.”

„Szabad és rabszolga, patrícius és plebejus, báró és jobbágy, céhmester és mesterlegény, egyszóval: elnyomó és elnyomott folytonos ellentétben álltak egymással, szakadatlan, hol palástolt, hol nyílt harcot vívtak, olyan harcot, amely mindenkor az egész társadalom forradalmi átalakulásával vagy a harcban álló osztályok közös pusztulásával végződött.”

**1.** According to Marx and Engels, history can be described as a struggle between social classes since pre-history.

**2**. Fourier thought that harmony could be achieved through voluntarily formed communities.

**3**. Blanc was the first to proclaim the right to work, and demanded that the state provide the unemployed with work.

**4**. Saint Simon said that unlike in the past, the new society had to be organised with scientific development and the industry at its centre.

**5.** Engels experienced the poverty and disenfranchisement of the working class in the most highly developed country, which inspired him to later write his book The Situation of the Working Class in England.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Letter** | **a)** | **b)** | **c)** | **d)** |
| **Number** |  |  |  |  |

**3. This task is about the Holy Alliance. (E/3)**

**Use the sources and your own knowledge to answer the questions.**

“I All states which, as members of the European alliance, are in a state of revolution and constitute a source of danger for other states cease to be members of the alliance until order has been re-established.

II The powers will not recognise any changes introduced by illegitimate governments.

III If any state should perceive the proximity of another state as dangerous, it will first use persuasion, or if necessary, take up arms.” *(From the resolutions of the Congress at Troppau, 1820)*

„I. Mindazon államok, amelyek az európai szövetség részét alkotván, forradalmi állapotban annak, és más államokra nézve veszedelmet képeznek, megszűnnek a szövetség tagjai lenni, amíg a rend helyreállítva nem lesz.

II. A hatalmak törvénytelen kormánytól eszközölt semmiféle változást nem fognak elismerni.

III. Ha bármely állam bármilyen más állam közelségét veszedelmesnek fogja tartani, először rábeszéléssel, ha szükséges, fegyverrel fog föllépni*.*” *(Az 1820. évi troppaui kongresszus határozatából)*

|  |
| --- |
|  |
| *The meeting of Frederick William III, Francis I and Alexander I* |

**a) List the countries which founded the Holy Alliance.** (0.5 points per item)

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) With what objective was the Holy Alliance founded?** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Which Balkan country managed to achieve its independence despite the Holy Alliance in the first half of the 19th century?** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. This task is about the period of the French Revolution. (E/4)**

**a) Use the sources and your own knowledge to establish which political faction each extract is characteristic of.** *(0.5 points per item)*

**A)** “These [...] principles attest that in the kingdom only the king disposes of a sovereign power;

he is only to give account of the execution of his supreme power to God;

that the bond between the king and his nation are indissoluble by nature;

only the hereditary nature of this unity can guarantee the mutual interests and obligations of the king and his subjects;

the interest of the nation dictates that the rights of its leader must not be infringed in any way;

its king and no other person is the nation’s sovereign leader;

the king embodies legislative power independently and indivisibly.”

„Ezek […] az elvek azt igazolják,

hogy királyságában egyedül a király rendelkezik a szuverén hatalommal;

hogy csak Istennek tartozik elszámolni a legfelsőbb hatalom gyakorlásáról;

hogy a királyt és a nemzetet egyesítő kötelékek természettől fogva felbonthatatlanok;

hogy a király és alattvalói kölcsönös érdekeit és kötelezettségeit csakis ezen egység örökletessége biztosíthatja;

hogy a nemzet érdeke azt diktálja, hogy vezetőjének jogait semmilyen sérelem sem érheti;

hogy a királya nemzet szuverén vezetője, és kizárólag egy lehet vele;

s végezetül, hogy a törvényhozó hatalom függetlenül és megosztás nélkül a király

személyében testesül meg. ”

**B)** “6 The money allocated to the counties must be used to get rid of the differences in the price of staple foodstuffs over the whole territory of the Republic of France so that everyone can guarantee the same benefits for their children. [...]

8 A maximum value of property is to be established.

9 A ceiling is to be established for the value of the property owned by one person.

10 Nobody is to rent a plot of land that is more extensive than can be ploughed with a specified number of ploughs.

11 One and the same citizen is to own only one shop or workshop.”

„6. A megyéknek kiutalt összegekkel tüntessék el az élelem és az elsődleges fontosságú dolgok árában megnyilvánuló egyenlőtlenséget a Francia Köztársaság egész területén, hogy mindenki biztosíthassa minden gyermeke számára ugyanazokat az előnyöket. […]

8. Rögzítsék a vagyon maximumát.

9. Ugyanaz a személy csak egy maximált vagyonnal rendelkezhessen.

10. Senki se vehessen bérbe több földet annál, amennyire meghatározott számú ekéhez szüksége van.

11. Egyazon polgárnak csak egy műhelye, egy üzlete lehessen.”

**C)** “Article one. Sovereignty is one, indivisible, inalienable and imprescriptible. It belongs to the nation; no group or individual may monopolise its practice.

2 The nation is the source of all power, which is exercised by representation. – The French constitution is based on representation by the legislature and the king.

3 Legislative power is delegated to representatives freely elected by the people for a specified period to exercise it as specified below with the king’s sanction.

4 The government is monarchic: executive power is delegated to the king who exercises it in a sovereign manner through his ministers and other agents in charge as specified below.

5 Judicial power is delegated to the judges elected by the people.”

„Első cikkely. A szuverenitás egy, oszthatatlan, elidegeníthetetlen és elévülhetetlen. A nemzethez tartozik; a nép egyetlen csoportja és egyetlen egyén sem sajátíthatja ki

gyakorlását.

2. A nemzet, minden hatalom forrása, csak átruházással gyakorolhatja e hatalmakat. - A francia alkotmány képviseleti: képviselője a törvényhozó testület és a király.

3. A törvényhozó hatalom egy meghatározott időre s a nép által szabadon megválasztott képviselőkre van ruházva, hogy a király szankciójával gyakorolják azt, az alábbiakban meghatározott módon.

4. A kormányzat monarchikus: a végrehajtó hatalom a királyra van ruházva, hogy saját fennhatósága alatt gyakorolja azt miniszterei és más, felelős ügynökök által, az alábbiakban meghatározott módon.

5. Az igazságszolgáltató hatalom a nép által választott bírákra van ruházva.”

**D)**

“It is time to wash away the shame they have stained France with in their imprudence or half-heartedness! It is time for the country to behave in a grand way worthy of a great nation to regain the respect that is its due among the great powers and so that the universal rights and human dignity which belong to all the members of the free community are respected through the persons of its representatives and citizens! And finally, it is time to oblige the authorities to respect the resolutions which they brought against the émigrés and rebels!”

„Itt az ideje lemosni azt a gyalázatot, amellyel meggondolatlanságból vagy kishitűségből beszennyezték Franciaországot! Itt az ideje, hogy egy nagy nemzethez illő, impozáns magatartást tanúsítson, hogy visszakapja azt a tekintélyt, amely a nagyhatalmak között jár neki, hogy tiszteljék mind képviselői, mind egyszerű állampolgárai személyében azokat az egyetemes jogokat és azt az emberi méltóságot, amely a szabad közösség tagjait megilleti! És végül itt az ideje rákényszeríteni e hatalmakat, hogy tiszteljék azokat a határozatokat, amelyeket az emigránsok és a lázadók ellen hozott!”

**Factions:**

|  |  |
| --- | --- |
| Constitutional monarchists |  |
| Royalists |  |
| Jacobins |  |
| Girondists |  |

**b) Put the factions in chronological order according the date of their rise to power and write their letters into the corresponding boxes below.** *(Score 0.5 points per item)*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 2. | 3. | 4. |

**5. This task is about the period of the industrial revolution. (E/3)**

**Use the sources and your own knowledge to decide whether the statements below are true or false. Put an X in the appropriate boxes of the chart.** (Score 0.5 points for each correct item)

|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Statements** | **True** | **False** |
| **a)** Agricultural development ensured the continuous growth of the national income. |  |  |
| **b)** The proportion of agricultural workers decreased by 50% between 1831 and 1871, while those employed in industry increased by the same rate. |  |  |
| **c)** The industrial revolution started in the 18th century in Britain. |  |  |
| **d)** Stephenson's steam-boat was a characteristic invention of the first industrial revolution. |  |  |
| **e)** The net national income of Britain doubled between 1880 and 1910. |  |  |
| **f)** The textile industry was the most successful in Britain during the first industrial revolution. |  |  |

**6. This task is about the period of the Napoleonic wars. (E/3)**

**Answer the questions based on the sources.**

**A)** ‘We neither found inhabitants, nor took prisoners of war. We reached the heart of Russia, and yet we resembled a boat tossing on the open sea without a compass: we knew nothing about what was happening around us.’ *(By A. A. L. de Caulaincourt)*

„Nem találtunk lakosokat, nem ejtettünk hadifoglyokat. Bent jártunk Oroszország szívében, mégis egy nyílt tengeren iránytű nélkül hánykolódó hajóhoz hasonlítottunk: semmit sem tudtunk arról, mi történik körülöttünk.” *(A. A. L. de Caulaincourt írásából)*

**B)** ‘Soldiers! In two weeks you have gained six victories, you have captured fifteen thousand prisoners, you have killed more than ten thousand of the enemy’s soldiers. […] Only the warriors of the Republic, only the soldiers of Freedom could have endured such suffering and won such victories as you did! You are all eager to take the glory of the French nation to Italy too, and to humiliate the proud kings who wanted to put us in chains. Go home to your villages and declare proudly: I have been a soldier in the army which conquered Italy!’ *(Napoleon)*

„Katonák! Két hét alatt hat győzelmet arattatok, tizenötezer foglyot ejtettetek, tízezernél több ellenséges katonát öltetek meg. […] Csak a Köztársaság harcosai, csak a Szabadság katonái lehettek képesek olyan szenvedésekre és olyan győzelmekre, amilyenekre Ti voltatok képesek! Mindannyian égtek a vágytól, hogy Itáliába is elvigyétek a francia nép dicsőségét, hogy megalázzátok a büszke királyokat, akik bilincsbe akarnak verni bennünket. Menjetek haza a falvaitokba, és büszkén hirdessétek: az Itáliát meghódító hadsereg katonája voltam!” *(Napóleon)*

**C)** ‘The British Isles are hereby declared to be under blockade. Any kind of commerce or contact with the British Isles is forbidden. […] All British subjects found in our territories or the territories occupied by our allies will be treated as prisoners of war, irrespective of their rank. *(Decree on the Continental Blockade)*

„A brit szigetek zárlat alatt állónak nyilváníttatnak. A brit szigetekkel mindennemű kereskedelem, mindennemű kapcsolat tilos. […] Mindennemű angol alattvaló, bármiféle rendű és rangú is legyen, akit saját vagy a szövetséges csapatok által elfoglalt területeken találunk, hadifogolynak nyilváníttatik.” *(Rendelet a kontinentális zárlatról)*

**a) Put the events described above in chronological order, using the letters of the sources. Start with the earliest.** *(Correct order:1 point)*

Order: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) What was the highest office held by Napoleon at the time of the events described in source A**)? *(1 point)*

Office: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Name the event, which also played an important role in European history, to which the underlined expressions in source B) refer.** *(1 point)*

Event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. This task is about the French Revolution. (E/3)**

**Answer the questions on the basis of the source and your own knowledge.** *(0.5 points for each correct item.)*

’There is no question of a trial. Louis is not an accused person; you [the National Convention] are not judges; you are only, you can be only, statesmen, and the representatives of the nation. You have no sentence to render for or against a man; but a measure of public safety to take, an act of national providence to perform. [...] Indeed, if Louis can still be the object of a trial, Louis can be absolved; he can be innocent. [...] But if Louis is absolved, if Louis can be presumed to be innocent, what does the Revolution become? If Louis is innocent, all the defenders of liberty become calumniators. The constitution is being used to argue in favour of the king. As far as I’m concerned, I would feel embarrassed to take these constitutional word-twistings seriously. They should be pondered upon at universities of law and in courts in London, Vienna and Berlin.’ *(Robespierre)*

„Itt nincs szó semmiféle perről. Lajos nem vádlott; Önök [a Nemzeti Konvent] nem bírák; Önök nem lehetnek mások, mint államférfiak és a nemzet képviselői. Önöknek nem elmarasztaló vagy felmentő ítéletet kell hozniuk egy ember ügyében, hanem a közüdvöt érintő intézkedést […] Ha Lajos vádlottja lehet egy pernek, akkor fel is lehet menteni.[…] De ha Lajost felmentik, mivé lesz a forradalom? Ha Lajos ártatlan, akkor a szabadság minden védelmezője rágalmazóvá válik. Az alkotmányra hivatkozva érvelnek a király mellett. Ami engem illet, pirulnék komolyan venni ezeket az alkotmányos szócsavarásokat. Rágódjanak rajtuk a jogi egyetemeken, meg a londoni, bécsi és berlini udvarokban.” *(Robespierre)*

**a) The leader of which political gathering was the author of the above excerpt?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) He is arguing in favour of taking a certain measure. What is this?**

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**c) The representatives of which branch of government is he addressing?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) In which year did the revolution mentioned in the text begin?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**e) Below you will find two expressions from the text. Which 19th century political ideologies were based on them?**

nation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

liberty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8. This task is about political trends during the French bourgeois revolution. (E/3)**

