NATIONAL CORE CURRICULUM

MINISTRY OF CULTURE AND EDUCATION
HUNGARY
1996

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Ministry of Culture and Education
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Foreword to the English Edition

I hereby proudly present you the English version of the Hungarian National Core Curriculum (NCC). NCC is a key component to the educational reform and it also contributes greatly to the overall social renewal of the Republic of Hungary.

The drafting of NCC took six years of hard work and debate. Teachers and their professional organizations, politicians, curriculum experts, local government officials and academic researchers from Hungary and abroad participated in this venture. Following official approval, the final version of NCC was introduced by a government decree in 1995 and it will become effective from 1998 onwards. Its significance lies partly in the new approach towards the cause of education and culture in Hungary. Whereas before 1996 schools used to operate with modified versions of the 1978 central curriculum, now they can plan their activities autonomously based on the general guidelines of NCC.

NCC, however, is much more than a new curriculum. Its structure will undoubtedly launch a paradigmatic change compared to the former routine. As far as its content is concerned, NCC does away with the traditional Central European approach of detailed planning and the centralised use of curricula. Instead, it is indeed a *core* curriculum which only defines the framework and minimum objectives of teaching and learning. This new approach also implies the use of national standards and the bottom-up development of a great variety of school curricula. An illustration of its potential is the fact that schools have already come up with their own curricula in great numbers since the first version of NCC had been published by the Government.

As a further consequence of the paradigmatic change, NCC might also have a considerable effect on the European region. To meet this challenge I would like to recommend the English version of our National Core Curriculum to an international audience, the broadest professional and political public. We are also interested in recommendations as to how NCC could be improved in the years to come.

Budapest, July 1996

Bálint Magyar
Minister of Education and Culture
The Hungarian Republic
(January 1996 -)

Foreword to the Hungarian Edition

Dear Teachers, dear Collegues,

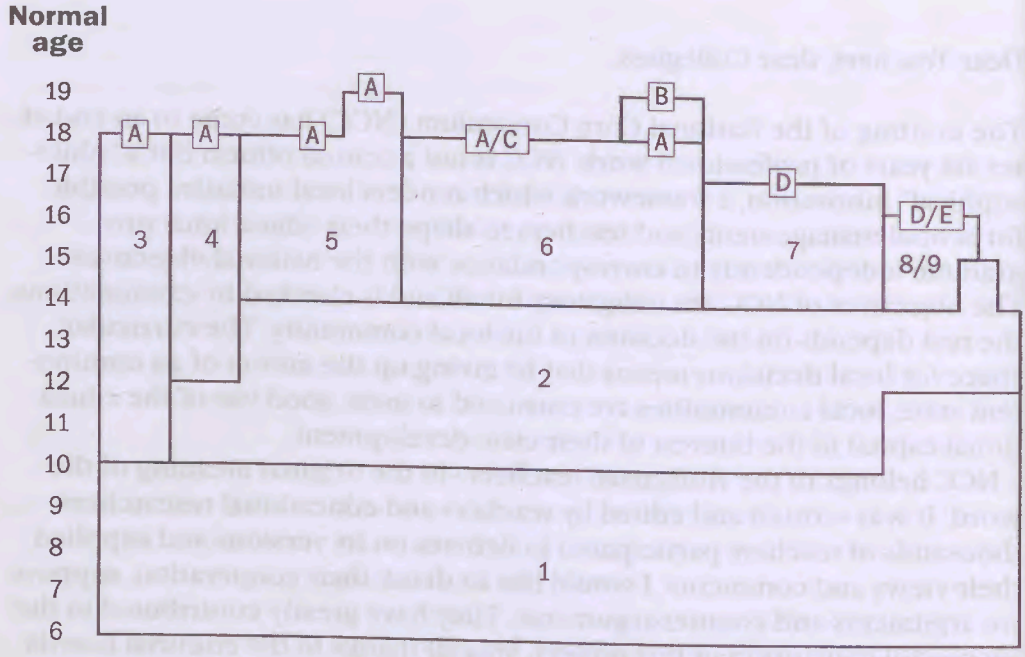
The drafting of the National Core Curriculum (NCC) has come to an end after six years of professional work. NCC is not a central reform but a "philosophical" innovation, a framework which renders local initiative possible for school managements and teachers to shape their educational programme independently in correspondance with the national objectives. The objectives of NCC are obligatory for all and is checked by examinations, the rest depends on the decision of the local community. The curricular space for local decisions means that by giving up the notion of an omnipotent state, local communities are entrusted to make good use of the educational capital in the interest of their civic development.

NCC belongs to the Hungarian teachers - in the original meaning of the word. It was written and edited by teachers and educational researchers, thousands of teachers participated in debates on its versions and supplied their views and comments. I would like to thank their cooperation, supportive arguments and counter-arguments. They have greatly contributed to the successful conclusion of this project. Special thanks to the editorial boards of the cultural domains and to the members of the theoretical committee. The application of NCC is a great venture for Hungarian education on the turn of the millenium. I hope you receive our publication with affection and comprehension and it will support your professional work.

Budapest, October 1995

Dr. Gábor Fodor
Minister of Education and Culture
The Hungarian Republic
(June 1994 - December 1995)

The structure of the Hungarian education system



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The Hungarian Government's Decree
No. 130/1995 (X. 26.)
on the issuing of the National Core Curriculum

1. §

"Under its power granted in Section 2 of the 1995/LXXXV Act on certain temporary regulations of the organisation and administration of public education, the Government issues the National Core Curriculum as a supplement of this decree."

2. §

"This decree enters into force on the seventh day after its announcement. At the same time, the Government Decree No. 31 of 12. 3. 1994 on the issuing of the National Core Curriculum's curricular principles shall cease to have effect."

SUPPLEMENT TO THE GOVERNMENT DECREE No. 130/1995. (X. 26.)

CHAPTER 1

THE NATIONAL CORE CURRICULUM'S ROLE IN THE REGULATION OF THE CONTENT OF COMPULSORY EDUCATION

The National Core Curriculum (NCC) is the basic document of the Republic of Hungary on public education, as determined by the Education Act LXXIX of 1993 and its 1995 amendment. Section 9 of the Education Act declares that "compulsory common educational objectives" for grades 1 to 10 "shall be determined by the National Core Curriculum in conformity with the preamble to this Act and the principles and rights described in Section 13, subsections 1 to 3 of section 4 and subsections 1 to 3 of section 10." Based upon the national guidelines of kindergarten education, NCC establishes common educational objectives compulsory for grades 1–10 in every school in Hungary, where compulsory public education consists of 10 grades. NCC breaks away from the form of central curriculum regulation which used to determine in detail the ideological and educational goals, tasks and materials of teaching, the teaching subjects and the number of lessons as well as pedagogical activities' close adherence to school types and structures. Instead, NCC is a foundation for working out detailed curricula and the content of teaching subjects, to choose school textbooks and equipment and to elaborate the 16-plus exam objectives that help acquire the fundamental knowledge necessary for everyone. The objectives for upper secondary education are primarily based upon those of the secondary school-leaving examination.

The objectives of NCC honour basic human rights, children's rights, the freedom of conscience and religion and the values of public education as well as minority rights laid down in the Constitution, in the preamble to the Education Act and international agreements. Similarly, values developed through the European civic development and the development of science and technology are also respected, and so are Hungarian cultural and educational traditions.

NCC objectives are inspired by *democratic values* for two reasons. Firstly, because NCC aims to encourage young people to behave in accordance with the rules of democracy that give equal weight to the interests of the individual and the community. Secondly, because NCC describes the fundamental cultural domains everyone needs and is entitled to know. These basic objectives must be adopted by every school in Hungary between grades 1–10. Since NCC generates a great variety of school curricula, the adoption of basic objectives happens in a way which provides great professional autonomy for the schools.

NCC is a *national* document, as it serves common national values. It gives considerable weight to national traditions and to the development of national identity including that of national and ethnic minorities living in Hungary.

Furthermore, NCC concentrates on *humanist European* values that strengthen our place within Europe.

In conformity with the above, NCC also pays attention to the *global problem of mankind*. It emphasises individual and social responsibilities and possibilities in tackling such global questions as well as their tasks to alleviate the dangers that both mankind and individuals are exposed to. NCC promotes understanding of and openness towards other cultures. It also encourages students to get acquainted with other peoples' traditions, cultures and life-styles.

Unified Basic Objectives

NCC comprises objectives to be enforced in every school in Hungary. These objectives contribute to the uniform and even prevalence of basic educational content in every school type of public education. In this way, it aims to promote the indispensable *unity of contents* as well as to allow students to change to a different school type.

Differentiation Based upon Unified Foundations

NCC regulates the content of education through providing a unified base but leaving free scope for diverse individual activities of schools, teachers and pupils. NCC allows parents, students and school leaders to express their interests and values, promotes professional ambitions of teachers and allows the consideration of prevailing conditions, circumstances and opportunities. Furthermore, it provides schools and students with enough time to process and complete the material, to meet objectives and to satisfy individual needs.
To accomplish these goals, NCC

- establishes unified objectives that, under normal circumstances, can be met in 50 to 70 per cent of the time resource allotted to the different levels of public education by the Education Act. Thus, NCC allows the introduction of supplementary contents and objectives. The extent of time necessary to meet the unified objectives varies according to schools and grades;
- formulates contents and objectives according to comprehensive cultural domains instead of teaching subjects, enabling schools to choose, establish and group their teaching subject individually;
- does not determine the objectives for each grade, but lays down stages of objectives to be met by the time students finish certain grades. The comprehensive and general objectives of cultural domains, in accordance with the age characteristics and with the pedagogical stages of teaching-learning process, shall be met on finishing grades 6 and 10. Detailed objectives, on the other hand, shall be fulfilled on accomplishing grades 4 and 6 as well as 8 and 10. In this way, NCC promotes the adoption of teaching-learning methods adjusted to students' needs.

NCC not only allows the use of alternative curricula, school textbooks and other equipment, school-level pedagogical programs and curricula but regards them as indispensable elements of regulating the content of education. Furthermore, NCC is the basis for the objectives of the 16-plus exam to be taken on finishing grade 10. Also, it is a foundation of external pedagogical counselling and controlling and presents a framework for both regular and in-service teacher training.

The Pedagogical Process Enhancing the Personality Development of Students

The values present in NCC and its unified basic objectives as a foundation to differentiation serve the purpose of helping pupils fully evolve their personalities in pursuance with their abilities, development, learning and experiences in school and out of school.

Acquiring knowledge in various fields *is a means* for students to develop their intellectual faculties and their abilities to act, learn and communicate independently. The *content* of education comprises the *basic cultural achievements* in the fields of humanities, society, arts, nature, sciences and technology, apportioned and structured in accordance with students' age and development levels. In-depth processing of this material will contribute to the development of *erudition* and a *well-balanced world concept*, thus helping young people find their way in their local environment and the surrounding world.

NCC promotes personality development through education by drawing up objectives necessary to develop the *abilities* of children, pupils and students. This can only be fruitful if the *education programmes, methods and teaching-learning processes* of schools ensure free scope for a colourful school life including learning, play and work. They must develop pupils' self-awareness, will-power and their ability to co-operate with others. Last but not least, they must help children evolve their habits and life-style and make children identify with the values it proclaims. Thus, NCC postulates educational activities that concentrate on developing students' knowledge, skills and entire personality, at the same time taking into account the fact that, alongside schools, various fora of social life and activities are also scenes of education.

THE CULTURAL DOMAINS IN NCC, AND THEIR SUGGESTED PROPORTIONS

1) **MOTHER TONGUE AND LITERATURE** (Hungarian Language and Literature; Minority Language and Literature)
2) **MODERN FOREIGN LANGUAGE**
3) **MATHEMATICS**
4) **MAN AND SOCIETY**: Social Studies, Civics, Economics; Human Studies; History
5) **MAN AND NATURE**: Natural Studies; Physics; Chemistry; Biology and Health Studies
6) **OUR EARTH AND ENVIRONMENT**
7) **ARTS**: Singing and Music; Dance and Drama; Visual Arts, Motion Picture and the Media
8) **INFORMATICS**: Computer Technology; Library Use
9) **LIFE MANAGEMENT AND PRACTICAL STUDIES**: Technology; Home Economics; Career Orientation
10) **PHYSICAL EDUCATION AND SPORTS**

NCC sets up proportions for the cultural domains and their areas that indicate their "weight" within the curriculum, in accordance with the characteristics of the pedagogical stages of development. These proportions are also meant to present guidelines for alternative and school-based curricula. Proportions of cultural domains and their areas cannot be expressed in the number of classroom lessons, only in approximate percentages, because cultural domains and their areas can be divided into teaching subjects in several ways. Secondly, it is the schools themselves that determine the exact proportions of cultural domains and their areas through a consideration of the resource of compulsory and alternative lessons available.

NCC's cultural domains can be organised into teaching subjects by making school-based curricula in different ways. Some of the domains can constitute teaching subjects on their own. On the other hand, contents from different cultural domains can also make up a teaching subject. From this point of view, the cultural domain "Modern Foreign Language" is unique, as it only provides a general model and does not focus on a particular language.

Schools in making their curricula, draw up the number of classroom lessons devoted to compulsory subjects paying attention to the above described proportions, while they are completely free to decide on the number assigned to their resource of non-compulsory lessons.

NCC sets up the following *approximate* proportions of the cultural domains:

GRADES 1–6

Cultural Domain	Proportion in Grades 1–4 (%)	Proportion in Grades 5–6 (%)
Mother Tongue and Literature (Hungarian or minority language and literature)	32–40	16–20
Modern Foreign Language	–	11–15
Mathematics	19–23	16–20
Man and Society	4–7	5–9
Man and Nature	5–9	8–12
Our Earth and Environment	–	–
Arts	12–16	12–16
Informatics	–	2–4
Life Management and Practical Studies	4–7	5–9
Physical Education and Sports	10–14	9–13

GRADES 7–10

Cultural Domain	Proportion in Grades 1–4 (%)	Proportion in Grades 5–6 (%)
Mother Tongue and Literature (Hungarian or minority language and literature)	11–13	11–13
Modern Foreign Language	9–12	9–13
Mathematics	10–14	10–14
Man and Society	10–14	10–14
Man and Nature	16–22	15–20
Our Earth and Environment	4–7	4–7
Arts	9–12	9–12
Informatics	4–7	4–7
Life Management and Practical Studies	6–10	5–9
Physical Education and Sports	6–10	6–10

THE COMMON (CROSS-CURRICULAR) EDUCATIONAL OBJECTIVES OF THE CULTURAL DOMAINS

Some objectives of the modern culture are present in almost every element of school education. These are the following:

Homeland

Every student should become acquainted with characteristics of our national heritage and the traditional values in our *nation's culture*. They should learn about the work and achievements of great Hungarian politicians, scientists, inventors, artists, writers, poets and sportsmen. They should be well-informed about our country's geography, literature, history and everyday life. Students should become adept at individual and social activities and knowledge, resulting in understanding and respect for their homes, local communities, their country and its peoples. They should know the traditions and features of urban and rural life.

Furthermore, students should be open to know and appreciate values and achievements of other nations and ethnic groups within Hungary and in our neighbouring countries.

Studying Homeland assists students in living in harmony with their natural and social environment as well. These studies provide a foundation of national consciousness, and deepen patriotism. In addition, they induce students to discover the historical, cultural and religious heritage of their local and broader environment. Finally, such studies encourage students to engage in individual and social activities aimed at preserving and developing their heritage.

Integration into Europe and the World

Students should adopt a positive approach towards the common European values. They should respect the achievements of European development, including Hungary's role and contribution. Students should be interested in European culture, habits, life-styles and traditions, especially in those of our neighbouring countries and peoples. They should realise the importance of strengthening European unity, the potential contradictions involved and the role these aspirations play in Hungary and its people's lives.

Students should know the most important and influental achievements of *universal human culture*. They should be open and understanding towards different habits, life-styles, cultures and religions and show respect for them.

They should be well-informed about global problems, especially those directly affecting Hungary; know about international co-operation aimed at tackling such problems. They should be interested in understanding the complexity of these problems and in finding solutions to them. Schools and their students shall strive to participate directly in the development of international co-operation.

Environmental Education

The primary goal of environmental education is to help students adopt an environment-conscious lifestyle. In this way, new generations will be able to prevent the environmental crisis from deepening, thus protecting nature and promoting the sustainability of living nature and societies. Students should become sensitive towards the condition of our environment. They should be able to recognise qualitative changes in their environment and evaluate them on a basic level; to recognise and preserve natural and man-made values surrounding them; and to recognise and exercise their civil rights and obligations towards their environment. Students should evolve a positive and attractive vision of the future, which will underlie a lifestyle in harmony with their environment and a positive attitude towards it. An individual and social environmentally friendly behaviour, based on knowledge of nature and personal responsibility, should constitute a fundamental ethical principle in students' lifestyles.