**Identify the political trends illustrated by the quotes below.** (Score: 1 point per item.)

**a)** "The time has come for a new crusade, the crusade of universal freedom. A nation, which has achieved freedom after 600 years of slavery, needs war. War will give it solid foundation […]" *(Brissot)*

„Eljött az új keresztes háború ideje, az egyetemes szabadság keresztes hadjáratáé. Egy népnek, amely hatszáz esztendős szolgaság után kivívta szabadságát, szüksége van a háborúra, háború kell, hogy megszilárduljék […]” *(Brissot)*

**Political trend**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** "[…] I have been implicated in a lawsuit the outcome of which it is impossible to foresee because of all the emotions involved. Neither its pretext nor its means could be found in our existing laws." *(Louis Capet)*

„[…] belekevertek egy olyan perbe, amelynek kimenetelét lehetetlen előre látni az embereket elborító szenvedélyek miatt. Erre a perre sem ürügyet, sem pedig eszközt nem lehet találni a létező törvényekben.” *(Capet Lajos)*

**Political trend**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c)** "You must punish the indifferent as well as the treacherous – everyone who remains passive and does nothing for the revolution must be punished. […]" *(Saint-Just)*

„Nemcsak az árulókat, hanem a közömböseket is meg kell büntetnetek, mindenkit meg kell büntetni, aki a forradalomban passzív és semmit sem tesz érte. […]” *(Saint-Just)*

**Political trend**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9. This task is about the history of France in the 18th and 19th centuries. (E/5)**

**Use the sources and your own knowledge to complete the task. (**Score: 0.5 points for each correct item.)

**a) Match the pictures to the historical events.** *Write the letters of the pictures under the corresponding events.*

|  |  |  |
| --- | --- | --- |
|  |  | |
|  | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **The Crimean War** | **The Franco-**  **Prussian War** | **The French**  **Revolution** | **The Russian campaign** |
| **Letter of picture** |  |  |  |  |

**b) Name the head of the French state at the times of the events above.**

|  |  |
| --- | --- |
| **The Crimean War:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **The French Revolution:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **The Franco-Prussian War:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **The Russian campaign:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**c) Name the territories the definition below refers to.**

Two, primarily German-speaking territories of France in the northeast. Their capitals are Strasbourg and Metz. At the time of the German unification France lost these territories, only to regain them at a later stage.

**The name of the territories**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) As a result of the war that France fought with which state did it lose the territories defined in question c)?**

**Name of the state**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10. This task is about the age of the industrial revolutions. (E/2)**

**Use the sources and your own knowledge to decide if the following statements about the population of England are true or false.** *Put an “X” in the appropriate column of the table*. (Score 0.5 points for each correct item.)

|  |
| --- |
|  |
| *The number of births and deaths in England by 1,000 people (1700-2000)* |

|  |  |  |
| --- | --- | --- |
| **Statements** | **True** | **False** |
| **a)** Population growth had already started before the first industrial revolution. |  |  |
| **b)** Population growth continued at a steady pace in the age of the industrial revolutions. |  |  |
| **c)** There was a demographic boom in the age of the industrial revolutions. In the above graph this can be connected to the change in the death-rate. |  |  |
| **d)** In the age of the industrial revolutions the situation of women changed, the demographic consequence of which became significant in the period of the second industrial revolution. |  |  |

**11. This task is about modern world history. (E/3)**

**Use the sources and your own knowledge to complete the tasks.**

|  |  |
| --- | --- |
|  | Glossary:  Fekete-tenger: Black Sea  Jelmagyarázat: Legend  Orosz csapatok: Russian troops  Angol-francia csapatok: Anglo-French troops  Szövetséges bombázás: Allied bombardment |
| *The draft map shows the military events of the war that took place between 1853 and 1856.* | |

**a) Name the territory in the map marked** **.** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Name the heads of state of the allies shown in the map at the time of the war.** (0.5 points per item)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Underline the name of the politician who can be connected to the event shown in the map.** (0.5 points)

Otto von Bismarck Camillo Cavour Klemens Metternich Thomas Jefferson

**d) Explain why Austria’s conduct in connection with the war surprised contemporaries.** (1 point)

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**12. This task is about Napoleon. (E/4)**

**Use the source, the map and your own knowledge to complete the tasks.** *The names of some countries have been left out of the text of the source and replaced with capital letters.* (Score 0.5 points for each correct item.)

“[Continental] Europe has four great powers […] with France at the top, since it is stronger than any of the other three and capable of resisting all of them. Our country unites people and the economy. Two of the three [**A and B**] that we share power in Europe with are its rivals and natural enemies. The third [**C**], which is separated from it by a great distance is not at all its direct enemy, but it is indirectly, as a natural enemy of [**D**], the oldest ally of France [that had earlier lost its independent statehood]. It is necessary that in future [**A**] should not directly share a border with France or the states founded by France and in return for Tyrol, its Swabian lands and claims to neighbouring states we allow it to have Wallachia, Bessarabia and the northernmost part of Bulgaria. [**C**] and [**A**] will thus become its natural rivals and enemies, but it will find a natural ally in France.” *(French diplomat Talleyrand’s letter to Napoleon, 1805)*

„[A kontinentális] Európában négy nagyhatalom van […] élén Franciaország áll, erősebb, mint bármelyik a három közül, sőt képes mindannyiuknak ellenállni. Országunk egyesíti az embereket és a gazdaságot. Az európai befolyást vele megosztó három közül kettő [**A és B**] vetélytársa és természetes ellensége. A harmadik [**C**], amelyet hatalmas térségek választanak el tőle, közvetlenül egyáltalán nem ellensége, de közvetve igen, mint Franciaország legrégibb [önálló államiságát korábban elveszítő] szövetségesének [**D**] természetes ellensége. Szükséges, hogy ezentúl [**A**] ne közvetlenül Franciaországgal és a franciák alapította államokkal legyen határos, és hogy a velencei államért, Tirolért, svábföldi birtokaiért és a szomszédos államokra vonatkozó igényeiért cserébe Havasalföldet, Besszarábiát és Bulgária legészakibb részét adjuk neki. [**C**] így [**A**] természetes vetélytársává és ellenségévé válik, de az természetes szövetségesre talál Franciaországban.” *(Talleyrand, francia diplomata levele Napóleonnak, 1805)*

**a) Name the countries marked with capital letters in the text.**

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Match the locations marked in the map to the descriptions below. Write the number of the location after the description.**

Napoleon marched into the capital of the enemy but was soon forced to evacuate it because of a great fire: \_\_\_\_\_\_\_\_\_

All the great powers mentioned in the text participated in this battle: \_\_\_\_\_\_\_\_\_

This battle took place between Napoleon’s two exiles: \_\_\_\_\_\_\_\_\_

Diplomats decided about the power relations of Europe after Napoleon: \_\_\_\_\_\_\_\_\_

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**13. This task is about the rise of the United States to the status of a great power. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

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|  |
| *The share of northern and southern states in some important resources in 1861* |

Glossary:

Gyapottermesztés: Cotton production

Gyári termékek értéke: The value of manufactured goods

18-60 éves szabad férfiak: Free men between the ages of 18 and 60

Össznépesség: Total population

**a) Briefly explain the main reason for the difference between diagrams C and D**. (1 point)

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**b) Name the event that started in 1861 and which gave special significance to the data in diagram C.** (1 point)

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**c) Use diagram A to explain why the southern states found themselves in a difficult situation when they lost their connection with the European states which were their principal trade partners.** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) Use diagram B to explain why the southern states found themselves in a difficult situation when they lost their connection with the European states which were their principal trade partners.** (0.5 points)

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**e) Give the appropriate term (one word) for the economic unit (type of large land property) that can be linked to diagram A.** (1 point)

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**Match the appropriate points of the Declaration and the definitions to the terms in the table. Fill** **in the table**. *Remember that you may need to match several points to the same term*. (Score: 1 point for each correct row.)

“2. The aim of all political association is the preservation of the natural and imprescriptible rights of man.

3. The principle of all sovereignty resides essentially in the nation. No body or individual may exercise any authority which does not proceed directly from the nation.

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. […] All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.

10. No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.

11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.

16. A society in which the observance of the law is not assured, nor the separation of powers defined, has no constitution at all.” *(The Declaration of the Rights of Man and of the Citizen; August 26, 1789)*

„2. Minden politikai egyesülés célja az ember természetes és elévülhetetlen jogainak megőrzése.

3. Minden szuverenitás alapelve lényegileg a nemzettől származik. Semmilyen testület, semmilyen egyén sem gyakorolhat olyan hatalmat, amely nem kifejezetten ebből ered.

6. A törvény a közakarat kifejeződése. Valamennyi állampolgárnak jogában áll személyesen vagy képviselőin keresztül részt venni a megalkotásában. [...] Minden állampolgár

egyenlő a törvény előtt, s ezért képességeinek megfelelően és kizárólag erényük és tehetségük szerinti megkülönböztetéssel egyformán betölthetnek valamennyi méltóságot, állást és közhivatalt.

10. Senkit sem szabad meggyőződései miatt zaklatni, legyenek ezek akár vallásiak, feltéve, hogy ezek megnyilvánulása nem zavarja a törvényes rendet.

11. A gondolatok és vélemények szabad cseréje az ember egyik legértékesebb joga, tehát minden állampolgár szabadon beszélhet, írhat és nyomtathat, de a törvény által meghatározott esetben felelnie kell e szabadsággal való visszaélésekért.

16. Az olyan társadalmaknak, ahol a jogok garanciáját nem biztosították, a hatalmak szétválasztását pedig nem határozták meg, nincs alkotmányuk.” *(Az Emberi és Polgári Jogok Nyilatkozata; 1789. augusztus 26.)*

**Definitions:**

**A)** The freedom of speech, assembly, the press, conscience and religion.

**B)** The mutually independent functioning of legislative, executive and judicial powers and their mutual checks prevent abuses of power.

**C)** The people invest the state with certain of their rights, which in return protects them from outside aggression and internal legal abuses.

**D)** The people have the right to check the authorities in return for the rights they have invested the state with; in other words, the source of these rights are the people, the citizens.

|  |  |  |
| --- | --- | --- |
| **Terms** | **The number(s) of the points of the Declaration** | **The letter of the definition** |
| **a)** social contract |  |  |
| **b)** sovereignty of the people |  |  |
| **c)** separation of branches of power |  |  |
| **d)** liberties |  |  |

**15. This task is about the different impacts of the industrial revolutions on people’s lifestyle. (E/3)**

**Use the sources and your own knowledge to complete the tasks.**

“At the beginning of the 20th century there were about 200,000 horses in New York; that is, one horse for every seventeen people. […] The horse-drawn carts caused continual traffic congestion and when a horse had an accident, it was often slaughtered on the spot. This led to further delays. […] The noise caused by the metal-rimmed wheels and the horseshoes was so great […] that many cities banned the movement of horses in the vicinity of hospitals and other sensitive neighbourhoods. […] In the year 1900, two hundred New Yorkers lost their lives in accidents caused by horses; that is, one in every 17,000. In 2007, 247 people died in car accidents; that is, one in every 30,000. This means that a New Yorker was twice as likely to die in an accident caused by a horse in 1900 than one caused by a car today. […] An average horse produces 12 kilos of manure a day. Making a calculation based on 200,000 horses, this comes to a total of 2.5 million kilos of manure. […] It served as breeding ground for billions of flies, which then spread some fatal diseases.” *(From a work by economists Steven D. Levitt and Stephen J. Dubner)*

„A XX. század fordulóján 200 ezer ló élt New Yorkban, azaz minden 17 emberre jutott egy ló. […] A lóvontatású kocsik állandó forgalmi dugókat okoztak, és ha egy ló balesetet szenvedett, gyakran helyben levágták. Ez további késlekedéshez vezetett. […] A vasborítású kerekek és patkók zaja olyan nagy volt […], hogy több város megtiltotta a lóforgalmat a kórházak és más érzékeny területek környékén. […] 1900- ban 200 New York-i lakos vesztette életét ló okozta balesetben, azaz minden 17 ezredik ember. 2007-ben 274-en haltak meg autóbalesetben, minden 30 ezredik lakos. Ez azt jelenti, hogy egy New York-i kétszer olyan valószínűséggel halt meg ló okozta balesetben 1900-ban, mint autóbalesetben napjainkban. […] Egy átlagos ló 12 kiló trágyát produkál naponta. 200 ezer lóval számolva ez majdnem 2,5 millió kiló trágya. […] Legyek milliárdjainak kínált szaporodási lehetőséget, melyek aztán halálos betegségeket terjesztettek.” *(Steven D. Levitt és Stephen J. Dubner közgazdászok művéből)*

**a) Contemporaries expected the appearance of cars to solve some problems. State each favourable impact using the explanations given below.**

1. Contemporaries believed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because cars were easier to remove in case of a flat tyre.

2. Contemporaries believed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because the wheels of cars had rubber tyres.

3. Contemporaries believed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because cars were easier to control.

4. Contemporaries believed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because cars’ exhaust gas was released into the air.

**b) Explain how biofuel causes problems today that are similar to those described in the source text below.** (1 point)

“Rats and other pests were swarming on the dung-hills to find undigested oats and other cereals – produce which was becoming increasingly expensive for human consumption due to the rising demand for use by the horses.” *(From a work by economists Steven D. Levitt and Stephen J. Dubner, 2005)*

„Patkányok és más kártevők nyüzsögtek a trágyadombokon, hogy meg nem emésztett zabot és más takarmányt keressenek – olyan terményeket, melyek a lovak növekvő igénye miatt egyre drágábbak lettek emberi fogyasztásra.” *(Steven D. Levitt és Stephen J. Dubner közgazdászok művéből, 2005)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**16. This task is about the unification of Germany. (E/4)**

**Use the map and your own knowledge to complete the tasks.**

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|  |
| *The unification of Germany* |

|  |  |
| --- | --- |
| Glossary:  Poroszország: Prussia  a Habsburg Birodalom: the Habsburg Empire  a Német Császárság 1871-ben: the German Empire in 1871 | Franciaország: France  Olaszország: Italy  Oroszország: Russia  Párizs: Paris  Bécs: Vienna |

**a) When and where did the battle take place, the result of which made it clear that Germany would be unified with the exclusion of the territories under Habsburg rule?** (0.5 points for each correct answer.)

Location of the battle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Of the statements listed below, circle the number of the two which were the consequences of the victory of the North German Confederation over France.** (0.5 points for each correct answer.)

1. Prussia had to confront the Habsburg Empire.

2. The Prussian king was crowned German Emperor.

3. Alsace-Lorraine was annexed to Germany.

4. The Third Republic collapsed in France.

5. Great Britain formed an alliance with Germany.

**Name the countries which the following descriptions refer to**. (1 point for each correct answer.)

**c)** This country observed Prussian efforts with benevolent neutrality, because it expected the weakening of Austria to help strengthen its influence in the Balkans.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d)** This country formed an alliance with Prussia, as in this way it could increase its territory to the detriment of Austria.

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**17. This task is about the birth of unified Germany. (E/3)**

**Use the map and your own knowledge to complete the tasks.** (Score: 1 point for each correct item.)

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| --- |
|  |
| *The establishment of unified Germany* |

Glossary:

A Német Szövetség határa 1864-ben: The borders of the German Confederation in 1864

Az Észak-német Szövetség (1866-1871): The North German Confederation (1866-1871)

Az 1871-ben Németországhoz csatolt területek: The territories annexed by Germany in 1871

Franciaország: France

Habsburg birodalom: Habsburg Empire

Lengyel felkelés: Polish uprising

Nagy-Britannia: Great Britain

Németország: Germany

Olasz-királyság: Kingdom of Italy

Orosz birodalom: Russian Empire

Velence: Venice

**a) Put the following events into chronological order. Write the letters of the events into the table.** *Start with the earliest event.*

A) With the defeat of the Habsburg Empire the plan for the Greater German solution fails.

B) The German Confederation is established.

C) The German Empire is declared.

D) The French army suffers a devastating defeat by the forces of the North German Confederation.

|  |  |  |  |
| --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** |
|  |  |  |  |

**b) Name the country that the following statement is true about.** *Choose one of the countries shown in the map.*

It had territorial claims against the Habsburg Empire, so it made an alliance with Prussia, thereby forcing the Austrian army into a war on two fronts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Explain briefly why after a certain period France attempted to prevent the establishment of a unified Germany.**

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**18. This task is about the first industrial revolution. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

A) “In 1700, representatives of the English wool industry were able to have a law passed which prohibited, under pain of punishment, the import of raw cotton, the production of threads from cotton fibres, the use of cotton threads on weaving looms and the wearing of items of clothing made from cotton. The end of the prohibition, which remained in effect for sixty years, was a result of a simple exigency. […] In the 18th century alone, the population of the countries of Europe grew from a 113 million to 188 million. […] In addition to this, in England itself, the light and patterned cotton fabrics had gained greater popularity. […] [The characteristics of the cotton fibres] made processing cotton significantly easier and, as a consequence, it was cheaper than processing wool.” *(Author Hermann Heinz Wille)*

„Az angliai gyapjúipar képviselőinek sikerült 1700-ban olyan törvény kibocsátását elérniük, amely büntetés terhe mellett megtiltotta, hogy nyersgyapotot importáljanak [hozzanak be], gyapotrostokból fonalakat készítsenek, gyapotfonalakat szövőszékre tegyenek, és gyapotból készült ruhadarabokat hordjanak. A hat évtizeden át érvényes tilalom feloldása egyszerű kényszer következménye volt. […] Az európai országok népessége csupán a 18. században 113 millióról 188 millióra növekedett. […] Ezen kívül magában Angliában is egyre nagyobb népszerűségnek örvendtek a vékony, könnyű, tarka mintázatú gyapotkelmék. […] [A gyapotrostok tulajdonságai] a gyapot feldolgozását jelentősen megkönnyítették, és így olcsóbbá tették a gyapjú feldolgozásához képest.” *(Hermann Heinz Wille író)*

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**a) Against the textile industry of which Asian country in particular was the measure underlined in source A) brought?** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Use source B) to explain why the number of manual weavers changed from 1830 onwards?** (1 point)

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**c) On the basis of a comparison of sources A) and C), explain the change in the proportion of cotton exports up to 1750.**

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**d) On the basis of a comparison of sources A) and C), list two causes of the changes in cotton exports after 1750.** (Score: 0.5 points for each correct item.)

Cause 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cause 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**19. This task is about the formation of alliances. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

|  |  |
| --- | --- |
|  | *A French caricature about the so-called entente cordiale, 1904. French President Loubet, wearing a Scottish costume, is on the left and British monarch Edward VII, wearing an Algerian costume, is on the right.*  *The caption in English says:*  *top row: Peace-Honour-Victory*  *the line below: England and France forever!*  *on the left of the picture: Crécy*  *on the right of the picture: Waterloo* |

**Select the correct ending for each sentence. Circle the correct option.** (Score: 0.5 points for each correct item.)

**a)** Through the costumes of the two leaders, the caricaturist …

1. parodies the nationalist attitude of the two politicians.

2. parodies the gesture made to the other ally.

3. parodies the openness of the alliance to smaller countries.

**b)** By mentioning Waterloo, the caricaturist makes reference to …

1. the past joint victories of the two countries.

2. the greatest victories of the two countries over others.

3. the wars the two countries fought against each other.

**c)** **As part of the treaty, the two sides also came to an agreement regarding a certain colony, which Britain took control of. The background of the image also alludes to this. Which territory was that?** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) To counter which great power was the British-French alliance primarily made**? (1 point)

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**e) What contradiction can be observed between the words in the top row of the caption?** (1 point)

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**1. This task is about the history of Germany after World War II. (E/3)**

**Complete the tasks using the illustrations and your own knowledge.**

|  |  |
| --- | --- |
| **Picture 1**: Caricature on the construction of the Berlin Wall: “Walter Ulbricht as an architect” (Ulbricht was General Secretary of the Communist party of the GDR at the time of the construction of the wall) | **Picture 2** Contemporary graffiti on a surviving part of the Berlin Wall |
|  |  |

**a) Was the caricature drawn in the Federal Republic of Germany or in the German Democratic Republic?** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) What is the message of the caricature?** (1 point)

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**c) In which year did the construction of the Berlin Wall begin, and in which year was its destruction started?** (Score: 0.5 points for each correct item.)

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**d) What factor in world politics contributed to the reunification of Germany?** (0.5 points)

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**2. This task is about the functioning of the United Nations. (E/4)**

**Use the chart to decide whether the following statements are true or false.** *Mark the correct answer with an “X”.* (Score: 1 point for each correct item.)

|  |
| --- |
|  |

Glossary:

Biztonsági Tanács: Security Council

5 állandó tag (vétójoggal): 5 permanent members (with the right of veto)

Szovjetunió: Soviet Union

Egyesült Államok: United States

Nagy-Britannia: Great Britain

Franciaország: France

Kína (1971-ig Tajvan): China (Taiwan until 1971)

Évente változó 6 tag (1966-tól 10 tag kétéves mandátummal): 6 members changing annually (10 members with a 2-year mandate since 1966)

A döntéshez 7 “igen” szavazat kell: 7 “yes” votes needed to pass a resolution

Részvétel (szavazati jog nélkül): Participation (without the right to vote)

Hága: The Hague

Nemzetközi Bíróság: International Court

Ajánlás: Petition

Főtitkár (öt évre): Secretary General (for five years)

Választás: Election

Közgyűlés (évente ülésezik minden tagország részvételével): General Assembly (meets annually with all member states participating)

ENSZ-haderő: UN forces

Róma: Rome

FAO: Food and Agriculture Organisation

IMF: International Monetary Fund

UNESCO: United Nations Educational, Scientific and Cultural Organisation

Párizs: Paris

WHO: World Health Organisation

Genf: Geneva

A Föld országai: The countries of the World

|  |  |  |
| --- | --- | --- |
| **Statements** | **True** | **False** |
| **a)** The Security Council is a primarily executive and operative body. |  |  |
| **b)** In the General Assembly of the UN the great powers have the right of veto. |  |  |
| **c)** The Secretary General of the UN does not have the right to vote in the Security Council. |  |  |
| **d)** The General Assembly can mostly pass resolutions, which in practice are recommendations and not binding decisions. |  |  |

**3. This task is about economic conditions between the two world wars and the world economic crisis. (E/3)**

**Use the table to answer the questions.**

|  |
| --- |
|  |
| *Industrial production indices between 1913 and 1938* |

**a) What explains Germany’s economic growth between 1924 and 1927? Underline the correct answer.** (0.5 points)

• Germany had stopped paying war reparations.

• Germany had received loans from the United States.

• Germany had received substantial loans from the Soviet Union.

**b) List the three countries which showed the most dynamic industrial development between 1933 and 1938.** (0.5 points per item)

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• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Which country had the gravest economic problems at the beginning of the 1920s? Give reasons.** (0.5 points per item)

Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. This task is about the formation of the European Union. (E/3)**

**Use the sources and your own knowledge to answer the questions.** (1 point per item)

“France and Britain will never be powers equal in rank with the United States and the Soviet Union. Neither will Germany. There is only one chance for them to attain a decisive role in world politics: they must unite their strength in the shaping of Europe.” *(Konrad Adenauer, 1956)*

„Franciaország és Anglia soha nem lesznek az Egyesült Államokkal és a Szovjetunióval egyenrangú hatalmak. Németország sem. Számukra csupán egyetlen lehetőség kínálkozik, hogy döntő szerephez jussanak a világpolitikában: egyesíteniük kell erőiket Európa alakítására.” *(Konrad Adenauer, 1956)*

**a) What was the primary aim of the formation of the European Union?**

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|  |
| *The share of the EU in world trade* |

Glossary:

Egyesült Államok: United States

Japán: Japan

Közös Piac, majd Európai Közösség: Common Market, and later European Community

Milliárd dollár: Billion dollars

**b) Did the European Union fulfil Adenauer’s idea? Answer using the diagram. Give reasons.**

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Which of the three regions enjoyed the most dynamic economic growth?**

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**5. This task is about Italian fascism. (E/3)**

**Use the sources and your own knowledge to answer the questions.**

"Hardly has the news of the Fascists marching towards the capital(**a**) reached Rome, the king refuses to sign the declaration of a state of emergency and decides to [...] issue a mandate [...] to form a new government." *(Historian Federico Chabod)*

„Alig érkezik ugyanis Rómába annak híre, hogy a fasiszták a főváros felé menetelnek,(**a**) a király elutasítja az ostromállapot kihirdetésének aláírását és elhatározza, hogy […] új kormány megalakítására […] ad megbízást.” *(Federico Chabod történész)*

**a) Write the year of the underlined event.** (0.5 points)

*Year*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Name the person who was appointed as prime minister.**

*Name*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (0.5 points)

"Italy recognised the sovereignty of the Pope. [...] By doing so it created a new clerical state in the heart of Rome with an area of about one and a half square kilometres, which was in theory completely independent from the Kingdom of Italy." *(Historian Aladár Kis)*

„Olaszország elismerte a pápa szuverenitását. [...] Ezzel Róma szívében, mintegy másfél négyzetkilométer kiterjedésű területen új, önálló, az olasz királyságtól elvben teljesen független egyházi államot létesített.” *(Kis Aladár történész)*

**c) Underline one of the following concepts which is connected to the source above**. (1 point)

1 The Vatican Council 2 The Lateran Treaty 3 The Treaty of Rome

"The Fascists took control of the trade unions, which initially formed 13 and then 22 associations [...] to manage the affairs of the basic industries. These associations were overseen by the [...] minister, and their purpose was to ensure that employers and workers could come to a peaceful agreement under the watchful eye of the state." *(Historian Martin Roberts)*

„A szakszervezetek a fasiszták irányítása alá vándoroltak, akik először 13, majd 22 testületet […] hoztak létre az alapvető iparágak ügyeinek kezelésére. Ezeket a testületeket a […] miniszter felügyelte, s azt a célt szolgálták, hogy a munkaadók és a munkások az állam vigyázó tekintetétől kísérve békésen meg tudjanak egyezni egymással.” *(Martin Roberts történész)*

**d) Use the appropriate term to name the phenomenon described in the source above**. (1 point)

*Term:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. This task is about World War I and living conditions in the period. (E/3)**

**Answer the questions using the sources and your own knowledge.**

‘If the war is not over within one year, we will all starve to death at home. Poverty is already so terrible that the people are in danger of starvation. We do not get a grain of flour for weeks on end, and they encourage us by saying this year grain cannot even be sown, cattle on the hoof will be requisitioned and the army will be ordered to oversee the harvest so that no-one can put aside anything from the crop. […] It is no longer like it used to be: where there is money there is everything. For a year or two it was tolerable, because then it was possible to buy goods, even if at great expense, but now we cannot buy anything and you can’t get anything without coupons.’ *(From the letter of Júlia Magyaródi; 1917)*

„Ha még egy évig nem lesz vége a háborúnak, idehaza mind elveszünk éhen. Már most oly borzasztó nyomorúság van, hogy éhhalál fenyegeti a népet. Hétszámra nem kapunk egy szem lisztet sem, és azzal biztatnak, hogy az idén gabonát sem lehet vetni, még a lábán rekvirálják a jószágot és az aratáshoz katonaság lesz kirendelve ellenőrzés végett, hogy senki félre ne tehessen a termésből semmit. […] Nem úgy van, mint volt régen, hogy ahol pénz van, ott minden van. Egy két évig csak tűrhető volt, mert addig, ha drágaság volt is, de lehetett kapni, de most egyáltalán semmit, és minden cédulára megy.” *(Magyaródi Júlia leveléből; 1917)*

**a) Explain the expressions underlined in the source.** *(Score: 0.5 points for each correct item.)*

A) ‘requisitioned’: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) ‘you can’t get anything without coupons’: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |
| **Francis Joseph is dead**  *The front page of Népszava in November 1916* |

**b) What was the reason for publishing Népszava with the front page empty? Underline the correct answer.** *(1 point)*

A) The empty page symbolizes mourning: the Social Democratic Party also mourned the ruler.