In the course of environmental education, students become acquainted with the processes that have led to an environmental crisis on the planet. They should recognise the positive and negative environmental consequences of social and economic development through particular Hungarian examples.

Students should actively participate in preserving and improving their direct environment. Respect and responsibility towards nature should become an integral part of their life-styles. They should strive to prevent any damage to the environment and acquire experience in co-operation and in handling environmental conflicts together.

Communication Culture

Communication culture means the creation, perception, understanding, selection, analysis and transfer of information on cognition, learning, knowledge, human relationships, co-operation and socialisation. It comprises symbolic (verbal, mathematical) and visual communication skills as well as skills of communicating through movements, various activities and behaviour itself. It also includes the knowledge of metacommunication (gestures, posture, voice, intonation, movements).

The culture of communication is both the basis of literacy and erudition and a crucial factor in the individual's socialisation and social relationships, in the assertion of individual and social interests, in understanding, accepting and respecting each other. It involves the ability to acquire information, to reason and to form, express and defend individual opinion. All these primarily require the best possible command of one's own mother tongue.

In our times, we receive most information through artificial transmission systems rather than in the form of personal messages. Passive and massive consumption of information may lead to distortions in thinking and life-style. This is why schools must educate children to become adults who understand today's audiovisual environment and make use of it selectively.

Physical and Mental Health

A considerable responsibility and challenge for education lies in assisting new generations to adopt a healthy life-style. Every educational activity must assist in the healthy physical, mental and social development of students. In processing the content in every cultural domain, schools shall teach students how to preserve their health and avoid illness and injury. Both staff and equipment shall promote the adoption of habits, attitudes and behaviour improving the health of children and young people.

Through health education, students shall not only learn how to prevent illnesses, but also to appreciate being healthy and to accept a harmonious life as a value.

Teachers shall educate the young so that students are able to make the right decisions concerning their health, and to manage a healthy life-style. Education should induce students to accept the ill, injured and disabled and to be ready to help them. Schools should call children's attention to the most common health risk factors in their environment, especially in the household, school and transport, and suggest ways to avoid them. Education must assist students in rejecting habits resulting in harmful dependence (smoking, alcohol consumption, drug abuse and unhealthy eating habits). It should also lend a supporting hand to children in crisis. Furthermore, it is a crucial task of the school to deal with questions of sexual behaviour and culture. They should pay attention to preparing pupils for responsible and joyful partnership and family life.

Habits underlying a healthy and harmonic life-style can be developed by the active involvement and participation of students. Schools, also as "living spaces", must ensure the conditions for healthy physical, mental and social development. This also includes the example of teachers' lifestyles.

Learning

Learning is the modification of the psyche by external factors. Thus, it is not merely knowledge acquisition, concentration and use of one's memory. In a broad sense, it includes the development of every mental capacity and the entire personality. This is the basic task of school.

Many components of learning can be taught. Every teacher must teach students how to learn. As a result of this, students should be able to organise their learning more and more independently. They should participate in creating favourable external conditions to learning. They should also realise and be aware of their individual psychological conditions promoting effective learning based on their own experiences. Teaching the methods and techniques of successful learning involves, among others, the following: creating individual methods and procedures; developing of reading with understanding of the text; developing memory through effective methods of retaining knowledge; developing the culture of thinking; evolving the need for and habit of self-education. The school library can be an important means to and setting for learning.

Teachers have to make efforts to know the types, styles and habits of students' learning. Teachers must also consider the characteristics of learning of the given individual at the given age and use this knowledge to increase learning efficiency. In pursuance of this, teachers shall carefully choose a way of development as to methodology of instrumental-actional, descriptive-visual and abstract-verbal examples.

Career Orientation

The general goal of career orientation is to assist students in choosing a profession. It includes the following: the development of self-awareness based on the knowledge of one's individual faculties and abilities; learning about the most important professions and trades, their requirements and about the alternative paths leading to them through practice and experience; adjusting dreams to realities. Students must be made aware of the potential need to switch to other occupations during their future career.

Taking into consideration pupils' ages and existing opportunities, schools should provide a comprehensive picture of the world of work. In order to achieve this goal, pupils should be granted the opportunity to get involved in activities where they can test their own abilities and gather experience in fields most interesting to them, thus widening their knowledge of both their own potentials and of various professions.

Successful career orientation is a long process. It can only be successful if harmonised in various teaching subjects and out-of-school activities.

NCC AND AGE CHARACTERISTICS

When drawing up the two great phases of compulsory education (grades 1–6 and 7–10) and determining the educational objectives of cultural domains, NCC paid special attention to childrens' age characteristics, which are of great importance in curricular variations and school curricula as well. The acquisition of knowledge of the cultural domains is mutually determined by both pedagogical activities and by the age and individual characteristics of pupils, factors also decisive in skills development and the fulfillment of the objectives. Age characteristics are the common features of children and young people in the same age group. They provide a general basis of comparison from which individuals usually differ (e.g. in pace of development, in mental, emotional and social traits) as a consequence of a number of factors, including biological, biographical, social, cultural and economic background.

From the First Day in School to Pre-Puberty (ages 6–12)

Elementary education is a significant stage in the process of personality development. It is the age when children's basic attitudes towards themselves evolve. As they respect the authority of parents and teachers, the personalities and views of these strongly influence children's self-esteem and view of themselves.

Elementary education lays down the necessary foundations for further activities and is based upon the achievements of family and kindergarten education. In co-operation with the family, it provides prerequisites to the improvement of pupils' physical, mental and emotional health.

Children 6 to 10 years old are emotionally stable, interested, open-minded, active, energetic and conscious of rules and tasks. Their need for movement and play is inexhaustible. This is the sensitive age of agility development. In their learning, play and work children are creative and achievement oriented. Most of the time they are eager to meet adults' expectations. To do so, they are able to make a considerable effort. Their moral judgements are determined by the opinions of parents and teachers. The events of life are, in their eyes, either good or evil and they attach less significance to the motives behind actions.

At elementary school age a pupil's world concept is realistic. Their major field of interest is the reality surrounding them. Curiosity drives them to find

out causative relations and connections. At age 9–10, pupils are in the second "why-age" and they desire for expression is strong. They need the opportunity to elaborate on their experiences.

Children aged 6–8 can concentrate on tasks for about 10 to 15 minutes, longer in game situation. Emotions play a central role in their motivations and cognition.

From the first grade on, intentional activities come into prominence and global perception is replaced by a more differentiated way of thinking. At age 6–7, children possess the synthetic and analytic abilities necessary to acquire literacy and arithmetic.

With regard to memory, children of this age usually retain experiences connected to activities and can recall visual images and actual facts the most easily. Their thinking rests on direct sensory and practical experience. During the first years of this stage, instrumental-actional and descriptive-visual ways of thinking are of equal weight. Initially, logical processes are based on sensory impressions, children usually create an inner visual image. This is the age of particular acts, children are generally unable to highlight the essence of perceived phenomena on their own. They conceive relationships on a concrete conceptual level.

At the end of this stage, abstract thinking starts to develop. 10–12 year-olds are already able to think in abstract categories (concepts, judgements, conclusions) and understand the concepts of abstract space and historical time. However, it is important that during these years, methods of sensible learning based on logic and relationships be introduced to children.

During pre-puberty (9–12), pupils' social experiences widen, their attention turns towards their companions. This is the age of forming groups. Belonging to a group of their peers becomes of the utmost importance to children.

A certain tension during these years is a sign of advancing adolescence. Sexual curiosity grows, girls lose their emotional stability, boys show off by being aggressive and "playing tough". Individual fields of interest emerge, children's need for independence grows and the separation from parents and grown-ups begins.

Adolescence (years 12–16)

This is the age of biological and psychological maturing, by the end of which children are sexually mature and masculine and feminine roles take shape. These are the years of the development of conditioning motor abilities.

Adolescents' knowledge of the human character and their need to know themselves considerably increases. As early as in the first adolescent years,

they strive to discover their own potentials, abilities and the motives behind their actions. They want to reach their limits or even exceed them.

Moral conception becomes pointedly autonomous and independent of that of adults. Constant doubt and criticism of prevailing concepts can be attributed to their ambition to form their own opinions. It is for the same reason that adolescents demand every view be proven.

Adolescents are quick and accurate in their observations. However, they are prone to superficiality and generalisation. Their memory becomes lasting and reliable.

Adolescents' thinking reaches the stage of formality. This means that they are able to abstract from the actual characteristics of phenomena. Students of this age are able to think in abstract-logical terms, use abstract concepts, assumptions and draw possible conclusions. Their concepts are mainly abstract-logical and are attained by abstract thinking. Incorporation of new concepts into existing categories as well as determining the meaning and logic of terms can also happen through abstraction. Regularities already represent judgements of necessary abstract relationships.

Adolescents are able to regard events from two or more points of view and draw conclusions accordingly. They can find hypothetical solutions to possible – but not actual – problems.

When solving problems, adolescents methodically try out alternative solutions and combinations of these. They reach the stage of abstract thinking. However, this does not mean that 12–16- year-olds exclusively think on an abstract level. They tackle particular and abstract problems just as well, even simultaneously if necessary.

Adolescents' thinking is strongly influenced by motivations and emotional factors. During these years, too, personal characteristics and the atmosphere of education play a central role in the development of creativity and original thinking.

Adolescents' imagination rests on abstract-logical thinking. This is the age of daydreaming and oversensitivity. The adolescent's view of the future is both imaginary and realistic. Adults' creative imagination also surfaces in these years as does future talent in arts such as music and sciences such as mathematics.

Adolescents are unrestrainably inclined to discussions as a result of their rapid intellectual and social development.

The pace of biological and psychological development greatly differs from individual to individual. Common features characteristic of the age are strongly coloured by a multitude of individual traits.

THE INTERPRETATION AND STRUCTURE OF NCC'S OBJECTIVES

NCC comprises objectives. The objectives of general development in each cultural domain, adjusted to age characteristics, are built upon each other to determine the objectives to be fulfilled by the time the grades 6 and 10 are completed. Detailed objectives determine the basic knowledge pupils are expected to have on finishing grades 4, 6, 8 and 10. This scheme reflects and complies with current structural changes in the Hungarian education system.

Besides understanding, processing, acquisition and systemising of necessary knowledge, the objectives also lay considerable emphasis on the utilisation of knowledge. They aim to help children acquire, practise and develop skills which allow them to make use of what they have learnt. Accordingly, NCC lays down the following system:

Objectives are divided into three main categories:

- Knowledge vital to the acquisition and development of skills, abilities and attitudes, such as notions, facts, data, concepts, generalisations, reasoning, rules, theories, logical connections, axioms and theses.
- Development demands, competencies (including the essential criteria needed for successful and efficient decisions, activities and achievements).
- Minimum competency, that is the lowest acceptable level of performance essential for students to continue their studies effectively.

Knowledge and skills are only listed separately to make NCC easier to handle. In reality, the connections between objectives constitute an inseparable entity and reinforce each other so as to bring about efficient long-term knowledge.

NCC determines the required knowledge, performance and results of students' in each cultural domain and their areas. As teaching, educational material, learning conditions and equipment must be provided in every school according to the above mentioned, NCC's objectives presents a challenge to teachers, too. The above prerequisites also provide a basis for continuous control and assessment of education.

NCC lays down objectives to be fulfilled at the end of each educational stage. It grants students sufficient time to deepen their knowledge; in this way, it also takes into consideration individual differences in the pace of personal development and learning. In school curricula, it is advisable to exercise flexibility and differentiation in allotting time to accomplish the stages, even if this results in deviation from the framework presented in the NCC. However, minimum competency and performance levels on finishing compulsory education create more formalised points of control and evaluation.

The obligatory character of NCC means that in local curricular variations, teaching subjects and school textbooks

- NCC's principles are to be enforced;
- cultural domains, their areas and topics must be included;
- teaching materials and activities which contribute to meet the objectives of general and detailed development should have a priority;
- every pupil must be given the chance to fulfil at least the minimum competencies.

THE APPLICATION OF NCC AND SCHOOL CURRICULA

NCC is *not a curriculum in the traditional sense* but a basis for local curricula and teaching subjects. The school curricula are educational schemes for the entire period of compulsory education. In pursuance with the specifications of the Education Act, as parts of the pedagogical programme determining the school's educational goals, schools curricula primarily comprise the following: compulsory and alternative teaching subjects and school sessions in each grade; their number of lessons, the main topics and objectives; the preconditions for continuing studies in the next year; formal and substantial objectives for the control, assessment and evaluation; ways of differentiation; and the textbooks and other equipment to be used. Connected to these are the subject programmes in every grade. Teachers shall build up the school curriculum and subject programmes by adopting those locally to NCC or drawing them up independently.

SPECIAL PRINCIPLES IN THE EDUCATION OF NATIONAL AND ETHNIC MINORITIES

The education of national and ethnic minorities in Hungary constitutes an integral part of the Hungarian educational system. Accordingly, it must provide an expandable basic culture of the same content and value, which means that NCC's objectives also apply to the education of national and ethnic minorities.

The unique goal of minority education is to preserve and strengthen minority identity. To accomplish this goal, it strives to:

- promote the acquisition of the given minority language on an erudite standard level through developing the ability to understand and use the language in writing and speech;

- acquaint pupils with folk poetry, music, fine art, customs and traditions and to encourage them to cultivate these;
- teach students the historic traditions, culture in mother tongue and the knowledge of their people and country;
- make children accept and appreciate other cultures by underlining their values;
- teach students the culture, history and everyday life of their motherland;
- promote the upward mobility and social integration of gypsies.

In minority education, any of Hungary's 13 minority languages may be taught as a foreign language or as a language of education.

Education of the national minorities in Hungary, according to different educational levels and types, must ensure sufficient time for the children of a minority to improve their command of their own mother tongue to the point where bilingual or first language education can be introduced.

Minority studies consist of basic knowledge on the minority's culture, history and traditions. The subject is closely related to the cultural domains of NCC. Language teaching, bilingual, upgrading (mainly for gypsies) and intercultural programmes must contain studies of minority culture. This content can be taught as and integrated part of NCC's cultural domains, within upgrading education for gypsies, as part of intercultural studies or as an independent teaching subject.

School education in the mother tongue aims to ensure minority education of full value. Here, classes are held in the mother tongue, but Hungarian as a second language must also be taught.

Bilingual minority education aims to develop well-balanced bilingual language skills. The languages of education are both the minority language and Hungarian. The cultural domains taught in the minority language are to be outlined in local level, in the school curricula. In this type of school education at least 50% of NCC's cultural domains are to be taught in the minority language.

Minority language teaching within school education aims to ensure the acquisition of the minority language as a second language for students primarily speaking Hungarian. In this type of education, lessons are conducted in Hungarian, the minority language is taught from the first year on in accordance with the NCC's objectives for "Modern Foreign Language". Apart from the minority language, the pedagogical programmes of schools may include the teaching of additional modern languages.

Upgrading education for gypsies helps gypsy students fulfil the educational objectives for various age groups determined in the NCC and the schools cur-

ricula. This supplementary education is a programme for individuals or groups. It is organised in educational institutions within or apart from normal daily lessons and may involve teaching a gypsy language pursuant to the objectives of schools providing minority language teaching.

Through *intercultural education*, minority and majority pupils can together acquire knowledge of the minority culture and, if parents so wish, of the minority language. Intercultural education is a regular programme promoting social integration of and a successful school career for minority pupils. Should the curriculum of intercultural education contain teaching the minority language, NCC's objectives for teaching "Modern Foreign Language" shall be observed.

In their pedagogical programmes, schools are free to choose other types of minority education at a certain pedagogical stage. Schools working on the basis of minority education programme must have an education type (of the above described) that they apply in every grade. Schools adopting the minority education programme may deviate from the suggested proportions of NCC's cultural domains. Upgrading education for gypsies and intercultural education may be combined with minority language teaching.

SPECIAL PRINCIPLES IN THE EDUCATION OF PUPILS WITH SPEECH IMPEDIMENT, SENSORY DEFECT, MENTAL OR PHYSICAL DEFICIENCY AND OTHERWISE HANDICAPPED

Given the fact that people with speech impediment and mental or physical handicaps are humans of equal value but in a special position, their education shall also be based on the system of *NCC's unified objectives*.
Considering the *potentials, limitations and special needs of challenged pupils,* the following principles shall be observed in their education:

- when needed, longer time frames shall be allowed for the fulfillment of the objectives;
- special contents and objectives demanded by the given impediment shall be added to the prescribed minimum competencies;
- to help them meet the objectives, schools shall encourage pupils through positive discrimination, differentiation and individualisation, primarily by assessing the "value added" of the student's own development.