B) The newspaper was censored; the article in question had to be erased.

C) This is just the front page, the article praising the deceased king was published on an inner page.

|  |
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|  |
| *British poster* |

**c) Explain why this poster was made.** *(1 point)*

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**7. This task is about European dictatorships between the two World Wars (E/3)**

**Answer the questions using the pictures and your own knowledge.** *(To help you, we have supplied the name of the person depicted in one of the photos*.) (0.5 points for each correct item)

|  |  |  |
| --- | --- | --- |
|  | *Alexander I, first king of Yugoslavia∗* |  |
| 1. | 2. | 3. |

**a) Using the numbers of the pictures, put the people depicted in order according to the dates of their accession to power.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Put an ‘x’ into the column which can be associated with the definition.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Definition** | **Pic. 1..** | **Pic 2.** | **Pic. 3.** |
| He ruled through decrees, although officially the role of parliament was taken over by the Grand Council of Fascism. |  |  |  |
| He attempted to put an end to manifestations of nationalism which threatened to tear the country apart; he was assassinated in 1934. |  |  |  |
| On the ‘Night of Long Knives’ his followers attacked the leadership of the party’s semi-military organisation, and massacred several hundred of them. |  |  |  |
| He overcame the peasants’ occupation of land and the workers’ occupation of factories by threats, violence and murders. |  |  |  |

**c) Give the appropriate technical term for the following definition.**

A system of establishments created under the orders of the state, in which the workers (their representatives), leaders and owners of each branch of industry are obliged to cooperate with each other and with the state.

Technical term: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8. This task is about the colonial period. (E/4)**

**Complete the tasks using the sources and your own knowledge.**

**a) Complete the legend for this map of India’s religions.** (Score: 0.5 points)

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| --- |
|  |

"Every village must find or produce smuggled salt […] both young and old must turn the spinning wheel in every house and spin and weave plenty of thread. Foreign textiles must be burned. Hindus must reject the idea of the 'untouchable'. Hindus, Muslims, Sikhs, Parsees and Christians must establish a sincere unity. […] Students must leave the schools and universities of the government; those in government service must give up their jobs and dedicate themselves to the service of the people." *(Gandhi)*

„Minden egyes falu keressen vagy állítson elő csempészett sót […] a fiatalok és öregek minden házban forgassák a rokkát és naponta fonjanak, szőjenek sok fonalat. A külföldi textilt el kell égetni. A hinduk vessék el az érintetlenséget. A hinduk, muzulmánok, szikhek, párszik és keresztények teremtsék meg az őszinte egységet. […] A diákok hagyják el a kormány iskoláit és egyetemeit, és a kormány szolgálatában állók mondjanak le tisztségükről, és szenteljék magukat a nép szolgálatának.” *(Gandhi)*

**b) List Gandhi's methods in politics. Mention three of them.** (Score: 0.5 points per item.)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Who was Gandhi's chief follower, who continued his policies?** (1 point)

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**9. This task is about world history in the 20th century. (E/3)**

**Write the appropriate historical terms next to the definitions.** (Score: 0.5 points for each correct item.)

|  |  |
| --- | --- |
| **Definiton** | **Historical term** |
| **a)** A system of forced labour camps in Stalin’s Soviet Union (Russian acronym). |  |
| **b)** The border which separated East European countries from democratic West European ones. With this meaning the term was first used by W. Churchill in his Fulton speech. |  |
| **c)** A district or a part of a town designated for Jews. |  |
| **d)** An improvement in Soviet-American and international political relations in the second half of the sixties and first half of the seventies. |  |
| **e)** Methodical genocide, especially against Jews. Literally, “burning sacrifice”. |  |
| **f)** The removal, forced migration or expulsion of individuals or groups of people to a designated place. |  |

**10. This task is about Nazi ideology. (E/4)**

**Use the Nazi propaganda illustrations and your own knowledge to complete the following tasks.**

|  |  |
| --- | --- |
|  | *The caption of the cartoon: Germs* |

**Identify the symbols in Picture A).**

**a) Which ethnic group is identified by this symbol**? (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Which political ideology is identified by these symbols?** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Which economic system is identified by these symbols?** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) What kind of connection did Nazism claim to exist between the three germs?** (0.5 points)

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|  |  |
| *The caption of the cartoon: Behind all enemy powers is the Jew (Propaganda poster from 1945)* | *The translation of the original caption in German: “Ma’am, today I have brought you something exquisite. You can use this cloth to make a dress that will make you look like a queen!”* |

**e) Explain in your own words what cartoon B) accuses Jewish people of.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**f) Explain in your own words what cartoon C) accuses Jewish people of.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11. This task is about World War I. (E/2)**

**Name the great power, not specifically named in the source concerned, that each excerpt is about.** *The same great power may be the correct answer in more than one case*. (Score 0.5 points for each correct item.)

**a)** “Following the initial successes of the West, the various interest groups formulated their positions in comprehensive programmes. […] They planned to pay the expenses of the war from the reparations received from their adversaries. […]

As the British blockade severed the commercial links of […], they introduced food rationing in 1915. Additionally, the […] programme, which was adopted at the end of 1916, put the whole economy at the service of the munitions industry and mobilised all its labour resources.”

„A kezdeti nyugati sikerek után a különböző érdekcsoportok átfogó programokban fogalmazták meg álláspontjukat. […] A háborús kiadásokat az ellenfél jóvátételeiből tervezték fedezni. […]

Mivel az angol blokád elvágta […] kereskedelmi összeköttetéseit, 1915-től bevezették az élelmiszerek jegyrendszerét. Az 1916 végén elfogadott […] program pedig az egész gazdaságot a hadiipar szolgálatába állította, és összes munkaerő-tartalékát mozgósította.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** “German military command declared unrestricted submarine warfare in February 1917 with the aim of starving [country]. However, the merchant navy of the United States, which had entered into the war, compensated for its losses.”

„A német hadvezetés 1917 februárjában meghirdette a korlátlan tengeralattjáróháborút, hogy kiéheztesse [az országot]. A háborúba belépő Egyesült Államok kereskedelmi flottája azonban pótolta veszteségeit.”

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**c)** “In the third year of war […] got into a difficult situation. […] The northern and north-eastern counties were occupied and ravaged by the Germans. […] The […] army suffered terrible losses.”

„A harmadik háborús évben […] súlyos helyzetbe került. […] Az északi, északkeleti megyéket a németek megszállták és pusztították. A […] hadsereg óriási vérveszteséget szenvedett.”

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**d)** “The attainment of ultimate victory […] came at a terrible price; the […] Empire lost 900,000 people, it had a debt of 850 million pounds to the US and most of its merchant navy was destroyed.”

„A végső győzelem kivívásának […] hatalmas ára volt: a […] birodalom 900 ezer főt vesztett, 850 millió fonttal eladósodott az Egyesült Államoknak, kereskedelmi flottájának a zöme pedig elpusztult.”

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**12. This task is about economic history between the two world wars. (E/3)**

**On the basis of which diagrams can you answer the following questions?** *Put an X in the appropriate box of the table.* (Score 0.5 points for each correct item.)

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Glossary:

A világ többi része: Rest of the world

Az ipari termelés megoszlása: Distribution of industrial production

Egyesült Államok: United States

Európa: Europe

Franciaország: France

Ipari index: Industrial index

Nagy-Britannia: Great Britain

Németország: Germany

Oroszország/Szovjetunió: Russia/Soviet Union

Világ: World

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Questions** | **Diagram 1** | **Diagram 2** | **Both** | **Neither** |
| **a)** Did the industrial production of the United States increase or decrease? |  |  |  |  |
| **b)** In comparison with Germany was the volume of industrial production of the United States greater or smaller? |  |  |  |  |
| **c)** Did the volume of global industrial production increase or decrease? |  |  |  |  |
| **d)** What was the value of global industrial production? |  |  |  |  |
| **e)** Did the volume of the industrial production of Germany increase or decrease? |  |  |  |  |
| **f)** Did the share of the four greatest powers in Europe in global industrial production increase or decrease? |  |  |  |  |

**13. This task is about the closing of World War I. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

“Do not insist on a general confirmation of the principle of sovereignty, [as] this would logically mean that we must hand Gibraltar back to the Spanish, Malta to the Maltese, Cyprus to the Greeks, Egypt to the Egyptians, Aden to the Arabs or Somalians, India to chaos […].” *(The words of a military officer to a diplomat of his country)*

„Ne ragaszkodjon ahhoz, hogy általános megerősítést nyerjen az önrendelkezés elve, [mert] ez logikusan vezetne odáig, hogy Gibraltárt visszaadjuk a spanyoloknak, Máltát a máltaiaknak, Ciprust a görögöknek, Egyiptomot az egyiptomiaknak, Adent az araboknak vagy a szomáliaiaknak, Indiát a káosznak […].” *(Egy katonatiszt szavai hazája egy diplomatájához)*

**a) What country did the author of the source come from?** (0.5 points)

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**b) Use your own words to briefly explain why the author of the source opposed the consistent application of the principle mentioned in the source.** (1 point)

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**c) Name the politician who can be linked to the formulation of the principle mentioned in the source.** (0.5 points)

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“Beyond a shadow of a doubt it is in our interest to help come into being a Czechoslovakia which is not just viable but which will be one of the greatest obstacles to \_\_\_**d**)\_\_\_ expansion at the expense of [France]. For this reason it should be no surprise that we have ended up accepting all the Czech demands.” *(A report by a French diplomat)*

„Nem kétséges, hogy a mi érdekünk nem egyszerűen egy életképes, hanem egy olyan erős Csehszlovákia létrehozása, hogy az a [Franciaország] felé irányuló \_\_\_**d**)\_\_\_ expanzió [terjeszkedés] leghatalmasabb akadályainak egyike legyen. Ezért nem szabad csodálkozni, hogy végül oda jutottunk, hogy nagyjából minden cseh követelést elfogadtunk.” *(Egy francia diplomata jelentése)*

**d)** The name of which nation has been replaced with a line in the source? (1 point)

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**e)** France, partly for the reasons treated in the source, supported the creation of another “strong” state apart from Czechoslovakia. Similarly to Czechoslovakia, this state also gained territories where ethnic minorities (e.g. Ukrainian and German) were the majority. **Name this state**. (1 point)

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**14. This task is about India in the 20th century. (E/3)**

**Use the sources and your own knowledge to answer the questions.** (Score: 0.5 points for each correct item.)

“I do believe that where there is only a choice between cowardice and violence I would advise violence. […] I would rather have India resort to arms in order to defend her honour than that she should in a cowardly manner become or remain a helpless witness to her own dishonour. But I believe that nonviolence is infinitely superior to violence, forgiveness is manlier than punishment. […] We all feel too downtrodden not to be angry and revengeful. But I cannot but keep stressing that India can gain more by waiving the right of punishment. […] And so I am not pleading for India to practice nonviolence because it is weak. I want her to practice nonviolence while being conscious of her strength and power. No training in arms is required for the realization of her strength.” *(The Doctrine of the Sword by Gandhi; 1920)*

„Hiszem, hogy oly esetben amidőn csupán a gyávaság és az erőszak közti választás maradna hátra, az erőszakot tanácsolnám. […] Szívesebben látnám, ha India a fegyverhez nyúlna, hogy becsületét védelmezze, semmint, hogy gyáva és tehetetlen szemlélője maradjon tulajdon megbecstelenítésének. Ezzel szemben hiszem, hogy az erőszaknélküliség magasan az erőszak felett áll. Megbocsátani férfiasabb dolog, mint büntetni. […] Még nagyon is eltaposottaknak érezzük magunkat ahhoz, hogy ne támadjon bennünk harag és bosszúvágy. De nem szűnhetek meg folyvást hangoztatni, hogy India csak nyerhet azzal, ha lemond a büntetés jogáról. […] Eszerint tehát nem azért kívánom Indiától, hogy az erőszaknélküliséget alkalmazza, mert gyönge. Azt kívánom, hogy erejének és hatalmának tudatában gyakorolja az erőszaknélküliséget. Nincs szüksége semmiféle járatosságra a fegyverforgatásban ahhoz, hogy ezt az erőt és hatalmat kifejthesse.” *(Gandhi: A kard elmélete; 1920)*

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|  | *Mahatma Gandhi in London, 1931* |

**a) Name the method by which Gandhi intended to achieve the independence of India.**

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**b) How did Gandhi’s way of dressing reflect his “credo”?**

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**c) Name one way in which Indians protested against British rule.**

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**d) Name the first prime minister of independent India, who was a colleague of Gandhi’s.**

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**e) How did Gandhi die?**

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**f) Give the name of the British Empire as specified in the Statute of Westminster of 1931.**

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**15. This task is about the effects of the Great Depression. (E/3)**

**Use the sources and your own knowledge to complete the tasks.** (Score 0.5 points for each correct item.)

**Select the statement which is true about the phenomenon illustrated by the photo below. Circle the letter of the appropriate answer.**

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| **a)** *The New York Stock Exchange, 1929* |

1. As a result of the crisis, share prices started to fall and huge numbers of speculators started buying shares.

2. As a result of the crisis, share prices started to fall and huge numbers of investors tried to sell their shares.

3. People blamed stock exchange speculation for the outbreak of the crisis, and this resulted in demonstrations outside the building of the stock exchange demanding the resignation of the government.