For deviations from the requirements of the 16-plus exam, in case of certain deficiencies, the examination regulations and the particular curricula should be consulted.

For certain cases of deficiency, separate curricular guidelines issued by the Ministry of Culture and Education will stipulate NCC's application. These guidelines will regulate the educational material, the development objectives and the minimum competency.

THE IMPLEMENTATION OF NCC

NCC shall come into force in accordance with the provisions of the Education Act. Educational institutions shall draw up their own pedagogical programmes and curricula by the deadline set in the Act. Schools shall gradually and continuously adopt the new system of content regulations in accordance with prevailing circumstances, experiences and needs. Within this process, institutions shall also make use of curricular variations.

In co-operation with local governments and the management of schools, the Ministry of Culture and Education will set the professional conditions necessary to the adoption of the new system. It will also provide a broad choice of alternative curricula, programmes, school books and other school equipment. It will organise the introduction of the new examination system and set up a service network as well as the new system in-service training for teachers.

GUIDELINES FOR THE USE OF OBJECTIVES

Objectives appear in NCC on different levels and forms:

1. *Cross-curricular objectives* concerning school education as a whole are in the first chapter;
2. *General development objectives* in the introduction of particular cultural domains;
3. *Detailed objectives* of grades 4, 6, 8, 10.

The three levels of objectives are closely linked together. Both *cross-curricular* and *general development objectives* are operationalised in the form of *detailed objectives.* The coherence of objectives is emphasised by the special code of NCC.

1. *Cross-curricular objectives* concerning school education as a whole are marked by the following signs:


Homeland


Integration into Europe


Integration into the World


Environmental Education


Communication Culture


Physical and Mental Education


Learning


Career Orientation

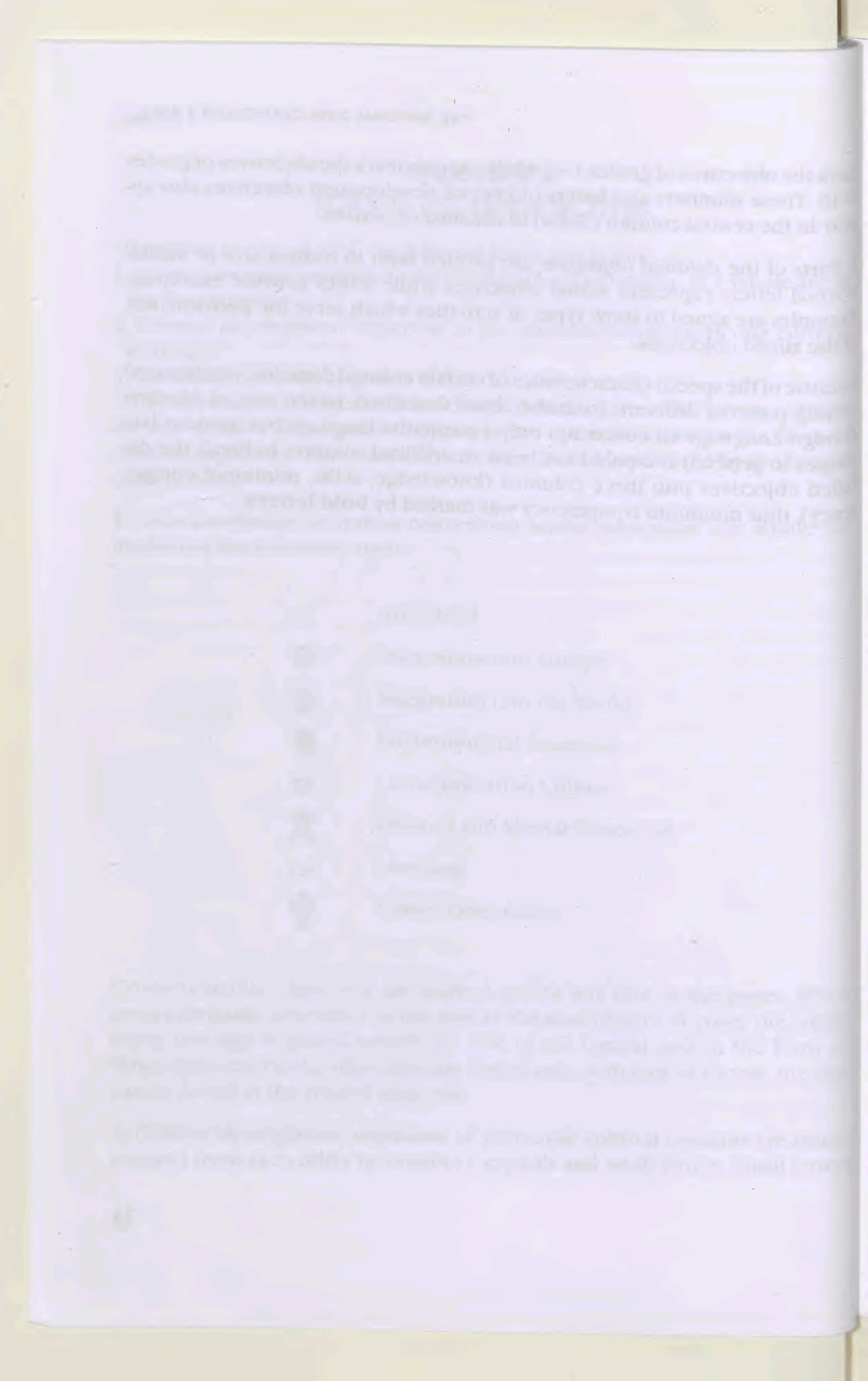
Cross-curricular objectives are marked on the left side of the pages. When *cross-curricular objectives* in the part of *detailed objectives* cover the whole topic, the sign is placed beside the title of the topical unit in the form of. When cross-curricular objectives are linked only with part of a topic, the sign can be found at the related objective.

2. *General development objectives* of particular cultural domains are distinguished from each other by numbers, capitals and small letters. Small letters

mark the objectives of grades 1–6, while capitals mark the objectives of grades 7–10. These numbers and letters of general development objectives also appear in the central column (Skills) of *detailed objectives.*

3. Parts of the *detailed objectives* are printed both in normal and *in italics.* Normal letters represent actual objectives while italics provide examples. Examples are aimed to show types of activities which serve the performance of the aimed objectives.

Because of the special characteristics of certain cultural domains, we also used editing patterns different from the above described. In the case of *Modern Foreign Language* (it covers not only a particular language but modern languages in general) it would have been an artificial solution to break the detailed objectives into three columns (knowledge, skills, minimum competency), thus minimum competency was marked by **bold letters**.



CHAPTER 2

THE CULTURAL DOMAINS

MOTHER TONGUE AND LITERATURE

MODERN FOREIGN LANGUAGE

MATHEMATICS

MAN AND SOCIETY

MAN AND NATURE

OUR EARTH AND ENVIRONMENT

ARTS

INFORMATICS

LIFE MANAGEMENT AND PRACTICAL STUDIES

PHYSICAL EDUCATION AND SPORTS

CHAPTER 2

THE CULTURAL DOMAINS

MOTHER TONGUE AND LITERATURE

HUNGARIAN LANGUAGE AND LITERATURE

HUNGARIAN LANGUAGE

LITERATURE

Mother tongue has a special role in our life, in the integrity and thinking of growing students and thus in education. The strength of language and the language patterns used convey culture and values; language makes possible and enriches relationships; developing language skills give ever more options in acquiring information, in understanding and solving problems.

The education of mother tongue entwines through the whole educational process. Through this all knowledge acquired in and out of school is rationalised, systematised and improved.

Acquiring the first language affects the level in other fields of learning and they, in turn, affect the level in the language. Therefore the development of the mother tongue should be present in some way in all other teaching subjects.

Language and literature form an inseparable unity. In order to create a personality attached to homeland, nation, national history and literature, education in language and literature is indispensable.

In the education of minorities, their language and literature must be taught in the original languages through a special programme approved by the Minister of Culture and Education; Hungarian language and literature must be taught as a second language in accordance with the content of NCC.

Teaching Hungarian and Literature is both the basis for the native verbal culture and for literary education. The basic goals in the *education of mother tongue* are developing sensible, expressive speaking, an ambitious use of reading and writing with the skills needed; protecting the language heritage, preparing for an active part in different communication situations, improving the ability of self-study and self- education.

* * *

By the time children go to school, they know and use their mother tongue. In the process of development, theoretical systematisation should be preceded by various enjoyable exercises discovering the richness of vocabulary, the endless possibilities of language, according to the need to express oneself. Later, with the experience gained from the above, a notional approach to language may begin. Some of the objectives thus are repeated but it should be regarded as an improvement of knowledge and skill according to age, with widening content at an increasingly higher level. Accordingly, for the lower age groups, usage and not grammatical knowledge is a requisite. But from the age of 14 on, a theoretical knowledge of grammar is demanded. Based on

discourse analysis and stylistics, the developments of communicational skills in a broad sense and sophisticated self-expression are at the centre of education of mother tongue.

The main task of *literary education* is to make students fond of reading, to awake and strengthen the joy of reading. The basis of literary education is to solve textual and contextual exercises connected to reading and to learn basic literary theory. A many-sided analysis improves responsiveness to the beauty and expressivity of language, the content of the works offers vast possibilities to create a general approach towards the world, to be linked with national culture, to convey moral and aesthetical merits, to enrich feelings.

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Preparation for language skills and attitudes for social co-operation and civilised verbal behaviour; to recognise that authentic communication, understanding the other and helping self-expression, is a private and social value; that educated speaking both in the past and present is an important domain of social understanding	
a) Expressing thoughts, information, opinions in a simple, comprehensible way appropriately to the situation.	A) Recognising communicative parts of verbal situation, flexible accommodation to situation, partner, topic.
b) Harmonising vocabulary, pronunciation and gestures (body language) to the verbal situation.	B) Using vocabulary, intonation and gestures together, and their interpretation in interpersonal communication and *e.g. in the genres of mass media, film, theatre.*
c) Concentrating on partner, either adult or peer.	C) Increasingly precise understanding of information acquired from others in every day situations and in heard, seen, acted dialogues.
d) Skill in creating questions and answers, completing what is heard; co-operation with partners in talking and problem solving.	D) Co-operation with the partner, arguing, disproving, searching for and systematising arguments, expressing points of view.
e) Telling coherently book contents or experiences e.g. in chronology or in logical order adapted to audience.	E) Using and evaluating communicative techniques of various speech forms, *e.g. from the aspect of aim, effect, including well known forms of mass media.*

GRADES 1–6	GRADES 7–10
f) Taking part in discussion and debate in group; expressing and defending own opinion appropriately, listening to others' opinions.	F) Co-operation in group discussion, taking part in debates; elements of the ethics of communication, ability to follow and accept the other's opinion and to defend and correct one's own opinion.
g) Listening to the emotional and rational content of the partner's speech.	G) Ability to recognise and resolve communication breakdown and conflicts, to recognise and refuse manipulation, wrong judgements.

2. Understanding text (spoken and written) on a level adequate to the level of education, including the ability to recognise and evaluate the main content of oral and written, academic, every day and literary genres; understanding values given in text; being increasingly capable of comparing them

a) Fluency in reading silent and aloud in adequate speed.	A) Reading, silent and aloud, in order to understand texts in an increasingly complex way.
b) Reading known texts confidently and sensibly; acting it out; reciting accurately by heart.	B) Fluent reading aloud of literary, educational and press texts, expressive recitation of texts learnt by heart and performing them.
c) Understanding the potential messages, meanings of literary pieces, not only word by word.	C) Differentiating literary and metaphorical meaning.
d) Discovering the connection between language means and meaning in literary and non-literary texts; widening active vocabulary in different contexts.	D) Ability to discover and interpret the structure and layers of meaning in texts of various genres and purposes.
e) Recognising and understanding the represented situations, emotions, relationships in works read.	E) Discovering and understanding the presented moral questions, motivations, behaviour patterns.
f) Using some basic procedures of text analysis; *e.g. identifying the topic, underlining the essence, finding data, discovering time and logical order.*	F) Knowing and using various approaches, analysis according to genres, *e.g. distinguishing context, theme, genre; distinguishing topic from comment, logical analysis, discovery of layers of meaning.*
g) Ability to distinguish between genres, *e.g. tale and documentary; lyrical poetry and narration; news and commentary.*	G) Ability to identify connections and differences of texts, *e.g. links in genre, topic, motive; referring to Biblical and literary tradition; literary and non literary texts; comparing facts and opinion.*

GRADES 1–6	GRADES 7–10
3. Learning to create texts according to the norms of the written language, encouraging imagination, self-expression and individual style and through this building self-confidence	
a) Correct sound-formation, breathing and stressing; differentiating sound and letter.	A) Reliably using means of pronunciation expressing topic and the speaker's intention (good sound formation, suitable usage of sentence and text phonetics).
b) Handwriting adequate to demands in speed and legibility.	B) Legible, well-shaped speedy personal handwriting.
c) Using the knowledge of grammar, correctness and spelling in reading and writing.	C) Reliable grammar, accuracy and spelling in forming texts, written or oral; understanding and using spelling as reflection of meaning.
d) Skills in creating texts, e.g. written report, oral and written narration, description, characterisation, opinion.	D) Clear text formation, ability to express all areas of personal and social life, in forms of giving oral and written information, depicting, arguing, evaluating, summary, making and holding connection, *e.g. expressing thanks, advise, letter, arguing, proving, explanation, description, (self-) characterisation, application.*
e) Recognising different layers of vocabulary, understanding meaning of words if used in unusual way in context under study.	E) Using the vocabulary of standard, literary and professional language in the studied contexts.
f) Self-checking and text correction with less and less aid.	F) Ability to form texts in the required communicative situation; self checking and correction.
g) Expressing personal and literary experience, *e.g. narration, characterisation, report.*	G) Expressing thoughts, opinions, feelings, images written and oral in various genres and from different aspects.
h) Self-expression in creating text, *e.g. rhyming games and puns, dramatising, re-creating texts.*	H) Ability to express personality and individuality through creating text *e.g. completing text, re-writing from different aspects; with changing style and tone; adventurous personal story telling.*
4. Developing judgement, moral and aesthetic sensitivity	
a) Use of logical steps in thinking, *e.g. in constructing and taking apart texts.*	A) Ability to think logically: connections and parts; recognising and applying parallelism, contrast, casual relation.
b) Responsiveness to empathy, in moral decision *e.g. distinguishing good from evil.*	B) Responsiveness to empathy, truth, tolerance as value, tragedy, understanding moral and emotional conflicts, positive feelings, serenity, beauty.

GRADES 1–6	GRADES 7–10
c) Skill in recalling heard, seen, read, imagined experience.	C) Ability to remember and recall experience, inner images, to keep in mind texts and thoughts.
d) Constant development of imagination.	D) Practising to imagine fictitious worlds, re-creation.
e) Skill in using sophisticated linguistic devices of approval.	E) Making and telling unaided opinion: arguing, disproving, forming proving examples, permanent improvement of self-knowledge and critical feeling.

5. Improving learning skills, knowledge and usage of cultural techniques needed for basic education

a) Getting experience in collecting data, information, *e.g. use of books and libraries, managing visual and verbal information.*	A) Collecting practically and systematising and using verbal and visual information, e.g. in proving, explaining, arguing.
b) Guided note taking, based on technique of text analysis, and gradually with no guidance, according to topic and situation.	B) Making notes unaided based on text analysis, e.g. underlying keywords, structure, marking rhythmical features.
c) Making outlines and their use for understanding and creating different genres; lengthening and shortening outlines.	C) Knowing and using the way of making outlines on given topic, exercise both oral and written, e.g. on report, review, argue.
d) Understanding and making summary, absorbing a given aspect.	D) Using the techniques of making summaries, e.g. finding the essence, filing data, distinguishing views, following chronology.
e) Finding one's way in educational works for children, *e.g. encyclopaedia, anthology.*	E) Finding way and choosing among sources used for essays.
f) Comprehending visual elements in texts, *e.g. illustrations, typography, parts of text, tables, signs in museums.*	F) Treating verbal and visual information together, e.g. illustration, typography, structural model of literary work, information of museums.
g) Careful, practical management and suitable use of collected data, *e.g. in personal collection and notes on books.*	G) Ambitious systematisation of wide choice of written and audio-visual sources, e.g. in notes on books, personal notes; readiness in documentation.
h) Elementary practice in use of information;, identifying the source.	H) Recognising the value and importance of information; a few norms and moral aspects of using information, e.g. telling sources; information boom as global phenomenon, symptoms of information distortion, the necessity of selection.