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| **b)** *Unemployed men in Chicago, 1930 (The text on the advertisements in Hungarian: “Tisztes munkát keresek…”)* |

1. Mass immigration resulted in a surplus workforce and consequently unemployment in the United States.

2. As part of the New Deal, job centres were set up, which used street agents for advertising because of the scarcity of paper.

3. The companies that went bankrupt after the collapse of the stock exchange laid off huge numbers of employees, thus increasing unemployment.

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| **c)** *A tractor buried in a dust storm, 1936* |

1. The dust storms of the 1930s destroyed the agriculture of the prairie belt, and the decrease in production was one of the factors that triggered the crisis.

2. The dust storms of the 1930s destroyed the agriculture of the prairie belt, which prevented the mechanisation of this sector.

3. The dust storms of the 1930s destroyed the agriculture of the prairie belt, which further exacerbated the farmers’ situation.

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| **d)** *A line outside a soup kitchen in America, 1937 (The text of the poster in Hungarian: “A világ legmagasabb életszínvonala. Nincs különb, mint az amerikai út.”)* |

1. The Great Depression affected the black population of the United States acutely, which triggered the civil rights movement.

2. The Great Depression affected the black population of the United States acutely, as they were even less likely to find a job than their white peers due to the increasing unemployment.

3. The Great Depression affected the black population of the United States acutely, as slavery had been abolished only thirty years before.

**e) Use the source below to decide which two statements are correct reflections of Keynes’ idea. Circle the numbers of the correct solutions.**

“If the Treasury were to fill old bottles with banknotes, bury them at suitable depths in disused coalmines which are then filled up to the surface with town rubbish, and leave it to private enterprise […] to dig the notes up again […], the real income of the community, and its capital wealth also, would probably become a good deal greater than it actually is.” *(Keynes, an English economist)*

„Ha az állam ócska palackokat megtöltene bankjegyekkel, megfelelő mélységbe elásatná ezeket elhagyott szénbányákban, az üregeket színültig töltené utcai szeméttel, s aztán […] magánvállalkozásra bízná, hogy újból kiássa a bankjegyeket […] a társadalom reális jövedelme és tőkevagyona is valószínűleg jelentősen nagyobb lenne, mint amekkora ténylegesen.” *(Keynes, angol közgazdász)*

According to Keynes…

1. …. the state need not interfere in economic processes.

2. …. employees must be encouraged to undertake public works.

3. …. private enterprises must pay higher taxes.

4. …. unemployment must be eased through government tenders.

5. …. projects which do not increase overproduction are needed.

**16. This task is about Fascist Italy. (E/4)**

**Use the sources related to the establishment of Fascist dictatorship and your own knowledge to complete the tasks.**

“I maintain that revolution has its rights; and I add that, as everyone knows, I am here to defend and give the greatest value to the revolution of the Blackshirts. […] With my army, I could have made a bivouac of this gloomy grey hall, I could have destroyed it […]. I could have done all that, but I did not wish to do so, at any rate not now, at the outset.” *(Mussolini’s inaugural address as Prime Minister)*

„Azt állítom, hogy a forradalomnak jogai vannak. Hozzáteszem: mint mindenki tudja, azért vagyok itt, hogy megvédjem és a lehető legmesszebbmenőre fokozzam a feketeingesek forradalmát. […] Ebből a süket, szürke teremből seregemmel egy tábori tanyát csinálhattam volna, szétrombolhattam volna […]. Mindezt megtehettem volna, de nem akartam megtenni, legalább most, kezdetben nem.” *(Mussolini miniszterelnöki bemutatkozó beszéde)*

**a) What was the event that Mussolini referred to as a “revolution”?** (1 point)

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**b) In which year did this event take place?** (1 point) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Name the institution that Mussolini threatened in his speech quoted above.** (1 point)

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**d) Name two basic principles of the functioning of modern, democratic political systems, formulated in the Age of Enlightenment, which the following laws violated.** (0.5 points for each correct item.)

“Up to 31 December 1923, the royal government has the possibility to pass statutory laws.”

“The head of government is appointed and dismissed by the king. The head of government is responsible to the king […].” *(Laws from the 1920s)*

„A királyi kormánynak 1923. december 31-ig lehetősége van arra, hogy törvényerejű rendeleteket hozzon.”

„A kormányfőt a király nevezi ki és hívja vissza. A kormányfő a királynak tartozik felelősséggel […].” *(Törvények az 1920-as évekből)*

**1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**17. This task is about the New Deal. (E/4)**

**Use the excerpts from Roosevelt’s 1933 radio broadcast and your own knowledge to complete the tasks.** (Score: 0.5 points for each correct item.)

**A)** “On March 6th we closed all the banks. Within a month, 90% of the savings held in the national banks became accessible for all account holders. Today, only 5% of savings are deposited here.”

„Március hatodikán minden bankot bezártunk. Egy hónap múlva az országos bankokban a megtakarítások 90%-a hozzáférhetővé vált minden betétes számára. Ma már csak a betétek 5%-a van ugyanitt lekötve.”

**a) Explain what bank closure means.**

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**b) What was the aim of this measure?**

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**B)** “As you know, we have given a useful and practical occupation to 300,000 young men […]. They spend the greater part of their earnings on the support of their families; nearly a million people altogether.”

„Ahogy Önök is tudják, 300 000 fiatalembernek adtunk hasznos, gyakorlatias munkát […]. Keresetüket legnagyobb részt családjuk, összesen közel egymillió ember eltartására fordítják.”

**c) The mitigation of what problem, caused by the crisis, is source B) about?**

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**d) What did Roosevelt mean by “useful and practical occupation”? Give an example.**

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**C)** “The farming act is founded on the fact that the buying power of nearly half of our population depends on the price level of agricultural produce. […] The solution is not to produce more.”

„A farmtörvény abból indul ki, hogy népességünk közel felének vásárlóereje a mezőgazdasági termékek megfelelő árától függ. […]. A megoldás nem az, hogy többet termeljünk.”

**e) Why is increasing production not a solution?**

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**D)** “Last fall I expressed my wish on several occasions that by democratic selfdiscipline it will be possible to increase wages and lower working hours in the industry […]. This may only be possible if we permit and encourage joint action, because clearly without this, some greedy people will pay no more than a pittance and demand long hours of work. And the others will either follow them or they may as well close their business.”

„Az elmúlt ősszel több alkalommal is kifejeztem abbéli reményemet, hogy a demokratikus önfegyelem segítségével lehetővé válik, hogy az iparban általánosságban növeljük a béreket és csökkentsük a munkaidőt […]. Ez csak akkor lehetséges, ha engedjük és bátorítjuk a közös cselekvést, mert nyilvánvaló, hogy enélkül néhány önző ember éhbért fog fizetni és hosszú munkaidőt követel meg. A többiek pedig vagy követik, vagy bezárhatják a boltot.”

**f) Give the technical term for the economic organisation whose activities are encouraged by the underlined part of source D).**

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**g) How can raising wages contribute to the country’s recovery from the crisis?**

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**h) How can lowering working hours contribute to the country’s recovery from the crisis?**

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**18. This task is about the world economic crisis. (E/4)**

**Use the sources and your own knowledge to answer the questions.**

**Select the correct explanation in connection with the illustrations. Circle the number of the correct sentence.** (Score: 0.5 points for each correct item.)

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| **a)** *A dam on the Columbia River (United States)* |

1. The construction of hydroelectric power plants was intended to replace crude oil, the price of which was increasing, to relieve the lack of energy.

2. Large-scale government investments of this type were stopped due to the significant decrease in national tax revenues.

3. As an incentive to increase demand, the state embarked on some large-scale infrastructural investments.

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| **b)** *A street in New York* |

1. Car prices fell to a fraction of the original because of overproduction.

2. The middle classes became impoverished because they had lost their savings.

3. Production became significantly cheaper thanks to technological advances.

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| **c)** *A train in Canada* |

1. Masses of European immigrants arrived in North America, which was less affected by the crisis.

2. The unemployed wanted to reach the regions where there were more work opportunities.

3. People unable to pay were moved out of their homes and housed in railway carriages.

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| **d)** *Gardens outside Youngstown (United States)* |

1. The state provided unemployed people with small gardens and seeds for planting, so they wouldn’t starve.

2. Farmers tried to increase production because of the crisis and, as part of this, they started gardens outside the cities as well.

3. Because of the crisis, they started large-scale mechanisation in agriculture.

**e)** Before the onset of the crisis, a so-called stock exchange “bubble” evolved: stock prices rose and more and more people wanted to buy stocks. **Explain the self-propelling nature of the process.** (1 point)

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**f)** Countries introduced protective tariffs to protect their own production. **Explain why this made the crisis even worse on a global level.** (1 point)

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**19. This task is about Stalinist economic policy. (E/8)** (complex question)

**Use the sources and your own knowledge to answer the questions.**

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| *A poster, 1948 (caption: We sow the seeds in time.)* | *A poster, 1930s* |
|  |  |
|  |  |
| *A poster, 1935* | *A poster, 1934*  *(the volumes visible on the peasant family’s shelf: Tractor Maintenance, Agricultural Techniques and Life in the Kolkhoz)* |

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| *A poster, 1948 (the caption in English: Oil workers, more oil for the motherland! Let us fulfil the five-year plan in four years!)* | *A poster, 1931 (the caption in English: The victory of the five-year plan crushes capitalism)* |

**Which propaganda posters are the statements true for? Put the letters of the posters in the appropriate boxes in the table.** *Write only one letter in each box. You can use the same letter several times*. (Score: 0.5 points for each correct item.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statement** | **Letter(s) of poster(s)** | | | |
| **a)** It calls for a socialist competition. |  | | | |
| **b)** It advertises the employment of more workers in the industry. |  | | | |
| **c)** It also features the supposed enemies of development. |  | |  | |
| **d)** The personality cult appears on it. |  | | | |
| **e)** It shows the results of collectivisation. |  | |  | |
| **f)** It shows a principal Soviet export article in the 1930s. |  | |  | |
| **g)** It also shows production tools in public ownership. |  |  | |  |

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| *Construction workers are writing a letter to Comrade Stalin by Vasily Yakovlev (a propaganda painting, 1937)* |

**h) Select the two sentences below which could be the title of picture G).** (Score: 0.5 points for each correct item.)

1. The workers are preparing for a strike and they are turning to Stalin because of this.

2. The workers are saying thanks to Stalin for the improving working conditions.

3. The workers are petitioning Stalin to release them from the Gulag.

4. The workers are giving Stalin an account of the completion of the work plan.

5. The workers are complaining to Stalin about the terror of the secret police.

**i)** The image shown in picture G) was closer to reality. **Support this statement.** (1 point)

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**20. This task is about the European integration. (E/4)**

**Decide which period of European integration the sources below are about; when they were created or introduced. Write the letter of the source into the appropriate box in the table.** (Score 0.5 points for each correct item.)