GRADES 1–6	GRADES 7–10
6. Acquiring knowledge concerning the Hungarian language and its system, and with grammatical, lexical, stylistic and linguistic knowledge, forming a conscious attitude to language; improving ability in self reflection and self-evaluation and correct usage of language	
a) Recognising and expressing basic knowledge of the system of Hungarian language.	A) Unaided use of structural and semantical connections of lingual units.
b) Differentiating text, sentence, word, recognising parts of speech.	B) Being practised in analysis and usage of text, sentence, word.
c) Using knowledge of the Hungarian language in learning foreign languages.	C) Ability to observe the characteristics of the Hungarian language in contrast, in accordance with the studied foreign language.
d) Using the learnt grammar, spelling, style and appropriacy in everyday use of language.	D) Safety in spelling and grammatical analysis, knowing and using unaided the basis of our spelling system.
e) Recognising the link between linguistic form, meaning, and the effect of literary works.	E) Discovering and understanding the poetic functions of language, the stylistic features of the language of every day and literature.
f) In order to have a safe use of language, recognising the most important language strata, mainly of lexical ones.	F) Being well informed in some basic general linguistics questions, *e.g. language as code; languages of the world; the place of Hungarian in the world.*
g) Noticing the permanence and change of language, e.g. in sayings, proverbs and vocabulary.	G) Recognising the phenomenon of permanence and changing in language and applying the knowledge on positive cultivation of language.
h) Observing texts from the previous centuries.	H) Familiarity with the main historical periods of Hungarian language.
7. Understanding, with the link between reader and literature, what meanings literature conveys for individuals and societies; the feeling and consciousness of inseparable nature of Hungarian language and Hungarian culture	
a) Keeping the interest in the sense and sensibility for reading, *e.g. demanding entering into role, fun, adventure, fantasy, self-knowledge and human understanding.*	A) Realising that reading literature is a source of sensitive and sensible, moral and aesthetical experience; that reading is getting experience by metaphors and creating models.
b) Reading and treating epic works, folk poetry, classical and contemporary Hungarian literature and story telling genres of every day life with help.	B) Reading and evaluating epic works unaided from contemporary and classical Hungarian literature; realising aesthetical-literary features in daily story telling.

GRADES 1–6	GRADES 7–10
c) Treating works with various rhythm and topics from folk poetry and classical and contemporary Hungarian lyric poetry.	C) Reading and evaluating various lyrical genres and tones chosen from classical and contemporary Hungarian poetry.
d) Reading and performing folk games, dramatic forms, dialogues, parts of dramas.	D) Reading and performing unaided dramatic forms, dialogues, various genres of dramatic works.
e) Recognising some basic literary topics and motives, *e.g. children and adults; man and nature; family; proof; feelings; desires; human relationships; mutual dependence; worry; love.*	E) Knowing some significant topics of Hungarian literature, *e.g. life and death; social and natural surroundings in a narrow and broad sense; friendship; love; national traditions; nation and its improvement; sensational and mental links; being Hungarian and European.* Realising the relations among works of different aspects by topic, motive, life situation in the studied works.
f) In harmony with work, genre, the nature of children's reading using text analysis and telling consequences in order to deepen experience and help understanding.	F) Using methods of text analysis with which literary works, genre, possible interpretations harmonise. Methods intensify experience, help understanding, stimulates emotional, rational, moral and aesthetic conclusions. Unaided composing of consequences.
g) Getting information about the context of work, *e.g. variants of the topic, appearance in other arts, effect on mates and adults.*	G) Being well informed in the context of studied works, *e.g. the tradition and variants and adaptations of a topic, it's appearance in other branches of art, its effect and interpretation among contemporaries; different opinions about the meanings of the work.*
8. Preparation for the reception of various structural and stylistic features of literary forms; realising how and why literary language has been changed in centuries and present of Hungarian literature	
a) Experiencing forms of expression personally: reciting poems, telling stories, singing, drama games, theatre performance, creative writing.	A) Personal experience in literary moods of expression: theatre performance, dramatic game, expressive reciting, creative text formation.
b) Developing attention on text and its effect, *e.g. associations, images, stimulating sensations and imagination.*	B) Comprehending that the meaning of a literary work comes from text and the mental and emotional connection between work and its reader.
c) Seeking answers to the question "How does the work affect us?"	C) Expressing answers and consequences about the sources which influenced the work.
d) Observing features and role of narration, *e.g. structure, images, rhythm, repetition, contrast, overstatement.*	D) Using notions, concepts when describing, evaluating a given work, *e.g. properties of genre, specialities of mood of communication.*

GRADES 1–6	GRADES 7–10
e) Ability to express feelings, thoughts, reading experience orally and in writing.	E) Ability to discover and express meanings of *moral faculties, aesthetic elements* in written and oral genres.
f) Discovering aesthetic features in every day life.	F) Recognising aesthetic features, literary components in daily experience as well.

9. Preparation in acquiring knowledge of literary education, in realising the cultural-historical horizon of works; also developing the ability to think in terms of relations and links

a) Knowing the difference between oral and written poetry, folk art and formal work of art.	A) Knowing the tradition of folk poetry, oral poetry.
b) Recounting some characteristic circumstances of the genesis of a piece of art and about the author.	B) Knowing the portrait of some classical Hungarian poets, writers – main stages of life and career.
c) Being informed on the history of Hungarian literature through some relevant data, knowing about famous places, with special regard to the literary aspects of pupil's own region.	C) Inquiring about the history of Hungarian literature, about essential genres and style of epochs.
d) Seeking answers to the questions "What and why do I read, what and why do others read?".	D) The diversity of readers and reasons for reading, searching answers the question "Who read, what and why do they read?", with relation to some influential means of best-sellers.
e) Elementary knowledge of the genesis of arts, of literature.	E) Recognising the continuity and changing character of literature.

10. Authors and works to be taught in all educational programs (by the end of Grade 10)

1. Pieces from Hungarian folk poetry; 3–4 pieces from European folk poetry with special attention to the peoples of the Carpathian basin, and the minorities within the country.

2. Authors from the Hungarian literature.

3. Works from the Hungarian literature.

4. Authors and works of the last 50 years, authors and works from contemporary Hungarian literature including those outside of Hungary.

5. The knowledge of a few typical parts from ancient mythology, the Bible, Iliad and Ulysses, a drama by Sophokles and Shakespeare, the classic works of world literature from Molière to the end of the 20th century.

Authors and works can be taught in chronology or according to topics or any other way.

HUNGARIAN LANGUAGE AND LITERATURE

DETAILED OBJECTIVES AT THE END OF GRADE 4

(Examples in italics)

Attainment Targets		
Knowledge	Skills	Minimum Competency
Communication		
Standard pronunciation Breathing, articulation, appropriate duration and quality in the pronunciation of sound clusters. Devices of sentence and sound phonetics, sensible pauses.	Clear articulation, good intonation (taking personal natural abilities into consideration), suitable volume according to situation in the flow of conversation. **1b**	Standard pronunciation in everyday conversation and in reciting prose and poetry.
Speaking Development and accuracy of vocabulary. Communication in pairs and in groups. Selecting information in oral communication, making conversation about what has been heard. Practising everyday formulae.	Interpreting words in context. **2d** Using appropriate vocabulary conveying meaning precisely; fluent speech. Avoiding slang in everyday conversation. **1e** Recalling information with the help of teacher's questions. **1d** Taking part in conversation. **1f,g** Using the learned expressions in concrete situations. **1b**	Students should be able to express in a sensible way what they mean. Understanding simple orally transmitted information. Asking and answering question. Habitual use of introduction, greeting, asking, saying thanks in an appropriate way.
Oral and written text formation Text formation, oral and written, on given or optional topics *(related to books, visual experience, personal experience, objects, natural scenery). Rules of text formation (collecting data, proportion, order of exposition).* Language formation (*sophisticated, descriptive expressions, the reason for repeating words).*	Expressing thoughts in a sensible and understandable way in connected sentences. **1a-e; 3g-h; 8a** Writing essays of 1 to 1.5 pages following teacher assisted preparation in form of narrative description or letter. **3d** Underlining the importance of the title in conveying the message. **3d** Arranging text in paragraphs. Correcting mistakes with the teacher assistance. **3f**	Summarising what has been read in a few consistent sentences. Being able to write 6–8 sentences on a given topic in a legible way meeting the minimal requirements in spelling.
Hungarian Language		
Knowing the mother tongue Text, sentence, word, sound, letter. Length of sounds and their spelling. The Hungarian alphabet. Vowels and consonants. Wordroot and suffixes; syllables. Division.	Recognising in use what has been learnt and naming them through examples. **6a** Skilled usage of the rules of division. **6d**	The Hungarian alphabet. Recognising wordroots. Right division of words (but compound words and proper names).

Attainment Targets

Knowledge	Skills	Minimum Competency
Types of simple sentences (according to speaker's intention).	Recognising types of sentences, defining them by content. **6a,d**	Naming types of sentences in given cases.
The notion of verb and types of them, noun, adjective, numeral, article, personal pronoun; tenses and verbal inflectional suffixes. The most frequent verbal prefixes. Comparison of adjectives and numerals. Difference between singular and plural.	Recognising and naming the learned parts of speech by content **6b.**	Grouping words by parts of speech (among those which learnt). Recognising plurals.
Orthography Ortography of sentence. Spelling of proper names: common names of persons, animals, places and titles. Ortography of comparisons. Spelling of date; writing numbers in letters.	Skilled usage of capital letters: at the beginning of sentences and proper names. Full stop at the end of sentences. Use of tenses, comparison of adjectives and numerals, verbs and verbal prefixes with skill. Use of verbal prefixes with skill and suffixed form of other parts of speech not mentioned previously. **6d**	Marking the beginning and closing of sentences. Capital letters of personal names, animal names, titles, frequently used geographical names. Spelling the simple forms of data.
Writing observing to the rules of Hungarian spelling: • denoting the length of vowels and consonants • writing sound clusters that are different in pronounciation • denoting *j* and *ly*	Right spelling of length of sounds in words commonly used by pupils and in their course books (with good articulation) with skill. Right spelling of sound clusters with the help of word analysis with skill. Sound knowledge of *j* sound in approx. 60–70 words. **6d**	Skilled use of spelling length of sounds in previously practised cases (word ending letters *ó,ő,ű,ú*). Sound knowledge of *j* sound in 30–40 words.
Reading, Understanding		
Reading Skills Knowledge and skills of notations and technique of reading. Developing reading by loud and silent reading. The techniques of reading aloud (*speed, volume, stress, intonation, pauses, keeping in touch with the audience).*	Reading out fluently and accurately in a speed and intonation close to real speech. **2a-b**	After preparation students should be able to read out fluently a text previously interpreted.
Developing sensitive silent reading of fiction and non-fixtion texts through reading, analysis and explanation.	Silent reading on a skilled level in order to understand the text. **2a** Text analysis unaided (*finding and selecting information, facts, find-*	Silent reading of a text relevant to age in 1–1.5 pages. Demonstrating understanding by doing simple exercises.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Outline of content of reading.	*ing the essence, shortening, lengthening)* and with help (*recognising topic, finding connections, interpretations, keywords).* **2f; 4a; 5c,d**	
Knowledge of pieces of literary work Folk poetry, poems, tales, stories, short stories, extracts of novels from Hungarian and world literature. Instructional and popular works, articles that comprehendible for children. Dramatic folk games, scenes. Novels for the young of simple structure.	Global understanding of the content of read pieces. **7a, e** Analysing the layers of content with teacher assistance. **2c, e** *Taking part in acting out known or devised stories.* **2b** Learning some pieces, part of pieces by heart. **2b; 4c; 8a** Reading unaided, novels for the young. **7a**	Elementary knowledge about our greatest poets, writers and their works that are suitable and important for pupils of this age (*author, title, topic).* Recalling five poems by heart.
Knowledge of literature The features of fiction, instructional texts and journalism (*length, form structure, topic, language tools*). Folk poetry: its origin, genres, types of tales, their characteristics. The atmosphere of poems, poetic means, structural features. Rhythm, rhyme, simile, repetition, comparison.	Differentiating readings according to types of genre. Naming them *(poem, prose, popular scientific literature).* **2g** Naming the actors, place, and time; searching the motivation of deeds, evaluation of deeds; recognising relationships of actors. **2e;4b** Recognising the role of genre characteristics in the expression of content. **6e**	Expressing personal experience gained from work with teacher help. Students should express ideas and views unaided about pieces of art.
Using books and libraries Typical features of content and form of books, periodicals, newspapers. Their place and arrangement in the library.	Use of children's encyclopaedia. **2g** Habitual use of spelling dictionary. **5a** *Arranging books in alphabetical order of author and title.* Distinguishing books from periodicals and newspapers. Finding books on the library open shelves. **5a**	Using the contents section of books.
Writing, Use of Writing		
Developing writing techniques by writing letters, words, word clusters. Writing texts by copying, to dictation and from memory.	Automatic writing movements, skilled writing techniques, economical arrangement of text. **3b** Personal, legible, tidy handwriting. Habitual self-control and correction of mistakes. **3f**	Writing texts without mistakes, mixing up or omitting letters and observing the given norms of spelling. Self-control and correction of mistakes indicated by teacher.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
COMMUNICATION		
Communicational situation, the role of speaker and listener. Showing the language notations on an elementary level. Means of non-verbal communication (body language) and their relation to verbal communication. Basic knowledge of sound forming and sentence phonetics. Exercises in elocution. Simulation of communication situations.	Understanding of everyday communicational situations; understanding and speaking; patience and co-operation with partner. **1a;3g** Understanding and use of the layers of living speech (sentences, intonation, facial expressions and gestures) together. **1b** Clear articulation, appropriate intonation, demand for expressive personal way of speaking. **3a** Contributions to discussions and debates: *establishing and keeping contact, defending an own viewpoint, attention to counter arguments.* **1c, f, g**	Finding way in everyday communicational situations; establishing contact, meaning, expressing opinions and providing information. Understanding and using elementary social etiquette in keeping the connection. Speech observing rules of prononciation and situational appropriateness.
UNDERSTANDING THE LANGUAGE		
Reading and discussing various texts. Permanent writing exercises in school tasks and home work. Practising and realising spelling that has been learnt before. Spelling of sound changes: assimilation and fusion. Spelling of parts of speech: verbs with suffixes, common nouns, frequently used Hungarian proper names.	Application of the grammatical and stylistic knowledge that have been learnt. **6d** Reading and reading aloud texts suitable for their age in a sensible, expressive way at appropriate speed. **2a-b** Silent reading ensuring complete understanding. **2a** Tidy layout of writing. **3b** Skilled spelling and application of rules in common words adequate to age. **3c** Self-control and correction of mistakes. **3f**	Good articulation. Fluent, sensible reading of practical, school and literary texts after getting prepared. Skilled silent reading ensuring understanding. Tidy, legible layout at a suitable speed under the following conditions: *dictation, copying, unaided writing.* Right spelling of frequent words used in school and private life. Unaided use of simple spelling rules. The use of a spelling dictionary.
Exercises in vocabulary building. Basic knowledge of parts of speech. Recognising links between word forming and meaning, realising the options of connecting words.	Recognising the meaning, atmosphere and style of words in fiction and non-fiction. **6f** Observing changes in language, first and foremost in vocabulary *e.g. in sayings and proverbs.* **6g**	Knowledge of the everyday, professional and literary vocabulary related to learning.

Attainment Targets		
Knowledge	Skills	Minimum Competency
The knowledge of meaning of words: *their semantics, notional meaning, connotation of a word.* Exercises in analysing meaning: *synonyms, antonyms, homonyms, meaning of sayings.*	Familiarity with lingual notation to help in learning foreign languages. **6c**	
Understanding and Composition of Texts		
Main features of oral and written composition. Exercises in composing texts of the following types: *giving instructional, descriptive, argumentative, communicative narration, description, characterisation, invitation card, letter.* Exercises to differentiate between common language, professional terminology and language of literature. Understanding of dictionaries, exercises for using them.	Familiarity with some methods of text analysis: *definition of the topic, finding its core content, and causal relations.* **2f** Ability to express ideas both in oral and written media in various genres and registers of the language: *narration with description, characterisation; characterisation from different aspects; report on personal experience, reading.* **3d,h** Competence in answering questions, making reports and summaries. **5c, d** Giving outline on written texts with less and less teacher assistance. **5c** Capability of self-control and text correction. **3f** Using the vocabulary of school subjects based on firm understanding of their meaning and putting in contrast with their non-specific everyday use. **3e** Being responsive to connotations, shades of meanings: *comparing ordinary and literary texts.* **2d; 3h**	Elementary clear expression in various genres: orally in everyday situations, in written forms: composition of narrative, descriptive letters. Summary of short and simple texts: *designation of the topic, pointing out of facts and data.* Short oral and written summary of knowledge.
Reading Literature		
Gaining experience from narrative literature by listening and reading: folk legends, different kinds of tales, Hungarian and European folk ballads; stories from mythologies and the Bible; historical legends, narration, epic poetry, Hungarian novel for juveniles.	Reading various genres and types of literary texts, *e.g. diary, letter, travel book, aphorism ; extracts of the world's classic works for the young; from folk poetry, contemporary children's poetry.* **9d** Understanding and basic familiarity with the origin of arts, the links between *literature and music, fine arts etc.* **9e**	Telling folk poetry from poetry by a few characteristic features. Naming the authors, topics, genres of literary pieces that have been read.