**A)** “The […] activities of the Community include […]: a) the cancellation of export and import duties and any limitations regarding the quantity of goods and other similar measures between member states; b) the establishment of common customs tariffs and a common trade policy regarding third countries; c) the abolition of all obstacles to the free movement of goods, persons, services and capital between member states.” *(Intergovernmental treaty)*

„A […] Közösség tevékenysége […] a következőket foglalja magában: a) a tagállamok között az áruk behozatalára és kivitelére vonatkozó vámok és mennyiségi korlátozások, valamint minden más, azokkal azonos hatású intézkedés eltörlése; b) közös vámtarifa létrehozása és a harmadik országokkal szemben közös kereskedelempolitika kialakítása; c) az áruk, a személyek, a szolgáltatások és a tőke tagállamok közötti szabad mozgását gátló akadályok eltörlése.” *(Államközi szerződés)*

**B)** “We are witnesses to a wonderful moment: Hungary has returned to Europe and the values that it has cherished for a thousand years. […] Europe is brilliant opportunity, a great chance. Neither more, nor less. […] And Hungarian talent and Hungarian people can transform this opportunity into a miracle.” *(A prime minister’s speech)*

„Nagyszerű pillanat részesei vagyunk: Magyarország visszatért Európához, viszszatért azokhoz az értékekhez, amit ezer éve vall magáénak. […] Európa nagyszerű esély, nagyszerű lehetőség. Nem több, nem kevesebb. […] És a magyar képességek, a magyar emberek tehetnek ebből az esélyből csodát.” *(Miniszterelnöki beszéd)*

**C)** “The French government proposes that the whole of Franco-German coal and steel production is joined in an organisation under a common authority, which is open to the participation of other states of Europe.” *(A proposal by the French foreign minister)*

„A francia kormány azt javasolja, hogy a francia-német szén- és acéltermelés egészét helyezzék közös főhatóság alá olyan szervezetbe, amely nyitva áll Európa más országainak részvétele előtt*.” (A francia külügyminiszter tervezete)*

|  |  |
| --- | --- |
| **D)** | **E)** |

Glossary:

Európai unió: European Union

Európai közösségek (gazdasági unió): European Communities (economic union)

Közösségi döntéshozatal: common decision-making

Közös kül- és biztonságpolitika: common foreign and security policy

Kormányközi együttműködés: intergovernmental cooperation

Bel- és igazságügyi együttműködés: cooperation in justice and internal affairs

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|  |
| **F)** *Number of votes in the Council of ministers held by various countries* |

**G)** “The League of Nations didn’t fail because of its basic principles or ideas. What caused its failure was that the countries that founded the League of Nations gave up these principles. […] On the road to reviving the European family, the first step must be the alliance of France and Germany. […] Europe cannot be revived without an intellectually great France and an intellectually great Germany.” *(A speech by a British politician)*

„Nem az alapelvei és eszméi miatt vallott kudarcot a Népszövetség. A kudarcnak az volt az oka, hogy a Népszövetséget megalapító országok adták fel ezeket az elveket. […] Az európai család újjáteremtéséhez az első lépést Franciaország és Németország szövetségével kell megtenni. […] Európa nem születhet újjá egy szellemileg nagy Franciaország és egy szellemileg nagy Németország nélkül.” *(Egy brit politikus beszéde)*

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| **H)** *The British prime minister signs the accession treaty to the European Economic Community* |

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| --- | --- | --- |
| **before 1957** | **1957-91** | **after 1991** |
|  |  |  |

**21. This task is about the structure and functioning of the United Nations. (K/5)**

**Use the sources and your own knowledge to answer the questions.**

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|  |
| **A)** The structure of the UN |

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| --- | --- |
| Glossary:  Főtitkár: Secretary General  Biztonsági Tanács: Security Council  Közgyűlés: General Assembly  a Föld országai: countries of the world  Nemzetközi Bíróság: International Court of Justice | részvétel (szavazati jog nélkül): participation  (without the right to vote)  ajánlás: recommendation  választás: election  választás (egyes tagok): election (individual  members)  tagfelvétel: admission of members |

**Decide which institution or office the descriptions in the table refer to. Write the name of he institution or office in the appropriate box of the table.** (0.5 points for each correct item.)

|  |  |
| --- | --- |
| **Description of institution** | **Name of institution / office** |
| **a)** a permanent member of the Security Council, appointed for five years, with mainly administrative duties |  |
| **b)** the most basic institution of the UN, every member state of the organisation participates in its work |  |
| **c)** has the role of solving legal disputes among the states and advising the UN and specialised organisations |  |
| **d)** in this UN institution certain members have wider legal powers than others |  |

**Decide which member of the UN Security Council the following descriptions refer to. Write the name of the country in the appropriate box of the table.** (0.5 points for each correct item.)

|  |  |
| --- | --- |
| **Description** | **Country** |
| **e)** It participated in the founding conference of the UN. Despite its relative weakness, as a permanent European member of the Security Council, it had an influence on international politics in the decades of the Cold War. |  |
| **f)** The government, which had won the civil war in 1949, only took the place to which the country was entitled in the Security Council of the UN in 1971. |  |

**B)** “Article 42 - Should the …**[ (x) ]**… consider that […], it may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace and security.” *(From the Charter of the United Nations)*

**B)** „42. cikk – Ha a …**[ (x) ]**… úgy találja, […] légi, tengeri és szárazföldi fegyveres erők felhasználásával olyan műveleteket foganatosíthat, amelyeket a nemzetközi béke és biztonság fenntartásához vagy helyreállításához szükségesnek ítél.” *(Az ENSZ alapokmányából)*

**C)** “The United States, Great Britain and Spain have decided not to submit their plan of resolution for voting. Instead, they will disarm Iraq without the approval of the …**[ (x) ]**…, and war can only be prevented if the Iraqi president quickly leaves the country.” *(News of the Hungarian news agency MTI, 18 March 2003)*

**C)** „Az Egyesült Államok, Nagy-Britannia és Spanyolország úgy döntött, hogy nem terjeszti be szavazásra határozattervezetét, hanem a …**[ (x) ]**… jóváhagyása nélkül fogják leszerelni Irakot, és a háborút már csak az akadályozhatja meg, ha az iraki elnök gyorsan távozik az országból.” *(MTI-hír, 2003. március 18.)*

**D)** “ ‘We will step up our efforts outside the …**[ (x) ]**…,with various partners, in order to exert pressure […], and help those who are in need of it,’ American ambassador Susan Rice declared after Moscow and Beijing had vetoed the western plan of resolution. […] ‘The …**[ (x) ]**… has completely failed in its most important task for this year,’ she stated.” *(News of the Hungarian news agency MTI, 19 July 2012)*

**D)** „»Fokozni fogjuk erőfeszítéseinket a …**[ (x) ]**… -n kívül, különféle partnerekkel, hogy nyomást gyakoroljunk […], és segítséget nyújtsunk azoknak, akiknek erre szükségük van.« – jelentette ki Susan Rice amerikai nagykövet, miután Moszkva és Peking megvétózta a nyugati határozati tervezetet. […] »A …**[ (x) ]**… teljesen megbukott az idei legfontosabb feladatával« –mondta.” *(MTI-hír, 2012. július 19.)*

**g) Name the institution referred to in sources B), C) and D), replaced by the sign “(x)”.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**h) Explain briefly why the decisions of the USA and her allies presented in sources C) and D) are contradictory to the section of the Charter of the UN quoted in source B).** (1 point)

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**22. This task is about the disintegration of Yugoslavia. (E/4)**

**Use the map and your own knowledge to complete the tasks.** (Score: 0.5 points for each correct item.)

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| --- | --- |
|  | Glossary:  Protestáns: Protestant  *Religions in the Balkan peninsula* |

**Name the religions/denominations marked with numbers in the map. For each religion, give an ethnic group with a significant population in the territory of the former Yugoslavia that characteristically follows that particular faith.** *Choose from the ethnic groups listed below*.

**Ethnic groups:** Greek, Bosnian, Croatian, Serbian, Turkish

|  |  |  |
| --- | --- | --- |
| **Number** | **Religion/denomination** | **Ethnic group** |
| 1 | **a)** | **d)** |
| 2 | **b)** | **e)** |
| 3 | **c)** | **f)** |

**g) In which of the member republics of Yugoslavia were all three religions / denominations widespread, where there was also a bloody civil war between the three religious-ethnic groups?**

The name of the former member republic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**h) From which member republic of the former Yugoslavia did the territory of a Muslim minority with a non-Slavic language secede with NATO’s military assistance?**

The name of the former member republic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**23. This task is about the 20th-century history of Israel. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

**a) Match the following descriptions and dates to the correct maps. Write the letters of the descriptions and the dates into the appropriate boxes in the table.** *Select from the dates listed below. There is one extra description and one extra date that you will not need.* (Score: 0.5 points for each correct item.)

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Glossary:

Arab államok által megszállt palesztin területek: Palestinian territories occupied by Arab states

Egyiptom: Egypt

Izrael által ideiglenesen megszállt terület: Territories under temporary occupation by Israel

Izrael által tartósan megszállt terület: Territories under long-term occupation by Israel

Izrael: Israel

Jeruzsálem (kettéosztva): Jerusalem (divided)

Jeruzsálem: Jerusalem

Jordánia: Jordan

Libanon: Lebanon

Palesztina mandátumterület: Mandatory Palestine

Szíria: Syria

Transzjordánia: Transjordan

**A)** The Suez Canal was nationalised by Egypt as part of a unilateral operation. In response to this, Israel, together with its British and French allies, attacked and defeated Egypt. The victory couldn’t be fully exploited due to open pressure from the superpowers.

**B)** Because of the imminent disintegration of the Ottoman Empire, the British Foreign Minister made a statement according to which the British government “took a favourable view to the creation of the Jewish home state in Palestine”. Following this, the settlement of Jews in the region accelerated.

**C)** In the so-called Six-Day War, Israel defeated the Arab states that had made an alliance against it and occupied significant territories in neighbouring countries.

**D)** Immediately after its formation, Israel was attacked by neighbouring Arab states, but it increased its territories after defeating them (for example, by occupying West-Jerusalem), while the territories with a Palestinian majority came under the control of the neighbouring states.

*Years:* 1917-18 1948 1956 1967

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Map 1** | **Map 2** | **Map 3** |
| **Letter of the description** |  |  |  |
| **Year** |  |  |  |

**b) What event occurred in Hungary at the same time as the events described in source A)?** (1 point)

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**24. This task is about the history of the People’s Republic of China. (E/4)**

**Use the sources and your own knowledge to complete the tasks.**

**A)** “We create an impossible situation for them [the western powers] in order to force them to leave. We [must] strive to put an iron curtain between Manchuria and foreign countries […] except for the Soviet Union and the people’s democracies.” *(Zhou Enlai, Mao Zedong’s deputy, to a Soviet politician, 1948)*

„Lehetetlen körülményeket teremtünk a számukra [a nyugati hatalmaknak], hogy távozásra kényszerítsük őket. Arra [kell] törekedni, hogy Mandzsúriát vasfüggöny válassza el idegen országoktól […] kivéve a Szovjetuniót és a népi demokráciákat.” *(Csou En-laj, Mao Ce-tung helyettese egy szovjet politikusnak, 1948)*

**B)** “Colonial and semi-colonial countries make up a very significant part of the world. If we could once extend our power over them, Stalin would only have control over the developed industrial regions and we would dominate [the rest of the world].” *(A speech by Mao before the Central Committee of the CPC, 1949)*

„A gyarmati és félgyarmati országok a világ igen jelentős hányadát teszik ki. Ha ezekre egyszer kiterjesztjük hatalmunkat, Sztálin már csak a fejlett ipari területek fölött rendelkezik majd, és [a világ fennmaradó része] a mi fennhatóságunk alá kerül.” *(Mao beszéde a KKP Központi Bizottságában, 1949)*

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| --- |
| **C)** |
| *Stalin and Mao Zedong (detail of a painting, 1949)* |

**D)** “They must probably execute between ten thousand and several tens of thousands of embezzlers at a national level before this issue is solved. […] Those who do not obey are embezzlers or guilty of bureaucratism themselves.” *(A telegram by Mao, 1949)*

„Valószínűleg tízezertől több tízezerig kell kivégezniük a sikkasztókat országos szinten, amíg megoldódik ez a probléma. […] Aki nem engedelmeskedik, maga is sikkasztó vagy bürokratizmusban vétkes.” *(Mao távirata, 1949)*

**a) Which sources support the following statements? Write the letter of the source on the line after the statement.** (Score: 0.5 points for each correct item.)

1. China embraced an isolationist policy in relation to capitalist countries. \_\_\_\_\_\_\_\_\_

2. Mao managed his system through terror. \_\_\_\_\_\_\_\_\_

**b) What group of countries is designated as *people’s democracies* in source A)?** (1 point)

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**c) What contradiction can be observed between the text of source B) and the content of source C)? Explain briefly.** (1 point)

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**d) Give the appropriate collective term for the colonies and semi-colonies mentioned in source B).** (1 point)

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**1. This task is about the development of the world economy after World War II. (E/3)**

**Complete the tasks using the sources and your own knowledge.**

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Glossary:

Egyesült Államok: United States

Japán: Japan

Közös Piac, majd Európai Közösség: Common Market, later European Community

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**a) Which state/community of states developed the most dynamically between 1958 and 1981?** (0.5 points)

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**b) Which European country developed the fastest after World War II?** (0.5 points)

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**c) How do you explain the fast development of the European Community?** (1 point)

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**d) What made some small countries of the Far East so successful?** (1 point)

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**2. This task is about today’s global problems. (E/2)**

**Complete the tasks using the sources and your own knowledge.**

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| --- |
|  |
| *The world’s estimated oil reserves at the end of the 20th century* |

Glossary:

Más országok: Other countries

Egyesült Államok: United States

Volt Szovjetunió: Former Soviet Union

Nyugat-Európa: Western Europe

Közel-Kelet: Middle East

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**a) What contradiction can you see between the size of oil reserves and the production figures for the different countries?** (1 point)

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**b) Explain the reasons behind these disproportionate figures. Mention two of the reasons.**

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**3. This task is about the economic situation of the European Union. (E/2)**

**Use the sources to answer the questions.**

“The Community must now meet the challenges of the increasing gap in the industrial capacity of new and rapidly developing technologies as compared to the United States and Japan. […] The decreasing performance of the Community in the global trade of computers, microelectronic and other devices is now generally known.” *(The annual Economic Report of the Council of Europe for 1984-85)*

„A Közösségnek most az Egyesült Államokhoz és Japánhoz viszonyított, az új és gyorsan fejlődő technológiák ipari kapacitásával szemben növekvő lemaradás kihívásaira kell megfelelnie. […] A Közösség csökkenő világkereskedelmi teljesítménye a számítógépek, a mikroelektronika és más berendezések terén ma már köztudomású.” *(Az Európai Bizottság 1984-85. évi Gazdasági Jelentése)*

|  |  |
| --- | --- |
|  | |
| *The GDP of the European Union and its four largest member states as compared to the two biggest global economic powers, 1995 (billions of ECUs)* | *The population of the European Union and its four largest member states as compared to some world powers, 1995 (millions)* |

**a) What is the main economic objective of European integration?** (0.5 points)

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**b) Explain whether the original ideas have been realised.** (1 point)

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**c) Is per capita GDP higher in the EU or in the United States?** (0.5 points)

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**4. This task is about environmental pollution and its treatment in Hungary. (E/4)**

**Use the sources and your own knowledge to answer the questions.** *(1 point per item)*

“Par. 1 This law covers the activities of persons, legal entities and organisations which are non-legal entities involved in activities aimed at the reduction of greenhouse gas emissions and their removal through the use of absorbers.