Attainment Targets

Knowledge	Skills	Minimum Competency
Listening, reading and interpreting poems with various themes and rhythm patterns from Hungarian and European folk poetry, from classical Hungarian poetry, from contemporary children's poetry. Theatre and drama – simple dialogue, dramatic folk traditions.	Openness to experiences arising from rhythm, fun, understanding and presenting the lives, actions situation, fate, feelings and ideas of characters. **7a** Attention to the text of the work; recognising structure, artistic use of language, primary and secondary meaning. **2c,f; 4a**	Naming situations, settings, characters and elements of story from the epic works that have been read. The most important facts of lives of the Hungarian poets and writers that have been introduced to students. Taking part in drama games of various communicational situations.
Orientation among some genres of popular litarary texts, *eg. biographies, book review, report on experience, recommendation, headings form encyclopaedia related to what has been read.* Orientation in history of literature in the local community, including memorials of literary life.	Enhanching moral and aesthetic responsiveness: statements of opinion on characters, situations, ways of literary expression and value judgement. **1e,f; 2d,e; 4e; 8c** Collecting the most specific lives facts of respective authors *using additional sources from library.* **3b; 5c,e; 7g; 9b,c**	

Authors and Works

Hungarian works, one reading from ancient mythology, one from the Bible, one from classical world literature *e.g. Verne, Defoe: Robinson*

To Learn by Heart

Expressive reading of literary texts. Getting informed on how to use quotations appropriately.	Recalling precisely works by heart by reciting expressive to awake and keep the attention of the audience. **1c; 2b; 4c; 3a** Observing occurences of quotations, allusions, sayings in ordinary texts, too. **6g**	Remembering short pieces and parts by recalling precise and another 5 poems and a piece of text in prose *e.g. extract from a tale.*

Literary Ways of Expresson

Simple methods of text analysis to explore the structure and message of works. Separation of building elements, *e.g. episode, starting point, conflict, peak, solution.*	Inquiry into the features of the read work's genre, separating the features and explaining the notions. **2g**	Recognising the building elements of structure when talking about the work and the readers' experience, *e.g. characters, the life of the main hero, the flow and turns of the plot, beginning and ending of the work.*

Attainment Targets		
Knowledge	Skills	Minimum Competency
Presentation by text analysis the features of figures of speech, rhythm, versification: *kinds of rhyme, distinguishing stressed and metrical verse.*	Responsiveness to literary language *e.g. exploring the structure and meaning of metaphor, allegory.* **6e** Differentiating between literal and metaphorical meaning. **3e**	Naming some components of dramatic forms: setting, situation, personae, monologue, dialogue.
The linguistic characteristics of text formulation in the read pieces. Concepts: folksong, lyrics and tune, title; tale; ballad (the characteristics in narration of ballads); epic poetry; landscape poetry; genre poetry; about the novel: structure, heroes, plot; repetition, comparison, parallelism, rhythm of thoughts, contrasts, simile, personification, stanza, refrain; monologue, dialogue, situation.	Self-confidence, rigour in recalling implied images, ideas; making imagination and curiosity move *e.g. by observing the effect of figures of speech, creative text forming.* **7e** Recognising some basic literary topics, motifs *e.g. birthplace* and widely recurring motifs *e.g. in folk poetry, tale variants; key motifs and starting points.*	

HUNGARIAN LANGUAGE

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
COMMUNICATION		
Elements and functions of private and social communication. The difference between written and oral ways of communication. Basic knowledge on mass media: news, information, commentary, interview, advertisement. Training in elocution: intonation suited to situation, appropriate selection of vocabulary, structuring in various registers and styles.	Active contribution to communication within small groups: addressing, arguing appropriately. **1A** Cooperation with the partner, making and correcting point of view, considering counter arguments. **1A; 3C,D,F** Finding the right style with regard to the viewpoints of the listener, too: effective use and understanding of words, body language, intonation. **1B; 3A** Sound orientation in the main genres of the media: difference between news and commentary, role and effect of the mass media. **1E**	Finding way and taking part in communication of small groups. Elementary knowledge about the media related situations and genres, mainly in the perspective of reception.
KNOWLEDGE ON GRAMMAR		
Syntax: sentence in and out of text. Parts of speech. The role of parts of speech in themselves, in syntagmas and in clauses. Subordinate and co-ordinate structures in compound words and sentences. More extensive knowledge on semantics: synonyms, homonyms in words and sentences. The role of meaning in word derivation and coordinated compound words. Ways of word formation: subordinate compound words. Reading and reading aloud texts of various genres and content. Writing exercises in school and homework. Exercises in elocution. Broader spelling rules according to new knowledge on sentence and word: punctuation, spelling of	Syntax and skills of analysis: recognising and interpreting the structure, meaning, syntagmas of simple and compound sentences, their formulation at conceptual level. **6A-B** Safe use of grammatical knowledge. **3C** Demand for comparing the system of Hungarian to other studied foreign languages. **6C, F** Conscious use of the different layers of vocabulary *(common, professional and literary language).* **3E** Silent reading at a good tempo, sensitive reading of various types of text with no preparation. **2B** Reading literary texts expressively with due preparation. **2B** Legible handwriting at a good speed. **3B** Capability of taking advantage of	Familiarity with syntax analysis: recognising the structure and meaning of sentences, clause and parts of speech in simple cases. Silent and sensible, fluent loud reading of texts of various genres, silent reading ensuring comprehension. Intention to read literary expressively texts. Development of writing skills to meet the ever increasing requirements. Tidy, legible handwriting. Knowing and using the rules of punctuation and hyphening. Spelling of proper names occuring in pupils studies. Familiarity with the use of spelling dictionaries, self-control and correction of mistakes.

Attainment Targets		
Knowledge	Skills	Minimum Competency
proper names and adjectives derived from them, hyphenating, division. Exercises in correcting mistakes, developing self-checking, using the rules of Hungarian spelling.	the opportunities arising from spelling in its reference to the semantics of words. **3C** Spelling of more common foreign words and proper names. **3C**	
Understanding and Producing Texts		
Sentence analysis, building vocabulary and writing compositions in various genres and styles. Understanding and creating the difference between private and social communication, and written and oral texts. Creative writing: characterisation with changing tone and aspect, writing monologue and dialogue, converting texts, stylistic exercises in various registers.	Ability for written and oral self-expression suited to age: sentence structure, choosing vocabulary, using stylistic means in texts of different genres and levels of sophistication. **3D, F** Ability to acquire knowledge on one's own: taking notes and making drafts about lecture and written text, from various sources, indicating them, quoting. **5B, D, E, H** Ability to express one's personal opinion. **1D, F** Composition skills besides story telling, description, characterisation, letters in various argumentative genres: giving information, commentary explanation. **3D** Recognising the link between form and meaning, literaral and metaphorical meaning in various genres of literary and instructional works. **2C**	Composition skills well aware of the given communicational situation and the general difference between oral and written communication. Particular writing skills to aid one's individual studies: taking notes and making drafts with teacher asistance. Sensible summary of content: *shortening and exploiting texts.* Determination to formulate own opinion in social situations as well as through the exploration of literary works. Composition related to students reading and proving its knowledge.
Formulating Opinion and Evaluation		
Familiarity with oral and written genres of formulating and stating opinion: *objectivity, requirements of referring to the work; conveying sophisticated message of "like or not" value judgement, ways of reasoning, understanding ways of self expression in small group and in public.*	Developing the ability of self-expression, sense of criticism, thinking and self-confidence by communicating and debating reader's experience in words or in writing: *putting forward personal opinion, taking points of view about characters, situations, the literary modes of depiction; considering others' points.* **3E,G,H; 8E; 9D**	Appropriate oral and written expression of thoughts, images, feelings, moral message linked to the piece of reading in a distinct way suited to the given genre: *e.g. diary, giving information, characterisation, narration, summary.*
Finding and arranging arguments, conclusive examples; orientation in the library. Arranging collected data for writ-	Recommending and giving report on various books for peer group and unknown readers. **2D; 8E** Seeking sophistication in value	

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
ten or oral contribution: *draft, outline, diary for reading, description, characterisation, narration, review.*	judgements of taste, learning the vocabulary of stating opinion, thus *comparing personal experiences, exploring similarities and differences, expressing conclusions.* **3D; 8E**	

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

COMMUNICATION

Knowledge of public written and oral communication. Taking account of the most frequent communicational situations, analysing and practising the ways how to remove communicational barriers, and resolve conflicts. Analysing the elements of communication with special regard to the role of listener. Enhancing sensitivity to style adjusted to various situations. Analysing layers of style as to the connection between style and meaning.	Recognising situation and choosing suitable style even in unfamiliar situation. **3F** Ability to resolve conflicts; and to realise intentions manipulation. **1G** Stating opinion to a wider range of communicational situation: commentary, additional comments, arguments reasoning, counter-arguments in everyday topics and others beyond these. **1F** Ability to talk persuasively in a sophisticated and civilised way on different communicational levels, self-control. **1F, G** Sophisticated self-expression suited to personality. **1B,3D**	Appropriate tone and style in familiar communicational situations. Noticing the speaker's meaning in the media and social communication. Stating opinion, sophisticated and civilised debating in private and public situations, seeking to appreciate others' points and reasoning one's own, to resolve conflicts verbally.

KNOWLEDGE OF GRAMMAR AND LINGUISTICS

Knowledge of structure and meaning of text. Knowledge and exercises of phonetic alphabet. Revising and recognising grammar in discourse analysis. The most important kinds of text. Knowledge of stylistics.	Ability to explain and skills to analyse knowledge of discourse, syntax, stylistics on a conceptual level without aid. **6A, B** Ability to find contrasting features of mother tongue and foreign languages. **6C** Familiarity with the most significant monolingual dictionaries. **5E**	Recognising and using the tools of cohesion in one's own compositions. Exploring and naming elements and rules of language by recalling the summary of grammar that has been learnt. Exploitation of knowledge on mother tongue in learning foreign languages.
General knowledge on Hungarian: • language as a system of codes, • levels of usage: dialects, social and professional differences,	Ability to a positive cultivation of language while being aware of permanent and changing features of the language. **6G**	Skilled use of dictionaries. Silent reading with good understanding at an appropriate speed. Intention to read literary texts expressively.

Attainment Targets

Knowledge	Skills	Minimum Competency
• history of language, permanent change; main periods in the history of language, • typology of languages; the place of our language among the world's languages, • the linguistic relatives of Hungarian. Significance and opportunities of cultivating the language. Practising the use of various monolingual dictionaries. Exercises in reading and interpreting unknown texts, expressive reciting of literary texts. Summarising the system of Hungarian spelling. Using various indices that help the reader: contents, index of illustrations, sources, tables, titles of chapters.	Sensitive and selective quick reading in everyday genres. **2A** Sound spelling, unaided application of rules of spelling and grammar in all types of texts and topics. **6D** Familiarity with some basic notions of general linguistics: *systems of codes, language systems, history of language.* **6F**	Legible handwriting at normal speed. Application of the Hungarian spelling rules independently the basics of spelling rules. Knowing how to place Hungarian among the languages of the world.

Understanding and Forming Texts

Understanding and analysing unknown texts by discovering their structure, cohesion and their logical connections. Processing and reformulating texts. Writing exercises for private and official purposes, writing related to studies and readings: *questionnaire, forms, application, presentation, arguing, diary on books, notes, account in chronological order, account on theatre performance, on film and TV program, interview.* Creative writing on reading experience: *writing narration, dramatisation, style practices, converting texts into various tones and perspectives.*	Expressing opinion, text formation adjusted to the situation, both formally and informally in various genres; in addition: small lecture, speech, official document. **3D** Ability to understand texts of instruction journalism. **1E; 2D** Skill in text analysis: taking notes unaided, structuring, finding the message, summarising. **2F; 5B-D** Ability to interpret verbal and visual pieces of information. **5F** Unaided explanation of linguistic forms of artistic texts, their stylistic means and background meaning. **2D; 7F** Safe use of national and regional standards as well as various professional languages. **3E** Ability of creative writing: *personal story telling, converting texts into various tones and perspectives.* **3H**	Forming texts suited to addressee, topic and message in various registers and genres. Ability to read newspaper: to compare the news and their communication in papers, periodicals, TV. Composing written and oral texts intended to be clear in structure, distinct in language: essays, responses. Collecting data, notes, summaries in order to create own instructional text. Knowing and using the features of standard (regional variant) language in various communicational situations.

Attainment Targets

Knowledge	Skills	Minimum Competency
Creating and Evaluating Opinions		
Exercises in text formation: requirements concerning expressive language use in writing about literary texts, carrying the message: *review, explication, argumentation, diary on books, notes, account in experience, recommendation.* Orientation in literary education in connection with readings and authors; searching and arranging arguments for problems, exercises.	Forming texts suited to addressee, topic and message expressing personal involvement: *interpreting works with the use of appropriate notions, discussing literary piece and essay in own words, explaining work chosen by themselves, explication of problems.* **8B,D,E** Unaided elaboration of essays and literary instuctional texts, comparing arguments from evaluations of different aspects. **3E-G;7F**	Realising that the source of meaning in literature lies in it's lingual form. Forming texts suited to addressee, topic and message expressing personal involvement: *e.g. explication.* Objective, well structured speech, possibly fluent presentation: *review, expressing opinion.* Unaided written and oral response structured appropriate to topic and addressee.
Using various types of instructional texts, exploring the way of thinking, the statements and the viewpoints put forward in the texts.	Independent opinion forming, review, summary on works, texts, arranging the message and its elaboration for known and unknown audience. **3F-H** Unaided taking notes and outline for preparing and reproducing a text through reading and listening *e.g. scanning and using background materials.* **5C,E-H** Creating good quality texts in unique personal style are adequate to the given communicational situations *e.g. also in the genre of essay, small lecture.* **3F,G**	Making summary, taking notes, collecting materials to gain information alone.

LITERATURE

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

Reading Literature

Attainment Targets		
Knowledge	Skills	Minimum Competency
Maintaining interest in literature; exploration of works of different genres, topics, tones based on reading, re-reading, discussion, analysis, interpretation. Readings from narrative fiction, from different periods of classical Hungarian and world literature, *e.g. stories from mythology and the Bible, epic poetry, short story, novel for the youth, novel, diary, letter, autobiography, travel book.* Poems with various topics, rhythm pattern, genres from Hungarian and European classical poetry and contemporary Hungarian poetry. The meaning of some elementary literary themes, motifs, recurring motifs. Knowledge of a few simple dialogical forms *through reading, dramatisation, drama games, fresh experience of theatre performance; Exploration of a play.*	Openness experience of reception, since "it's all about us". *Openess to emotions, situations, fates; empathy understanding and expressing thoughts, ideas.* **2A,E; 4D; 7A-D** Realising the experience of reception: *understanding the theme, the author's way of thinking and point of view.* **2C; 7EF; 8B,C** Pointing out similarities and differences between topics and ways of thinking, *e.g. by comparing genre poems, texts with similar themes.* **2D,G; 7G, 9A** Realising, discussing the complexity of human relationships, deeds, emotions: *exploring and discussing emotions, paradoxical situations, moral conflicts.* **1A,D,F; 2E; 3D; 7F**	Listing the most important features of readings: author, genre, topic. Knowledge of situation, setting, characters, elements of plot, following time and story unfolding in epic and dramatic works. Recognising stylistic figures, metaphors. Analysing and presenting emotions, behaviour, characters, motives in one's own words *e.g. in the form of characterisation and review,* both in oral and written forms. Cooperation with fellow pupils *e.g. taking part in role-plays, drama games.*

Authors and Works

Several Hungarian literary works; a few pieces from world literature.

Works by Heart and Creative Exercises

Emphasising the characteristic features of the performed or recited work *e.g. by expressive performance, staging; by application of visual and audible materials available in the library.* The role and ways of quoting whole works, representative extracts, sayings. Creative exercises: *e.g. completing texts, re-writing with changing*	Collecting quotations, sayings, allusions from everyday language and literary works. **8F** Reciting whole works and parts by heart: 10 poems, a few prosaic extracts in 15-20 lines or one-two parts of drama. **2B; 3A** Developing ability of concentration, memory, self-confidence *e.g. by expressive reciting, by awakening and maintaining the audience's attention.* **2B**	Reciting whole works and parts (5 poems, one prosaic extracts in 15-20 lines). Using quotations purposefully and appropriately in given contexts (in speech and writing) correct use of quotation marks, indicating sources.

Attainment Targets		
Knowledge	Skills	Minimum Competency
tone and perspective; creating rhythmical texts, dramatising.	Realising through analysis is a condition of expressive reciting. **2B** Developing knowledge of the self, self-confidence and co-operation *e.g. by creative exercises, dramatic games.* **8A,B** Highlighting the results of creative activities, *e.g. by analysing their effects.* **4C; 6E**	
Orientation in Literary Modes of Expression and Their Variants		
Mode of expression of the features, role of modes, their connection with the meaning with simple text analytical methods: *structure of time and events in epic works and dramas; structure and images in lyrics.* The meaning of structure and mode of expression in the given work; demonstrating the connection between mode of expression and the work's effect, meaning(s). Tools and elements generating rhythm in literary works: *effect on receiver caused by rhythm, versification, musical elements; poem with tune.*	Observing and reasoning the differences between daily and literary communication. **2C; 4D; 6E; 7A** Classifying structural elements in epic works, poetry, plays. **2D; 7B-D** Developing responsiveness to various styles, enhancing capability for associations, *e.g. differentiating literal and metaphoric meanings by observing and explaining the functions of modes of expression and stylistic means.* **2F,G; 6E**	Presentation of the content of books introducing structure, elements of plot, turns, characters, main and supporting characters, beginning and ending of the work. Naming and characterising (with examples) the learnt genres, tropes and figures of speech. Naming some features of mode of expression of the given work using the required notions.
Observing and analysing the visual facts belonging to the text: *visual and audible effects of the text; layout, illustration; word picture.* Notions: epigram, song, hymn, ballad, essay, structure, stanza, symbol, motif, keyword, narrator, narration, novel, view-point, humour, fantasy-fiction, science fiction.	Encouraging self-confidence, independence, *e.g. recalling images, inspiring imagination and curiosity.* **4C,D** Activities in discourse analysis in different aspects with less and less teacher help: *making on outline of the plot and comparison.* **4E; 7F,G**	
Putting questions on the basis of everyday experience: "Who read, what and why?" Elements of the wider context of a piece of work: *the era, facts from the given author's biography and oeuvre.* Introduction into the methods of acquiring knowledge independently – orientation in some genres	Studying more and more independently: *e.g. drawing on sources from the library collecting representative facts about author's life.* **5B-G** Getting to know the ways of orientation concerning a wider context of the work that has been read: *e.g. defining typical topics of an oeuvre; finding connections be-*	Reasoning the choice of what is read by individual decision. Knowing some basic facts, data about the works that have been read: *which century, recalling some important details from the author's biography*

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
of literary instructional texts written for their age: *portrait and biography of authors; preface, review, account on experience, recommendation; articles from encyclopaedia in connection with reading and exercises.*	*tween literary and other works, realising contemporary links.* **5B-D; 9B-C** Inquiring about literature's chronology and "geography", *e.g. literary monuments, memorials of the region.* **9E**	

DETAILED REQUIREMENTS AT THE END OF GRADE 10

(Examples in italics)

READING LITERATURE

Enhancing pupils' motivation to read more: gradually widening the scope of readings with literature from the past and present both, from Hungarian and other peoples' literature in various topics, modes, genres.

Broadening experience with narrative fiction, poetry and drama that is enriched also by the effects of theatre performance; reading and processing works that are longer and have more difficult structure, *e.g. novel, cycle, tragedy, play,* realising the difference between extracts only and the whole work.

Getting informed about European culture: *ancient literary heritage, Biblical tradition, Shakespeare.*

At least 5 or 6 portraits from Hungarian literature with significant facts of life and career.

Some features of the typical and recurring themes, situations, units, motifs in the readings: *variants of meaning in different works, theatre, film, other creative arts.*

Demonstrating the thorough knowledge of significant, highly effective works of Hungarian literature: at least 50 poems, 10–15 short stories, 3–4 novels, 2–3 dramas. **7A-D**

Ability to handle and solve personal problems through experience drawn from reading literature. **2E**

Ability to read selectively: *looking forward and backward in the text, discovering and naming very meaningful elements, key-motifs.* **2F**

More and more conscious reading habits: *recognising links between experience and understanding, analytic feature of understanding, realising the difference between interpretations.* **4B; 7A,F**

Examining the relation between reality and fiction *e.g. comparing documentary and literary texts.* **4D**

Interest in new literary, artistic phenomena, modes, themes to seek experience and understanding. **4E; 7A,F**

Developing the pupils sense of moral and value judgement and social sensitivity: *understanding the explored human relationships, views, behaviours, motivations and points of view,*

Oral and written presentation of works in an objective, accurate way but expressing personal involvement, *e.g. presenting significant features of highly complex works; naming and analysing (with own words) the depicted emotions, situations, human relationships and problems, moral issues.*

Demonstrating knowledge about wider context of the work, *e.g. objective presentation of some authors' portraits.*

Explaining thoughts, ideas, viewpoints in some given aspects.

Attainment Targets

Knowledge	Skills	Minimum Competency
	analysing situations, behaviours, conflicts; weighing the morality of deeds and consequences. **7E,F** Self-expression and co-operation with fellow pupils, *e.g. taking part in dramatic games.* **1D; 7D**	

Authors and Titles

One story from ancient mythology; some Biblical stories; one typical part from Ulysses and Iliad; Sophokles; Shakespeare; one play by Molière; Hungarian works, and some pieces from contemporary literature.

Works to Know by Heart and Creative Exercises

Identifying covered titles by some typical features, extracts. Observing recited or acted texts, *e.g. relation between mode, movement, visual mediation of meaning.* Recognising quotations, sayings, allusions in literary and non literary texts, *e.g. in everyday language, mass media.* Creative writing based on literary and non literary experience: *writing narrative texts maintaining the reader's interest; using various stanzas and genres, staging, exercises in style; converting texts with changing tone and perspective.*	Developing memory, reciting and self-fulfillment by expressive performance of poems, parts of dramas and prose; establishing contact with the audience. **1B; 2B; 4C** Remembering and telling by heart extracts and complete works: 10–15 poems, part of prose in 20–25 lines, one or two parts of a drama, *e.g. 3–4 sayings, common places.* Creative exercises: *unaided discovery of poetic tools of language, expressing thoughts, feelings imaginatively, original use of the learnt modes of expression.* **3A** Taking part in dramatic games, co-operation with the group. **7D** Understanding the aim and reason for using quotations: *persuasion, instruction, establishing contact, pleasing audience.* **3D,E**	Oral and written quotation adjusted to genre, theme and situation, indicating the source. Recalling complete works and extracts by heart (5 poems, a part of prose in 10–15 lines, a part of a drama).

Orientation in Literary Modes of Expression and their Variants

Some essential and specific features of modes of expression in epic, lyrics and drama, realising their roles respectively, conceptualising them: *elements of story telling, writer, narrator, reader; plot, space and time in story telling; perspective and mode of narration, characters' systems of values; poetic composition, some classical and modern genres, types of poems; poetical ego, po-*	Suitable and reasonable use of poetic notions and concepts both in speech and writing which are needed to describe and interpret works. **6E; 8D** Inquiry about the past and present effect of works by some significant data, *e.g. various opinions stated about the work, televised adaptations.* **7E-G** Developing responsiveness to various styles by *observing (and ana-*	Recognising stylistic and structural features, their languistic vehicle, interpreting them in some aspects in the given work(s). Comparing some aspects of given works, *e.g. similar topics - different mode of expression.*

	ATTAINMENT TARGETS		
	KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
	etic hero, tone, poetic behaviour; drama and theatre, dramatic composition, forms of dramatic speech, dialogue, monologue, tragedy, comedy, play.	*lysing creative use of the) language, a comparative interpretation of meaningful layers, literary experience and everyday experience in search for connotations.* **2D; 6E**	
	Relations between individual topics and modes of expression: *topic and structure, topic and vocabulary, topic and rhythm.* Notions: myth, biblical story, parable, situation, conflict, tragedy, comedy, ars poetica, fantasy, grotesque, experience, effect, taste, value.	Recognising the effect of different modes of expression, *e.g. effective tools in common language, in mass media.* **6G; 8F** Developing problem solving thinking relating the more general peculiarities of literary mode of expression, *e.g. principles of genres, composition and the characteristics of individual work of genre and specific work.* **4A; 5A; 8D**	
	AUTHORS, WORKS, READERS		
	The variety of motives inducing pupils for reading, and in relation with them effective means of popular literature, *e.g. thriller, best-seller.* Basic knowledge on the birth and role of arts, *e.g. magic,* and on reasons way literature is in the state of permanent change. Interpreting essays, educational works (complete or parts) in order to deepen a theme, to understand more thoroughly ideas, opinions, also serving as patterns for oral and written expression. Placing the read works in various contexts, *e.g. the history of Hungarian literature, writer's career development.* Literature in mother tongue as a common culture; Hungarian literature, world literature, *connections, interactions.* Chronology and "geography" of literature - some important eras and memorials of Hungarian literature.	Realising that different readers have different approaches and attitudes to literature. **9D; E** Wider horizon opened up by some outstanding works: *personality of author, stages in career, intellectual links.* **9A-C** *Collecting and arranging evidences about the changing role of literature from old times to date* in order to develop historical sense, orientation in space and time. **9B-E** Developing aesthetic sense *e.g. by recognising the power of tradition in art.* **7E,F; 9A,E** Analysing some examples of popular literature *e.g. to define the means of their effect.* **8C,F**	Demonstrating the capacity to respond to literature independently *e.g. review about books chosen on one's own, commentary, making recommendation for fellow students or the wider public.* Orientation in the wider context of the covered works with the help of some background information, *e.g. in periods or most important changes of literature.*

MODERN FOREIGN LANGUAGE

The main objective of teaching foreign languages is to provide learners with practical language skills. This also means that learners become familiar with the special values of a different culture. It is a requirement that students – until the termination of their compulsory education – be taught at least one modern foreign language at a level which *enables them to use the language* in everyday situations (such as when on holiday, when working in everyday jobs, or as a consumer). Students must start learning the first foreign language in the fifth year of their formal education at the latest, that is when they are eleven years of age, and they should carry on learning this language throughout the entire period of their compulsory education. In other words, every schoolchild in Hungary is bound to learn one foreign language for at least six years.

If the necessary staff and materials are available, and mainly if the traditions of a particular school so require, it is possible or even desirable that the teaching of foreign languages start one or more years earlier. If conditions allow, local curricula may include the teaching of a second foreign language as well. Along with one modern foreign language, the second language to be taught may be Latin. This is straightforwardly desirable in case of schools whose character and traditions require so.

When establishing the general requirements in relation to foreign languages, the proposals of the Council of Europe were adhered to. All member states of the European Union use these guidelines for developing foreign language curricula.

This set of requirements applies to *modern foreign languages in general.* It will be the task of curricula to define the system of requirements for each foreign language based on their unique characteristics. (As a consequence, this set of requirements touches upon the issue of grammatical knowledge in a general form only, applies a semantic approach and concept areas to describe it.) Another consequence is that the structure of curricula in foreign language teaching is different from the requirements of other educational fields. The curriculum, the principles of development, and the minimum performance could not be arranged into the systematic unity of a table.

It is important that schools apply this system of requirements in a flexible manner, in accordance with local characteristics and needs. The arrangement of the curriculum may change according to the particular course books applied. Thus, the arrangement of topics may be altered if the course book in use is devised differently. When planning the teaching process, students' individual needs and abilities should also be taken into consideration. Students' skills should be developed at a pace optimal for them. In the case of *a student changing schools,* the level of the student's language command may be determined by testing how developed his or her *skills* are.

GENERAL DEVELOPMENT OBJECTIVES AT THE END OF GRADE 6

It is required that

1. students be aware that as well as in their first language, they can express themselves in a foreign language too;

2. students be aware of the methods of learning a foreign language consistent with their age and personality, and take the first steps in order to master these methods;

3. students' interest in the life and culture of other nations be aroused;

4. students are not afraid to speak in another language, and they become more and more courageous and confident in this respect;

5. students be able to ask for and give information about the world surrounding them.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(Examples in italics)

KNOWLEDGE

Intentions of Speech

Asking for information, giving information

Identifying and naming things

Expressing agreement and disagreement (*i.e. You are right. You are wrong. Du hast (nicht) recht. Einverstanden. Vous avez raison. D'accord. Vous avez tort. Вы правы, Вы ошибаетесь.*)

Asking for opinion, expressing opinion *(Do you like...? What do you think of...? I think...; Was meinst du...? Ich meine...; Vous pensez que...? Je pense que... Je crois que; Что вы думаете...? Я думаю, что...)*

Expressing knowing and not knowing *(I don't know. Ich weiss es nicht. Je ne sais pas.)*

Expressing modality: ability *(can, können, Je peux)*; **obligation** *(must, mußt, müssen, Je dois, Il faut, o, ...)*; **prohibition** *(must not, nicht dürfen, Il est interdit de, ...)*; **permission** *(may, On peut, ...)*

Expressing will and wish *(I would like to..., ich möchte..., Je voudrais...)*, **intention** *(I am going to; Ich will..., Je vais + inf.)*

Expressing likes and dislikes *(i.e. I don't like it. Es gefällt mir (nicht). Je ne l'aime pas. Мне не нравится)*; **happiness and sadness** *(How nice! How sad! C'est magnifique! Как хорошо, что...)*; **satisfaction** *(I am enjoying my time here. Das macht mir Spaß. Je me plais ici. Мне нравится.)*; **dissatisfaction** *(This coffee is cold. Je déteste le café froid. Я не люблю это.)*; **gratitude** *(Thank you so much. Vielen Dank für. Merci beaucoup. Болшьое спасибо.)*

Apologising and forgiving *(Sorry! That's all right. Entschuldigung! Macht nichts! Excusez-moi. Il n'y a pas de mal. Извините. Не за что.)*; **expressing approval** *(Well done! Bien! C'est bien! Хорошо.)*; **disapproval** *(That's not very nice. Das ist nicht richtig so. Ce n'est pas bien. Это нехорошо.)*; **appreciation and interest** *(Really? Sehr gut! Vraiment? Действительно?)*; **indifference** *(It doesn't matter. Es macht nichts. Ça ne fait rien. Ничего.)*

Making suggestions *(Let's go! Shall we dance? Gehen wir! On y va? Si on allait danser? Давайте танцевать!)*; **polite request** *(Will you open the door, please? Bitte, öffne das Fenster! Voulez-vous fermer la porte? Откройте дверь, пожалуйста.)*; **invitation** *(Would you like to come to my party? Ich lade dich zu meiner Party ein. Je voudrais vous inviter à dîner. Я хочу вас пригласить к нам.)*; **advice** *(You'd better...; Vous devriez plutot...)*; **warning, offering help, accepting help** *(Kann ich Ihnen helfen? Je peux vous aider? Вам лучше было бы...)*; **giving instructions** *(Take the second turning on the right. Kaufe diese Bananen! Prenez la première rue à gauche. Идите прямо.)*

Addressing a stranger *(Excuse me, ...; Bitte ...; Excusez-moi, ...; Извините,...)*; **greeting, addressing** *(Mr Johnson, Herr Meyer, Frau Meyer, M. Marchand, Господин Иванов.)*; **introducing oneself and others, expressing best wishes, saying farewell and saying good-bye**

Concept Areas

By concept areas we mean the semantic fields of languages which are expressed by various grammatical structures

Expressing existence *(there is/are, sein/es gibt, Il y a..., имеется...)*

Expressing possession *(to have, haben, avoir, иметь)*

Spatial relations: directions, places, relative locations (in front of, behind, under, etc.), simplest ways of expressing distance, size, length, weight, and cubic capacity *(big, small, heavy, light, a pound of, a pint of; groß, klein, schwer, leicht, 2 Liter, 100g; grand-petit, lourd-léger, 100 gr de jambon; большой-маленький, тяжёлый-лёгкий, 100 грамм колбасы)*

Expressing time: duration, points in time, consecutive events; simple forms of referring to the present, referring to the past and referring to the future; speed, frequency *(often, always, never; oft, immer, nie; souvent, toujours, jamais; часто, всегда, некогда)*

(A detailed description of **modality** is to be found in the *intentions of speech* section.)