Par. 3 (1) In order to identify the objectives, tools and priorities, especially the tasks connected to climate change, research connected to the processes which produce it and its effects in this country, the reduction of greenhouse gases in this country, the necessary adjustments which are caused by climate change in this country and the preparations for its effects in this country as well as the tools which are needed for their implementation, the Parliament adopts the National Climate Change Strategy (hereinafter Climate Change Strategy).

Fundamental concepts

Par. 2 As applied in this law:

1 *Framework convention*: the UN Framework Convention on Climate Change published in law 82 of 1995;

2 *Protocol*: the Kyoto Protocol published in law 4 of 2007;

3 *Participant*: a participating state listed in appendix 1 of the Framework Convention which has ratified the Protocol;

(3) For the execution of the Climate Change Strategy, the reduction of emissions required by international obligations and made necessary by the adjustments to the effects of climate change, as well as the identification and fulfilment of the undertaken obligations for restrictions and the controlling of their actual and expected results, the Government adopts the National Climate Change Programme (hereinafter: Climate Change Programme).” (*Law 60 of 2007 on the execution framework of the UN Framework Convention on Climate Change and its Kyoto Protocol)*

„1. § A törvény hatálya az üvegházhatású gázok kibocsátásának csökkentésével, nyelőkkel való eltávolításával összefüggő tevékenységeket végző természetes személyekre, jogi személyekre, jogi személyiség nélküli szervezetekre terjed ki.

3. § (1) Az Országgyűlés az éghajlatváltozással kapcsolatos célok, eszközök, prioritások, így különösen az éghajlatváltozással, azt kiváltó folyamatokkal és a hatásokkal kapcsolatos hazai kutatásokkal, az üvegházhatású gázok hazai kibocsátásainak csökkentésével és az éghajlatváltozás hazai hatásaihoz való alkalmazkodással, valamint a hazai hatásokra való felkészüléssel kapcsolatos feladatok, és ezen célok végrehajtásához szükséges eszközök meghatározása érdekében Nemzeti Éghajlatváltozási Stratégiát (a továbbiakban: Éghajlatváltozási Stratégia) fogad el.

Alapfogalmak

2. § E törvény alkalmazásában:

1. *Keretegyezmény*: az 1995. évi LXXXII. törvénnyel kihirdetett ENSZ Éghajlatváltozási Keretegyezmény;

2. *Jegyzőkönyv*: a 2007. évi IV. törvénnyel kihirdetett Kiotói Jegyzőkönyv;

3. *részes fél*: a Keretegyezmény I. mellékletében felsorolt azon részes állam, amely a Jegyzőkönyvet megerősítette;

(3) A Kormány az Éghajlatváltozási Stratégia végrehajtására, a nemzetközi kötelezettségvállalásokra és az éghajlatváltozás hatásaihoz való alkalmazkodás igényeire tekintettel a kibocsátások csökkentésére, illetve korlátozására tett kötelezettségek meghatározása és teljesítése, tényleges és várható eredményeinek ellenőrzése érdekében Nemzeti Éghajlatváltozási Programot (a továbbiakban: Éghajlatváltozási Program) fogad el.” (*2007. évi LX. törvény az ENSZ Éghajlatváltozási Keretegyezménye és annak Kiotói Jegyzőkönyve végrehajtási keretrendszeréről)*

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|  |

**a) What does the UN, in agreement with Hungary, consider to be one of the most serious environmental pollution issues of our age?**

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**b) What documents has Hungary created?**

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**c) What international convention has Hungary joined?**

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**5. This task is about the characteristics of the consumer society. (E/3)**

**a) Use the numbers and the letters to match the illustrations to the text sources that best fit them.** *There is one extra text source!* (Score 0.5 points for each correct item)

|  |  |
| --- | --- |
|  |  |
| 1) *The poster* of Buy Nothing Day | 2) |

|  |  |
| --- | --- |
|  | **A)** "In the United States [...] 30% of foodstuffs, to an approximate value of 48 billion dollars, is wasted, not only in kitchens, restaurants and households, but already during production, transport and sale. [...] Globally there is enough food; the problem is with distribution and bad habits." *(UN)*  „Az Egyesült Államokban […] évente az élelmiszerek 30 százaléka megy kárba, hozzávetőleg 48 milliárd dollár értékben, nemcsak a konyhákban, éttermekben, háztartásokban, hanem már a feldolgozás, a szállítás és az értékesítés során is. […] Miközben a világ egyik fele éhezik, a másik túltáplálja magát. […] Globálisan elegendő az élelmiszer, csak az elosztásban, illetve a rossz szokásokban van a probléma.” *(ENSZ)* |
| 3) |

**B)** "Consumption is a form of possession in today's affluent societies. [...] The role of consumption is twofold: it reduces fear, as whatever has been consumed cannot be taken away, while it forces one to consume even more, as whatever has already been consumed gives no satisfaction any more." *(Erich Fromm)*

„A fogyasztás a birtoklásnak egy formája a mai bőséggel rendelkező társadalmakban. […] A fogyasztás szerepe kettős minőségű: csökkenti a félelmet, mert a már elfogyasztottat nem vehetik el tőlem, ugyanakkor mind több fogyasztásra is kényszerít, hiszen a már egyszer elfogyasztott nem elégít ki többé.” *(Erich Fromm)*

**C)** "Persuasion appears in all aspects of life. Almost all politicians hire media experts and advertising agents [...]. There are many [...] image companies, which aim to present firms and individuals in a better light. [...] Persuasion does not happen by the application of arguments, but by symbols which affect our basic emotions." *(Pratkanis-Aronson)*

„A meggyőzés az élet valamennyi ösvényén fölbukkan. Szinte minden politikus szerződtet média-szakértőt és politikai reklámügynököt […]. Több […] imidzsformáló [arculat] vállalat dolgozik azon, hogy vállalatok és egyének kedvezőbb képet mutathassanak magukról. […] A meggyőzés nem érvekkel történik, hanem alapvető emberi érzelmeinkre ható szimbólumokkal.” *(Pratkanis-Aronson)*

D) "The world cannot be saved by withdrawing from it anyway. The world will inevitably get the picture. At the most, the image-negating hermits [...] will only elicit the odd appreciative grunt from the joyfully jostling crowd of image-eaters. But even that is not for their own sake, but for their image, which shows them up [...] as eccentrics. From the perspective of the world-trough of mass culture the imageless world of the intellect seems like a desert. And who would want to subsist on locusts and roots, in other words art and philosophy, if one can sit by the lavishly laid table of a feast, and watch [...] soap operas and action movies." *(Writer and aesthetician Ákos Szilágyi)*

„A világot a világból való kivonulással úgysem lehet megmenteni. A világ menthetetlenül képben marad. A képtagadó remeték […] legfeljebb egy-egy elismerő röffentést válthatnak ki a képzabálók boldogan tülekedő tömegéből. De még az sem nekik, hanem képüknek szól, mely különcként […] mutatja fel őket. A tömegkulturális világvályú perspektívájából a szellem képtelen világa homoksivatagnak látszik. És kinek van kedve sáskán és gyökéren – filozófián és művészeten – tengődni, ha lakodalmi asztalok dús terítékét is választhatja: szappanoperákat, akciófilmeket […] nézhet.” *(Szilágyi Ákos esztéta, író)*

Pairs:

|  |  |  |
| --- | --- | --- |
| **1.** | **2.** | **3.** |
|  |  |  |

**b) Name the concept connected to the organisations and illustration below.** (0.5 points)

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| --- | --- |
|  |  |

*Concept*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Name the ecological issue that the illustration below is connected to.** (1 point)

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| --- |
|  |
| *The sign says: North Pole* |

*Phenomenon*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. This task is about the world economy after 1945. (E/2)**

**Answer the questions using the sources and your own knowledge.** (Score: 0.5 points for each correct item)

|  |
| --- |
|  |
| *Changes in the price of American crude oil per barrel – in dollars at 2004 rates* |

**a) Using the above diagram, give the technical term for the phenomenon that occurred in the 1970’s.**

Technical term: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) From the following list, choose the items that can be linked to the sources below.** *Write your answers on the line after each source.*

NATO Comecon Warsaw Pact OPEC Marshall Plan

**1)** ‘Its aim is to frame a common oil policy against consumer countries, stabilise the price of oil on the international market, and ensure a guaranteed income. […] Primarily, it considers itself a defensive body. [Its members are typically] developing countries, whose only asset is exportable oil (this constitutes 90-100% of their total exports).’ *(Múlt-kor [Past-Age] internet port)*

„Célja a közös olajpolitika kialakítása a fogyasztó országokkal szemben, a kőolaj világpiaci árának stabilizálása, garantált jövedelem biztosítása. […] Elsősorban önvédelmi szervezetnek tekinti magát. [Tagjai jellemzően] fejlődő országok, amelyeknek egyetlen vagyona az exportálható olaj (ez adja teljes exportjuk 90-100%- át).” *(Múlt-kor, internetes portál)*

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**2)** ‘Initiated by the Soviet Union, it was established by six countries belonging to the Socialist Block in January 1949. […] Its primary declared aim at foundation was the development of the national economies of member countries through economic collaboration and international Socialist division of labour. Its main role in practice was to create a uniform strategy of development, above country-level, in order to

serve the aims of Soviet industrial, military and developmental policy, even though it could not legally influence the formation of the economic policy of member countries.’ *(Index, internet portal)*

„1949 januárjában a Szovjetunió kezdeményezésére a szocialista tömbhöz tartozó hat ország […] hozta létre. […] Alapításkor deklarált célja elsősorban a tagországok népgazdaságának a gazdasági összefogás és a nemzetközi szocialista munkamegosztás útján való fejlesztése volt. Legfőbb szerepe gyakorlatilag az volt, hogy ha jogilag nem is volt befolyása a tagállamok gazdaságpolitikájának a formálására, mégis olyan, országok feletti egységes fejlesztési irányt alakítson ki, amely a szovjet ipar-, katona- és fejlesztéspolitikai célokat szolgálja.” *(Index, internetes hírportál)*

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**c) What is the phenomenon depicted in the cartoon?**

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| --- |
|  |
| (source: susheewa.com) |

Phenomenon: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. This task is about global demographic conditions after 1945. (E/3)**

**Answer the questions using the sources and your own knowledge.**

|  |
| --- |
|  |
| *Population of the world, rich (R) countries (Europe, North-America, Australia, New-Zealand, Japan) and poor (P) countries between 1900 and 1990.* |

∗ Compared to the previous date.

‘In the poorer part of the world mortality remained high until quite recently. Life expectancy at birth in poor countries, for example, was under 40 even in 1950. In the middle of the century, however, knowledge which had so slowly accumulated in rich countries, reached poor countries very fast. Mortality rates then began to fall with dramatic speed while fertility, which is largely dependent on slowly changing cultural factors, either did not follow the trend of mortality or did so only very slowly. Thus the two indicators reached very different levels.’ *(Historian Massimo Livi-Bacci)*

„A szegény világban a halandóság egészen a legutóbbi időkig magas maradt. A születéskor várható élettartam például a szegény országokban 1950-ben még mindig 40 év alatt volt. A század közepén azonban a gazdag országokban oly lassan felhalmozódott tudás viharos sebességgel jutott el a szegény országokba, és ekkor a halandóság drámai gyorsasággal kezdett zuhanni. A termékenység viszont, amely jórészt a lassan változó kulturális tényezők függvénye, vagy egyáltalán nem, vagy csak igen lassan követte a halandóság trendjét, és a két mutató jelentősen eltérő szintet ért el.” *(Massimo Livi-Bacci; történész)*

**a) Between which years did the growth rate of poor countries first decrease?** *(0.5 points)*

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**b) How did the ratio of people living in rich countries change compared to the total population of the world between 1950 and 1990?** *(0.5 points)*

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**c) Name the two most populous countries of the world.** *(0.5 points for each country)*

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**d) Underline the two factors in the following list which contribute to the rise in population.** *(0.5 points for each correct item)*

availability of birth control / decrease in infant mortality / extending the educational system / spreading of scientific achievements / the institution of marriage losing its importance / women entering the labour market later /

**8. This task is about the situation in the Balkan states in the last decade of the 20th century. (E/2)**

**Complete the tasks using the source and your own knowledge**. (Score: 0.5 points per item.)

"The principal nationalities, Serbs, Croats and Slovenes, no longer shared common political aims; indeed some of their aspirations of the time distinctly contradicted each other. The beginning of a new era in world economy, the acceleration of European integration and the disintegration of the Soviet Bloc obviously made the issue of the meaning and the function of Yugoslavia a high priority among them. Slovenia and Croatia […] feared that if they stayed 'enclosed in Yugoslavia', they might be left out of the process leading to modernisation and EU integration. This moved them to assert their intention to become independent. This conflicted with the geographically dispersed Serbs' efforts aspirations towards unity." *(The Disintegration of Yugoslavia by József Juhász)*