Quantitative relations: numbers, quantities, extent, simple forms of expressing degree

Qualitative relations: shape, dimension, colour, age, material, etc.

Expressing thinking, certainty, surprise *(I think..., I know..., Oh, dear; Ich denke..., Ich weiß, daß..., Wirklich? Je pense que...; Je crois que...; Я думаю, что; Я знаю...)*

Grammatical functions: subject, predicate, possessive*/partitive*/instrumental* pronouns, place and time adverbials etc.

Logical relations: connecting, contrasting, disjunctive, causative conjunctions* (and, but, or, because)

Cohesion: usage of articles, pronouns (personal, demonstrative, possessive)

Topics

My World – personal data, introducing myself, meeting people, what I like, what I don't like

Family and Friends – names of family members, professions

House, Flat – what is where in the flat, description of flat/house, animals and plants around the house

Everyday Life – everyday activities, times of the day, points in time, description of daily routine

School – subjects, requests, questions and instructions during a lesson, one day at school

Shopping – everyday shopping, shops, basic consumer goods, quantities, prices, currencies

Food and Meals – everyday meals, some foods and drinks, laying the table, offering food

Weather – weather phenomena, asking about the weather, seasons

Clothing – pieces of clothing, accessories; physical description of people; shopping for clothes

Rhymes, Songs, Games

SKILLS

(The minimum competency is in **bold letters,** examples are *italicised.*)

Comprehension/Listening Skills

It is required that

1. **students be able to recognise and understand the words, expressions and simple sentences they have learnt;**
2. **students be able to follow the teacher's simple instructions;**
3. **students be able to understand questions concerning simple situations and the teaching material, and be able to answer them;**
4. students be able to recognise the details important for them in simple utterences, a few sentences in length;
5. students be able to respond to utterances consisting of three or four sentences;
6. students be able to perform simple tasks based on listening and understanding exercises *(true/false statements, questions checking understanding, filling in tables).*

Speaking Skills

It is required that

1. **students be able to repeat and utter simple sentences with relatively correct intonation, stress and rhythm;**

* Theses may be transferred to the second level

2. students be able to form the sounds of the particular foreign language in their speech;

3. students be able to react to oral or visual prompts by uttering a few words or short sentences;

4. **students be able to give and ask for simple information in real situations;**

5. students be able to ask their teacher or fellow students questions in real situations concerning the teaching material;

6. students be able to ask for help in case they have problems in understanding;

7. students be able to recite short texts and dialogues learnt by heart;

8. students be able to describe a picture in one or more sentences;

9. **students learn some songs and rhymes, and participate in linguistic games.**

Skills for Understanding Reading

It is required that

1. **students be able to recognise and understand the words, expressions and simple sentences they are familiar with in writing; if need be, they are required to react to these orally or in writing;**

2. **students be able to read out a text aloud;**

3. students be able to read silently in order to understand the text more in depth;

4. students be able to recognise the familiar elements of the language in a new context; it is required that they be able to extract simple information from the text;

5. students be able to understand a short text consisting of language items they are familiar with, and be able to respond to it *(answering a postcard)*.

Writing Skills

It is required that

1. **students be able to copy a simple text** and to take down a dictation;

2. students be able to write down words, expressions and simple sentences from memory;

3. **students be able to write sentences containing simple, factual information;** it is required that they be able to link these simple sentences into compound sentences on a logical basis (and, but, or);

4. students be able (at first, with the help of a model) to write a coherent text consisting of several sentences *(dialogue, message, or introduction)*;

5. students be able to describe a simple chain of events in writing;

6. **students be able to do various simple**/more difficult **exercises in the course book in writing;**

7. students be able to write and address a greetings card.

Vocabulary

The minimum vocabulary consists of 600 active and 200 passive vocabulary items.

Other Development Objectives

It is required that students, in accordance with their age and assisted by the teacher, become familiar with the grammatical structures in the teaching material on the basis of their similarity. The formation and usage of these structures need to be learnt gradually.

GENERAL DEVELOPMENT OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

It is required that

1. students be able to use the language they are learning in everyday communication;

2. students be able to establish new personal relationships through the foreign language, and appreciate the people and culture of other countries;

3. students be given a demonstration of the culture, civilisation and unique values of the target country (countries), and by comparing these to their own culture, develop a more complex notion of Hungarian culture;

4. the basic skills students have learnt give them the possibility to further develop the knowledge gained, or to learn other foreign languages;

5. students collect information about the nature of languages, and as a consequence, they be able to view their mother tongue in a more complex system;

6. students' personality be enriched, their confidence boosted through the delight of expressing themselves in a foreign language;

7. students' knowledge of a foreign language also help them to become European citizens.

8. **Communication objectives.** It is required that students be able to

- speak understandably – with good intonation, rhythm and stress – by pronouncing the sounds correctly;
- bridge the information gap;
- describe people, objects and events;
- make comparisons;
- express their emotions and opinions;
- ask and answer questions;
- extract, collect and transmit information;
- ask for clarification;
- understand, follow, and give instructions;
- participate in role-play activities;
- start and continue a conversation;
- talk about and compare personal experiences.

9. **Development objectives of co-operation skills.** It is required that students take part in

- pair work and group work;
- planning and implementing lifelike tasks (*interviews, class newspaper, radio programmes, acting etc.)*
- language games, competitions.

10. In order to develop students' **independent learning skills**, it is required that they

- be able to use dictionaries and other auxiliary materials;
- have the opportunity to work without the teacher's assistance, on their own *(library work, collecting material)*.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

KNOWLEDGE

Intentions of Speech

Asking questions, asking for information

Answering, giving information in a more extended form than previously

Remembering (*Do you remember where you left it? Kannst du dich erinnern...? Vous vous souvenez de cet endroit? Вы помните это место?*); **reminding** (*Don't forget to...; Vergiß nicht...; Retenez bien...; Помните...*); **warning** (*Be careful! Sei vorsichtig! Faites attention! Осторожно!*)

Modality: expressing intention, plans (*going to*); **promises** (*I will come tomorrow. Ich will...; Ich möchte...; Je passerai sans doute chez toi ce soir. Я обязательно приду к тебе завтра.*) **predictions** (*It will rain. Er wird morgen kommen. Il paraît qu'il va pleuvoir. Кажется пойдёт дождь.*)

Simple expression of degrees of certainty and uncertainty (*Are you sure? I'm quite sure that...; This story can't be true. Bist du sicher? Das kann nicht war sein! C'est sûr? Je suis certain...; На самом деле? Ты уверен?*)

Simple expression of attitudes: curiosity, surprise (*How come? Wirklich? Wieso? Comment? Как это так?*); **hope** (*I hope...; Ich hoffe, daß...; J'espère...; Я надеюсь...*); **fear** (*I'm afraid/worried. Ich habe Angst vor...; J'ai peur...; Я боюсь...*); **pity** (*What a pity! Es tut mir leid. C'est dommage! Как жаль!*); **sympathy** (*Oh, dear, I'm so sorry. Je le regrette beaucoup. Мне так жаль вас.*)

Concept Areas

More sophisticated forms of expressing **spatial relations** (*geographical locations, location in a picture*)

Expressing time: events and their circumstances; simplest forms of expressing continuity, transition and change; connection between points in time, periods of time and verb tenses; contrastive recognition of tense usage

Indirect speech:* some basic forms of indirect speech

Modality: see *Intentions of speech*

More sophisticated forms of **expressing quantity:** countable and uncountable quantities; comparison of quantities

More sophisticated forms of **expressing qualities:** comparison; superlative; degrees (*too difficult, not pretty enough*)

Case: simple forms of expressing purpose*

* Active use is to be expected at the following level

Logical relations: expressing time and place in subordinate clauses, simple expression of condition; relative clauses*

Cohesion: referring forward, referring back; correct use of pronouns (relative, general and indefinite)

Topics

Human Relationships – family life, housework, holidays, friendship, characterisation of people

Our Extended Environment – types of residence; important sights of our residential area and capital; short introduction of a city in the target country; urban life, rural life; city transportation

Our Natural Environment – plants, animals

The World of School – introduction to life at school and at student's school

Health, Illness – parts of the body, common illnesses (symptoms, treatments); accidents, injuries, at the doctor's, at the chemist's, in hospital

Food and Meals – preparing food; eating habits; restaurant; ordering, paying, complaining

Travelling – travel preparations, booking accommodation, changing money; means of transport

Leisure Time, Entertainment – hobbies, leisure time activities, sport

SKILLS

(The minimum competency is in **bold letters,** examples are *italicised.*)

Comprehension/Listening Skills

It is required that

1. **students be able to understand the teacher's simple explanations in the foreign language concerning the teaching material** and everyday topics, along with the explanation of meaning of certain words in the foreign language;

2. **students be able to understand questions that are more diverse** and more of a summarising **character than at the previous level, and be able to answer them;**

3. students be able to extract the essence of a text; **it is required that they be able to find necessary information** *(departure time of a train)*; students attempt to find out the meaning of possibly unknown language items from the context;

4. students having the necessary information (context, location, key words, characters) be able to understand listening material appropriate to their level of language proficiency.

Speaking Skills

It is required that

1. students be able to start and continue a short conversation on an everyday topic;

* Active use is to be expected at the following level

2. **students be able to ask for information and give information in,** possibly, several sentences,

3. **students be able to characterise people, objects and places in a simple way; it is required that they be able to express their likes or dislikes,** feelings and opinions, **and be able to ask others about these;**

4. students be able to ask for reasons and give simple answers to the "why" question;

5. along with the words and expressions learnt to develop students' foreign language memory, **it is required that they learn short**/longer **language units by heart** and be able to use the memorised language items creatively,

6. students be able to act out the dialogues of real or simulated situations in the form of role-play activities as well;

7. students be able to utter some sentences about pictures or series of pictures related to the topics they are familiar with;

8. **students be able to speak about events that happened to them, to their families, or to their friends in a simple** but coherent **way;** it is required that they be able to inquire about these; students should try to use their imagination and creativity when doing certain exercises;

9. students be able to apply what they have learnt to their own lives and circumstances.

Skills for Understanding Reading

It is required that

1. **students be able to understand a text consistent with their level** on their own/**with the teacher's help;** it is required that they be able to form a general overview of a text and extract the necessary information from it;

2. students try to guess the meaning of certain unknown text items from the context;

3. **students be able to do simple**/more complicated **exercises related to the reading;**

4. students try to work on an unknown piece of reading on their own, possibly as home reading; the skill of extensive reading also needs to be developed;

5. students become familiar with authentic reading materials that help solve problems in the foreign language *(menus, street signs, advertisements, catalogues, timetables)*;

6. students be able to read out texts that they practised with the teacher or with the aid of listening materials well enough to be understood – with correct intonation and rhythm, and using the phonemes of the foreign language.

Writing Skills

It is required that

1. **students be able to write simple, coherent texts consisting of several sentences** in different forms (narrative, descriptive); it is required that they be able to apply text models to their own situation;

2. students be able to link together simple sentences on a logical basis;

3. students be able to describe people and certain phenomena in writing;

4. **students be able to simply express their likes and dislikes,** emotions and opinions in writing, **and be able to ask about these from others;**

5. students be able to write a simple composition about their everyday life and about things they are interested in; it is required that they be familiar with the simplest structure of a composition (introduction, body, conclusion);

6. **students be able to compose a simple letter;** it is required that they become familiar with the formal conventions of correspondence (international student correspondence);

7. **students be able to perform the simple**/more complicated **writing exercises in their course book;**

8. **students be able to use a bilingual dictionary to do written exercises;**

9. in order to improve accuracy and grammatical knowledge, students be able to translate sentence patterns devised with a certain purpose from Hungarian into the target language in writing.

Vocabulary

The minimum vocabulary consists of 1200 active and 600 passive vocabulary items.

Other Development Objectives

1. Students' awareness of accuracy, grammar and appropriacy in certain situations needs to be developed.

2. Students have to be made understand the unity of form, content and style.

3. A balance has to be struck between the development of accuracy and fluent speech.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

KNOWLEDGE

Intentions of Speech

Questions and information of a summarising character

Modality: expressing wishes*

Simple forms of expressing degrees of possibility, impossibility *(It may rain. She might have got lost. Villeicht wird es regnen. Warscheinlich haben sie es verloren. Es ist möglich, daß..., Es ist unmöglich, daß...; Il est possible que...; Croyez-vous qu'il fasse beau demain? Безусловно правилно; Я не уверен что...)*

* Required at a reading level only

Persuading: giving advice *(You should...; You'd better...);* **suggestion** *(Let's...; Shall we...? How about...?).* **Expressing opinion** *(In my opinion...; Ich glaube...; Ich bin der Meinung...; A mon avis...; Quant à moi...; По моему; Мне кажется что);* **agreement** *(I quite agree. Da bin ich einverstanden. Je suis d'accord pour...; Я могу согласиться с...);* **disagreement** *(I can't agree...; Da bin ich anderer Meinung. Je n'accepte pas que...; Я совершенно не согласен с...);* **giving reasons** *(First...; Secondly...; Finally...; Erstens...; Zweitens...; Premierement...; Deuxièmement...; Во-первых..., Во-вторых...).*

Concept Areas

Expressing time: expressing antecedence**, simultaneity**, posteriority**; tense systems of text types; present tenses, past tenses

Indirect speech: basic forms of indirect speech, intentions of speech in indirect speech**

Case relations: factitive structures**

Logical relations: expressing condition, cause and purpose in subordinate clauses**; expressing permission *(Although...; Obgleich...; Ich erlaube, daß...; Ihr dürft...; Bien que...; A condition de/que...; Хотя...; Несмотря на то, что...);* the most important compound sentences.

Topics

Man and Society – turning points in life, (auto)biography, communities, human relationships

Our Extended Environment – geographic and social situation of Hungary and the target countries (traditions, institutions, religion, national characteristics)

Protection of the Environment – what can we do for our environment?

World of School – students' life in Hungary and in target countries

World of Work – choosing a profession, summer jobs, taking jobs, work conditions, money, prices, making a living

Mental and physical health – healthy living and eating

Leisure Time, Entertainment – cultural events (cinema, television, theatre, radio, concert), reading, sports events

Culture – literature*: story adaptations, simple poems; history**: famous people; music: learning songs

Science and Technology – Technology in our homes (computer, household appliances)

** Required at the level of understanding only

SKILLS

(The minimum competency is in **bold letters**, examples are *italicised*.)

At this level, the primary objective is the consolidation and intensification of the knowledge gained so far, but for some students or groups it is possible and desirable to set higher requirements.

Comprehension/Listening Skills

It is required that

1. **students try to understand what the teacher says (mostly in the target language) during the lesson;**

2. **students understand more complex speech,** which is not so personal and is **closer to natural speech;**

3. students be able to understand the essence of carefully selected, authentic materials *(clearly understandable excerpts from radio and television programmes)*; they are required to learn from the teacher how they can develop their language proficiency with the help of such materials.

Speaking Skills

It is required that

1. students be able to start, continue, and finish conversations on everyday topics they are familiar with;

2. **students be able to form** and give reasons **for their opinions,** and be able to express agreement and disagreement;

3. students be able to initiate and react to unexpected moments in role-play activities;

4. **students be able to give a short introduction about Hungary, the capital, and the place they live in to a foreign visitor;**

5. students be able to perform relevant communication tasks (those that are common for a traveller or guest abroad) in the foreign language; **the minimum requirement is that students be able to make themselves understood in the most common, even if they make mistakes.**

Skills for Understanding Reading

It is required that

1. **students be able to understand and study more complex texts** on more diverse topics than at the previous level, either **with the teacher's help during the lesson** or as a home reading task; students should be able to sum up the reading with the help of pre-set questions;

2. students become familiar with one or two poems, and adaptations or original versions of short stories;

3. it is desired that a great number of students feel the urge to read in the foreign language.

Writing Skills

It is required that

1. students be able to form their opinion in writing and to justify their point of view at their own level; it is required that they be able to express agreement and disagreement;

2. students be able to write a simple biography and a simple model-based letter of application for a job;

3. students be able to translate texts consistent with their level of proficiency and special needs *(translation of a simple, short text into Hungarian)*.

Vocabulary

The minimum vocabulary consists of 1600 active and 400 passive vocabulary items.

Other Development Objectives

It is required that

1. students consolidate, intensify and systematise, with the teacher's assistance, grammar items they have learnt, and become familiar with new structures as well; certain grammatical structures – especially for weaker students – are to be required at the level of understanding only;

2. students become gradually aware of the similarities and differences between their mother tongue and the foreign language;

3. students be able to differentiate between the basic styles of the target language (informal, formal, etc.);

4. students become familiar with the fundamental behavioural conventions of the target culture.