„A meghatározó nemzeteknek, a szerbeknek, horvátoknak és a szlovéneknek nem voltak már közös politikai céljaik, sőt aktuális törekvéseik egy része kifejezetten ellentétes volt. A világgazdasági korszakváltás, az európai integráció felgyorsulása és a szovjet tömb felbomlása magától értetődően újra napirendre tűzte körükben Jugoszlávia értelmének és funkciójának a kérdését. Szlovénia és Horvátország […] attól tartottak, hogy »Jugoszláviába zártan« kimaradhatnak a modernizációs és az EU-integrációs folyamatokból. Ezért függetlenségi szándékokat fogalmaztak meg. Ezek ellentétesek voltak a földrajzilag szétszórtan élő szerbek egységtörekvéseivel.” *(Juhász József: Jugoszlávia felbomlása)*

**a) Complete the map with the missing names of the two countries (successor states).**

|  |  |
| --- | --- |
|  | Glossary:  Belgrád: Belgrade  Horvátország: Croatia  Koszovó: Kosovo  Szarajevó: Sarajevo  Szerbia és Montenegró: Serbia and Montenegro  Szlovénia: Slovenia  Újvidék: Novi Sad  Vajdaság: Voivodina  Zágráb: Zagreb |

**b) List the causes of the disintegration of Yugoslavia. Write two causes.**

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9. This task is about the history of Central and Eastern Europe at the end of the 20th century. (E/2)**

**Answer the questions in connection with the following sources.** (Score: 0.5 point for each correct item.)

**a) Name the states the following sources refer to. Write the name of the country on the line below each source.**

**A) “**The new internal and international power balance made it impossible to renew the special dual agreement that made the creation of […] possible in 1918 and also its re-establishment in 1945. At that time, there was an external agreement: the victors of the world wars considered […] an integral part of the community of European states, so they urged its creation both times. There was also an internal agreement in […] in 1918 and 1945 that they all needed integration. This idea was partly based on a common ancestry and identity […], and also on the fact that the great turning points of 20th-century history always created a common political interest for the southern Slavic people.” *(Historian József Juhász)*

„Az új belpolitikai és nemzetközi erőviszonyok közepette nem lehetett megújítani azt a sajátos kettős egyetértést, amely lehetővé tette 1918-ban […] létrehozását, illetve 1945-ben a felújítását. Akkoriban létezett egy külső egyetértés: a világháborúk győztesei az európai államrend szerves részének tekintették, […] ezért mindkétszer szorgalmazták a létrehozását. Volt továbbá egy belső […] egyetértés 1918-ban és 1945-ben arról, hogy mindannyiuknak szükségük van [az] integrációra. Ez az elképzelés egyrészt a hajdani közös identitáson […] alapult, másrészt azon, hogy a 20. századi európai történelem nagy fordulópontjai a délszláv népeket ismétlődően politikai érdekközösségbe tömörítették.” *(Juhász József, történész)*

**Name of the country:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B)** “After its collapse […] the United States was forced to manage conflicts in regions, for example in the Balkans, where American military intervention had been practically unthinkable in the preceding fifty years. […] After its disappearance […] all the anger and exasperation in connection with the “superpowers” was gradually getting directed to the United States exclusively.” *(Historian and foreign policy expert Tamás Magyarics)*

„Összeomlása után […] az Egyesült Államoknak olyan konfliktuskezeléseket kellett vállalnia, például a Balkánon, ahol a megelőző fél évszázadban gyakorlatilag elképzelhetetlen lett volna az amerikai katonai beavatkozás. […] Eltűnése után […] a »szuperhatalmak« elleni düh és elkeseredés fokozatosan kizárólag az Egyesült Államokra összpontosult.” *(Magyarics Tamás, történész, külpolitikai szakértő)*

**Name of the country:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C)** “In 1990 […] this state was already an anachronism – a self-defence partnership against threats that no longer existed. […] The two nations mutually constituted obstacles for the other to pursue free and rational policies. […] By the autumn of 1992 the [two committees] that were set up after the free elections had already drafted the “roadmap” for the breakup of the state alliance as well as a number of agreements to regulate the coexistence of the two neighbouring states. The constitutional majority gave its blessing to the breakup process in the federal parliament.” *(Political scientist Bohumil Doležal)*

„1990-ben […] ez az államalakulat már anakronizmus volt, már régen nem létező veszélyekkel szembeni védelmi közösség. […] A két nemzet kölcsönösen akadályozta egymást a szabad és ésszerű politika gyakorlásában. […] 1992 őszére a szabad választásokból született [két bizottság] kidolgozta az államszövetség szétválásának »menetrendjét« és a két állam egymás mellett élését szabályozó egyezségek egész sorát. A szétválás folyamatára az alkotmányos többség áldását adta a szövetségi parlamentben.” *(Bohumil Doležal, politológus)*

**Name of the country:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b) Name the politician whose activities the following source is connected to.**

“In 1986, when the energetic, self-confident and ambitious […] team of reformers announced the “programme of acceleration”, he could hardly have thought that this wasn’t only speeding up the disintegration of the system, and to such velocity that sooner or later he would lose all control over the events. Perestroika [restructuring] […] did not initiate or complete an economic system change, but rather it started a novel ideological course. […] By 1989 it wasn’t only the old system that was in crisis, but also “perestroika”, which was unable to renew it. In other words, the model […] of the Soviet reform for the Soviet system was in crisis.” *(Aesthete Ákos Szilágyi)*

„Amikor 1986-ban a még friss, magabiztos, vállalkozó kedvű […] reformcsapat meghirdette a »gyorsítás programját, aligha gondolta volna, hogy csak a rendszer széthullását gyorsítja föl, méghozzá annyira, hogy előbb-utóbb elveszti uralmát a folyamatok fölött. A peresztrojka [átépítés] […] lényegében ideológiai kurzusváltást, s nem gazdasági rendszerváltást hajtott végre vagy indított el. […] Mindenesetre 1989-re már nem csupán a régi rendszer volt válságban, hanem a megújítására képtelen »peresztrojka«, vagyis a szovjet rendszer szovjet típusú reformjának […] modellje is.” *(Szilágyi Ákos, esztéta)*

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10. This task is about the ethnic minorities of Ukraine. (E/4)**

**Use the sources and your own knowledge to answer the questions.**

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| --- | --- | --- |
|  |  | |
| ***A)*** *The proportion of ethnic Russians in Ukraine, 2001* | ***B)*** *The result of the 2010 presidential elections in Ukraine* | |
|  | | **C)** *Russian gas pipelines in Europe* |

**a)** The issue of the ethnic minorities has serious internal political implications in Ukraine. **Formulate one of these important implications on the basis of the connection between the first two sources.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**b)** The issue of the ethnic minorities also has a significant effect on Ukraine’s foreign relations. **Explain on the basis of one of the sources why Ukraine and Russia can exert economic pressure on each other.** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Both of the above problems appeared after 1991. What event in 1991 made it possible for these conflicts to come to the surface?** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d) What minority speaking a non-Slavic language lives in Ukraine in the region marked with an  in map A)?** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**e) What is the historical (commonly used) name of this region?** (0.5 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11. This task is about the disintegration of Yugoslavia. (E/2)**

**Use the maps and your own knowledge to decide if the following statements are true or false. Put an “X” in the appropriate column of the table.** (Score 0.5 points for each correct item.)

|  |  |
| --- | --- |
|  | 1991-1995: the period of the war  B = Bosniak  H = Croatian  M = Macedonian  Sz = Serbian  Glossary:  Szlovénia: Slovenia  Horvátország: Croatia  Bosznia-Hercegovina: Bosnia-Herzegovina  Monenegró: Montenegro  Koszovó: Kosovo  Macedónia: Macedonia  Szerbia: Serbia  *Wars and refugees in the territory of the former Yugoslavia in the 1990s* |

|  |  |
| --- | --- |
|  | Glossary:  Szerb Köztársaság: Serbian Republic  Bosznia-hercegovinai Föderáció:  Federation of Bosnia-Herzegovina  *Bosnia-Herzegovina after the Dayton Agreement (1995)* |

|  |  |  |
| --- | --- | --- |
| **Statement** | **True** | **False** |
| **a)** The disintegration of Yugoslavia started with the secession of Slovenia and Croatia in 1991. |  |  |
| **b)** Ethnic conflicts did not play a role in the outbreak of the war in Croatia. |  |  |
| **c)** NATO also intervened in the war on Serbia’s side. |  |  |
| **d)** The territories of Bosnia-Herzegovina with a Serbian majority were annexed by Serbia after the end of the war there. |  |  |

**12. This task is about ethnic relations in Central and Eastern Europe today. (E/3)**

**Use the sources and your own knowledge to complete the tasks.** (Score 1 point for each correct item.)

|  |
| --- |
| **a)** |

**Name the ethnic minority marked with the letter [a] in the table.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **b)** |

**Name the country that the data in the above table refer to.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **c)** |

**Name the ethnic minority marked with the letter [c] in the table.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**13. This task is about the economic aspects of European integration. (E/4)**

**Use the sources and your own knowledge to complete the tasks.** (Score: 0.5 points for each correct item.)

“Article 26

The Union shall adopt measures with the aim of establishing or ensuring the functioning of the internal market, in accordance with the relevant provisions of the Treaties.

The internal market shall comprise an area without internal frontiers in which the free movement of goods, persons, services and capital is ensured in accordance with the provisions of the Treaties.” *(Consolidated version of the Treaty on the Functioning of the European Union)*

„26. cikk

Az Unió a Szerződések vonatkozó rendelkezéseinek megfelelően meghozza a belső piac létrehozásához, illetve működésének biztosításához szükséges intézkedéseket.

A belső piac egy olyan, belső határok nélküli térség, amelyben a Szerződések rendelkezéseivel összhangban biztosított az áruk, a személyek, a szolgáltatások és a tőke szabad mozgása.” *(Az Európai Unió működéséről szóló szerződés egységes szerkezetbe foglalt változata)*

**What positive and negative effects may the free movement of goods have on internal producers or internal consumers? In your answer always mention the cause or reason of the positive or negative effect.** An example has been provided for you.

**a)** On internal producers

*positive effect: e.g. thanks to duty-free export their turnover and income may rise*

negative effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** On internal consumers

positive effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What positive and negative effects may the free movement of persons have on internal employers or internal employees?**

**c)** On internal employers

positive effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

negative effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**d)** On internal employees

positive effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

negative effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What positive and negative effects may the free movement of capital have?**

**e)** positive effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

negative effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**14. This task is about the economy of the European Union. (E/4)**

**Below you can find excerpts from the Treaty on the European Union. Use the sources and your own knowledge to complete the tasks.**

**a)** “The Union shall comprise a customs union which shall cover all trade in goods […].”

„Az Unió vámuniót alkot, amely a teljes árukereskedelemre kiterjed […].”

**In what year was the first organisation in the history of European integration formed which may be considered the predecessor of the European Union and which already formulated the principle mentioned in the source quoted above?** (1 point)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b)** “The internal market shall comprise an area without internal frontiers in which the free movement of goods, persons, services and **[b]** is ensured in accordance with the provisions of the Treaties.”

„A belső piac egy olyan, belső határok nélküli térség, amelyben a Szerződések rendelkezéseivel összhangban biztosított az áruk, a személyek, a szolgáltatások és a(z) **[b]** szabad mozgása.”

**What is the missing word in the gap marked with the letter [b] in the source above? (1 point)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c)** “The Council [the Council of Ministers] shall, on a recommendation from the Commission, formulate a draft for the broad guidelines of the economic policies of the Member States and of the Union, and shall report its findings to the European Council.

The European Council shall, acting on the basis of the report from the Council, discuss a conclusion on the broad guidelines of the economic policies of the Member States and of the Union. On the basis of this conclusion, the Council shall adopt a recommendation setting out these broad guidelines. The Council shall inform the European Parliament of its recommendation. […]

Where […] the economic policies of a Member State are not consistent with the broad guidelines […] or […] they risk jeopardising the proper functioning of economic and monetary union, the Commission may address a warning to the Member State concerned.”

„A Tanács [a Miniszterek Tanácsa] a Bizottság ajánlása alapján tervezetet készít a tagállamok és az Unió gazdaságpolitikájára vonatkozó átfogó iránymutatásokról, és erről jelentést tesz az Európai Tanácsnak. Az Európai Tanács a Tanács jelentése alapján a tagállamok és az Unió gazdaságpolitikájára vonatkozó átfogó iránymutatásokról kialakítja következtetését. E következtetés alapján a Tanács ajánlást fogad el, amelyben meghatározza ezeket az átfogó iránymutatásokat. A Tanács ajánlásáról tájékoztatja az Európai Parlamentet. […]

Ha […] egy tagállam gazdaságpolitikája nem felel meg [az] átfogó iránymutatásoknak, vagy veszélyeztetheti a gazdasági és monetáris unió megfelelő működését, a Bizottság az érintett tagállamot figyelmeztetésben részesítheti.”

**Decide which of the institutions mentioned in the source each statement refers to. Base your decision exclusively on the quoted text. Put an “X” in the appropriate column of the table*.*** *Only one “X” may appear in any of the rows, but there may be several “X” marks in any of the columns.* (Score 0.5 points for each correct item.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statement** | **Commission** | **Council** | **European Council** | **European Parliament** |
| It plays an initiating role in defining economic policy guidelines. |  |  |  |  |
| It develops economic policy guidelines. |  |  |  |  |
| It makes fundamental decisions regarding the common economic policy. |  |  |  |  |
| It checks compliance with the common economic policy guidelines. |  |  |  |  |