MATHEMATICS

The aim of mathematics teaching is to develop a flexible, disciplined way of thinking, to discover things and to search for creative solutions. Thus the objectives described herein must contain elements performing to the development of mathematical thinking as well as a list of the essential concepts and most frequently used methods. This is the purpose of the chapters *Developing Mathematical Thinking* and later *Mathematical Thinking*. Heuristics, constructive thinking, and the use of analogies all have a part in thinking processes. Students should see that mathematics can be applied in practice and in the natural sciences. This too is referred to in the objectives. The history of mathematics contains many interesting stories and lessons. The presentation of these may well serve to motivate students.

Interpreting mathematical problems, solving them, and examining simple, short mathematical texts all add to the development of independent learning. Understanding concepts and acquiring basic mathematical knowledge develop the memory, the individual will and strengthen persistence both in work and in learning.

The learning of the methods of mathematical proof provide opportunities to discover the basic relationships between mathematics and reality.

The teaching of mathematics cannot disregard any of the following:

- that certain teaching subjects require the application of mathematical knowledge at a certain level relatively early,
- that the ability to think in abstractions within a peer group can be very different,
- that, in themselves, the development of mathematical concepts, relationships and the development of mathematical thinking account for a spiral structure in school curricula.

Thus, understanding of certain concepts and skills dependent on them reappear in the objectives at the end of the grades 4, 6, 8 and 10, adjusted to fit the appropriate level of students' age characteristics. For this reason, the same main headings are used at each level.

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Application of mathematical concepts learned. Developing mathematical approach	
a) Using the number concept appropriate for the age, based on practical activities.	A) Applying a broader understanding of numbers.
b) Reliable concept of operation and ability to calculate the basic operations.	B) Applying newly introduced operations. Using a calculator.
c) Relationships between variables.	C) Developing an approach to functions. Applying functions and function graphs.
d) Using simple geometrical transformations involving various activities.	D) Dynamic approach to geometry through geometrical transformations.
e) Developing an approach to plane and space geometry with the help of geometrical methods.	E) Using concepts of plane and spatial geometry.
f) Applying the elements of mathematical logic. ("or", "and", later "all" and "there exists")	F) Using "if ... then" and "if and only if" in the simple cases studied.
g) Using basic mathematical concepts in everyday life *(e.g. ratio, percentage, graph).*	G) Applying mathematical concepts, relationships in practice and in other subjects *(e.g. calculating interest, vectors).*
2. Practice in solving mathematical problems, expertise in logical thinking	
a) Developing the ability to comprehend mathematical texts.	A) Interpreting, analysis of mathematical texts and problems.
b) Formulating open sentences from texts. Solving these by (numeric) trial and error and later by algebraic methods.	B) The possibility of several solutions. Developing discussion ability.
c) Simple practical measuring and constructions.	C) Using geometrical measures developed intuitively (perimeter, area, surface area, volume) in practice.
d) Distinction between certain, likely and impossible outcomes.	D) Applying the intuitive concept of possibility in simple cases.
3. Applying the processes of thinking and methods for gathering knowledge	
a) Applying the inductive method.	A) Further application of the inductive method. Deductive reasoning, of no more than a few steps.
b) Deciding the truth content of statements taken from everyday life and from mathematics.	B) Wording of conjecture, patterns.

GRADES 1–6	GRADES 7–10
c) Grouping, sorting by a given aspect. Ordering of some elements. Selection of elements satisfying certain conditions.	C) Approach to sets, basic set operations in different areas of mathematics. Generating subsets.
d) Gathering data, recording them, constructing charts, interpreting them, recognizing patterns.	D) Analysing, characterising, presenting a set of data.
e) Applying the elements of model construction *(e.g. drawing diagrams for mathematical problems, using tree graphs).*	E) Applying diagrams and models in algebra and in combinatorics.
f) Applying of no more than a few steps basic algorithms.	F) Creating no more than a few steps algorithms.
4. Proper learning habits	
a) Accurate estimations before measuring and calculations.	A) Estimating, rounding, deciding on the reasonableness of a result.
b) Checking the reasonableness of calculations, measuring, problem solving.	B) Applying different ways of checking.
c) Appropriate usage of the everyday and mathematical language at the given level.	C) Appropriate application of mathematical language and a widening range of mathematical signs.
d) Using the understood and learned concepts and methods as tools.	D) Distinguishing definitions from theorems, applying them in exercises.
e) Making plans and sketches for exercises, recording the solution.	E) Recording the understood relationships accurately and making abstractions.
f) Use of textbooks, problem collections mathematical tables and appendices.	F) Reading mathematical texts from reference books and encyclopediae.
g) Developing arguing skills (reasoning, refuting).	G) Further development of communicative ability in reasoning.
h) Acquiring experience on what mathematics is interested in.	H) Historical development of mathematics, Hungarian mathematicians.

DETAILED OBJECTIVES AT THE END OF GRADE 4

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
DEVELOPING MATHEMATICAL THINKING		
Establishing the basic relationship between reality and mathematics through varied mathematical activities: comparison, sorting, ordering, measuring, constructing and modeling. Ordering according to one or two criteria, understanding quantitative properties.	Observational skills, conscious, extended attention. Expression of observations, thoughts (by an activity, demonstration, in speech, in writing, by signs). **4c** Recognition of relationships, recording them, understanding the essence of measuring. **2c** Discussion of different solutions through varied mathematical activities. **4g**	
Representing mathematical problems. Classifying elements into sets that are related according to different criteria, search for common properties. Wording common properties (also by negation). Describing sets by statements. Search for the truth set of open sentences on a finite domain.	Interpretation of a simple text, recording it, preparing a plan for solving it. **2a; 4e** Recognising relationships, recording data, preparing a a plan for solving a problem. **1f; 2b**	
Simple combinatorics exercises, arranging some elements, selection (by ordering them into a table, diagram)	Grouping or arranging according to given or chosen criteria. **3c; 3e**	
ARITHMETICS, ALGEBRA, SEQUENCES, FUNCTIONS		
Natural number as the cardinal number of sets and as a measure. Conscious use of the decimal system, form value, place value. Comparing magnitude of numbers. Developing an intuition for negative numbers and fractions.	Counting (in steps of 1, 2, 5, 10, 50 and 100), measuring by occasional and standard units and their multiples, reliable estimating ability. **1a; 2c; 4a** Reliable orientation in the decimal system and in the place value system up to 10.000. **1a** Reading fractions in measurements, their representation in given or chosen units: estimation, representation of negative numbers using various methods. **1a; 4a**	Familiarity with the decimal system up to 10.000. Reading and writing numbers at the appropriate skill level. Using the four basic operations at the appropriate skill level. Counting in speech up to 100, analogous procedures up to 1.000 and 10.000. Multiplying and dividing by 10 and 100.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Operations involving natural numbers (in speech and in writing), interpretation of the basic operations *(manipulation, relationship of binary operations, with textual mathematic problems)*	Representing selected operations by displaying, drawing; estimation of the possible result, checking correctness of computations. **1b; 4a,b** The mastery of operating at the appropriate skill level. **1b; 4d** Different methods of estimation, rounding, self-checking. **4a**	Writing numbers up to 10.000. (Multiplying by single and two-digit numbers, dividing by single digit numbers in writing). Checking calculations.
Mathematical text interpretation and formulation. Writing down the appropriate operation for a mathematical problem or a drawing, and interpreting it.	Reliable use of the basic concepts essential to interpreting data *(greater than, less than, equal to)*, representing them with the appropriate operation independently. **2a; 4b**	Independent solving of simple mathematical problems (involving not more than two operations) by deduction or some other method.
Generating sequences and continuing them, filling in function charts, rule games	Independent solving of simple problems (by applying a rule), of more difficult problems with the teacher's help. **1c; 3a**	
Geometry, Measures		
Generating shapes by copying and according to given terms. Observing the properties of simpler geometrical shapes *(quadrilateral, rectangle, square, triangle, circle)*. The most important properties of square, rectangle, cube, cuboid. Acquiring experience with similar and congruent shapes, reflections in the plane and in space, enlargement and reduction on the Cartesian plane.	Trial and error, gathering and interpreting experiences by generating shapes. **1e** Recognising, specifying. **4c** Independent listing of the properties of the rectangle and the cuboid, representation in a particular case. **1e** Recognition of shapes that have line symmetry. **1d**	Recognition of simple geometrical shapes.
Estimations, measuring by chosen and standard units of length, area, mass, volume, time. Measuring of the area and perimeter of the rectangle.	Knowledge and independent use of measuring instruments and units in practical measuring. **2c** Estimating before measuring. Independent calculation in simple cases. **4a**	Standard units and their conversion in practical measurment. Measuring and calculating the perimeter of the rectangle and the square in particular cases.
Probability, Statistics		
Establishing the frequency of chance occurrence, representation of the possibilities on the basis of probability games.	Acquiring experience, developing an approach on the basis of particular probability games. **2d**	

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Gathering, ordering, representing statistical data, reading charts and graphs, using them to practice computing methods.	Acquiring experience in the context of particular (statistical) exercises. **1g; 3d**	

DETAILED OBJECTIVES AT THE END OF GRADE 6

(examples in italics)

METHODS OF THINKING

Varied mathematical activities; comparison, ordering, measuring, construction, modeling, concepts, representation of relationships	Recognising relationships, recording them and developing the method of learning mathematics. **4e**
Interpretation, use of expressions needed for comparison and relation - "equal to", "less than", "greater than", "more", "less", "at least", "at most", "no", "and", "or", "all", "there exists", "none", "not all".	Deciding on the truth of simple statements, their negation. Correct usage of the logical elements of the language in interpretation, wording of statements having or not having mathematical content. **1f; 3b**
Interpretation and creation of mathematical text in exercises that are worded in various ways and are appropriate to the age and knowledge characteristics of the student.	Interpretation, analysis and translation of text into the language of mathematics. **4d,f** Separation and recording of data, overview of the solution methods, determination of the result, checking, comparison to reality. **2a; 4b**
Using sets as a tool.	Grouping particular things *(numbers, geometrical shapes, books, concepts appearing in other subjects)* through their given aspects, systematisation. Creation of simple set diagrams. **3c**
Selection of subsets, ordering of elements in the context of different topics *(alphabetical ordering of words - selection of those that start with an and arranging them).*	Developing an approach by applying various methods to particular well known, easyily surveyable sets *- tree diagram, road diagram, tables -* by the systematic listing of possibilities. **3f**

Attainment Targets		
Knowledge	Skills	Minimum Competency
Arithmetic, Algebra		
Natural number, whole number, opposite number, absolute value, fraction, proportion, inverse. Simplification, adjunction, decimal fraction. Formal value, place value. The number system.	Interpretation of concepts in context of the numbers learned through intuition. **1a**	Sound knowledge of the decimal system: writing and reading of numbers learned, their representation and ordering of magnitude.
Reinforcing the concept of the four basic operations, the operational procedures in speech and in writing among the natural numbers and their extension to the rational numbers. Multiplying, dividing by powers of ten. Approximation, estimation. Examination of the properties of operations. Using brackets, order of operations.	Developing skill in counting adaptable to everyday life and other fields of education, applying the appropriate operations. **1b** Recognising the properties of operations, applying them in particular calculations. **4d** Development of rounding and estimation skills. **4a** (Practical use of the calculator).	Written divison with a two-digit divisor. Knowledge of the four basic operations, order of operations, and application to the non-negative numbers (in the context of decimal fractions and vulgar fractions, as well).
Variation properties (direct and inverse proportions.) Concept of percentage.	Recognising direct and inverse proportions in practical exercises. **1g** Calculation of the integer part or the original quantity given the fractional part. **1g,f**	Calculation of the unknown quantity in direct proportion *(relationship between a quantity of goods and their price).*
Basic knowledge of number-theory (prime number, composite number) through varied exercises *(demonstrating the sets of numbers that can be divided by 2, 5, 10, divisor, multiple, calculating the greatest common divisor and the least common multiple of two numbers)..*	Improving independent problem solving ability using execises in division, empirical establishment of concepts. **4h**	Dividing by 2, 5, 10.
Linear equations, inequalities. Simple textual mathematic problems.	Solving linear equations, inequalities by planned trial and error, deduction, factorisation, equal changes to both sides of the equation. Preparing the scales balance method. Checking the solution. **2b; 4b**	Linear equations with whole number coefficients requiring two and three steps to solve.

Attainment Targets

Knowledge	Skills	Minimum Competency
Relations, Functions, Sequences		
Number line, rectangular coordinate system.	Determining locus. **3d**	Knowledge of the rectangular coordinate system, representing and reading particular points.
Recognising, recording, representing the relationship between variable quantities. Interpreting simple functions, examining them with a graph. $(x \mapsto x+2,\ x \mapsto -2x;\ x \mapsto \frac{1}{2}x)$	Constructing tables from data pairs, measuring results, generating, reading, interpreting a graph. (Coordination with subjects of the natural sciences, practice, possibly including a library class). **1c**	
Generating and continuing sequences *(particular arithmetical and geometrical progressions).*	Continuing a sequence on the basis of a given pattern; looking for possible patterns for a sequence given by naming some of its elements. **3a**	
Geometry, Measuring		
Units of length, mass, volume, time and angle.	Making estimations and calculations related to everyday life. **4a**	Standard measuring units and their conversion.
Shapes in a plane, in space: point, line, line segment; parallelism, perpendicularity; angle, types of angles; triangle, quadrilateral and its special types; circle and concepts related to it. Distance. Perimeter of polygons. Constructing solids.	Recognising and using simpler geometrical shapes and their properties. **4d** Recognising the most basic concepts in connection with constructing given shapes, models. **1e**	Recognising simple geometric shapes in particular exercises. Computing the perimeter of triangles and quadrilaterals.
Intuitive concepts, measurement and units of area, surface area, volume.	Intuitive establisment of this concept. **2c**	Standard units of area and volume and their conversion. The area of the square and the rectangle. The volume and the surface area of the cube and the cuboid.
Use of the compass and the ruler.	Establishing the elements of the ability to perceive and solve geometrical problems. **2c**	Construction of parallel and perpendicular lines, bisection of line segments, reproducing an angle, bisection of angles.
Simple geometrical transformations *(reflection in a line),* symmetrical shapes.	Observing symmetries in our environment. Transformations, tessellation, modeling. **1d**	
Probability, Statistics		
Probability experiments *(throwing dice, coin tossing, drawing from a box).*	Observing outcomes: selection of certain, likely, impossible outcomes. **2d**	

Attainment Targets		
Knowledge	Skills	Minimum Competency
Gaining experience in reading graphs by collecting data.	Synthesising, analysing, interpreting, representing data: use of almanach of statistical data. **2a; 3d; 4f**	Calculating mean of several elements.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(examples in italics)

Methods of Thinking

Preparing mathematical proof: guesses, experimenting, systematic trial and error, refuting. Some unsolved nominal problems. Interesting facts from the history of mathematics (Great mathematicians appearing in the syllabus, the greatest Hungarian mathematicians.)	Realising regularities in particular cases, counter examples in refuting. **3B; 4G** Becoming familiar with the work of some mathematicians *(J. Bólyai)* with the aid of encyclopediae and other documents. **4F,H**	
The meaning of the statements "and", "or", "if...then", "no", "exist", "all". Logical connection of concepts and statements.	Use of the logical elements of the language. Ability to decide the truth of simple statements. **1F**	
Use of technical language appropriate for the students' age, analysis of mathematical texts with the aid of appropriate mathematical sources.	Interpreting simple maths problems, preparing a solutions plan, solving and checking the problem on the basis of the text. **2A; 4B**	
Particular examples for sets. Subset, complementary set, union, intersection, difference.	Distinguishing the elements of sets by their properties; demonstration, application of the set operations listed in different areas of mathematics. **3C**	
Solving various combinatorics exercises using different methods. Arranging, selecting for cases of 4-5 elements.	Gaining experience in the systematized listing of all possible outcomes, in particular exercises (tree-diagram, path diagram, constructing a table.) **3E**	

Arithmetic, Algebra

The concept of the rational number. Rounding, approximations. Concept of operation.	Estimating a result, planning a computation. Reliable skills with basic operations. Using calculators. **1B; 4A**	Doing basic operations with rational numbers (with common and decimal fractions).

Attainment Targets

Knowledge	Skills	Minimum Competency
Raising to a positive whole number power. The concept of the square root.	Applying raising to positive whole number power in the breaking down of particular numbers into prime factors. Determining square roots of numbers using a calculator. **1A,B**	Positive whole number powers of 10. Standard form of numbers greater than 10.
Proportion, proportional division.	Proportional, percentage and exercises on calculating interest arising from everyday life. Developing skill in deduction. **1G; 2B**	Recognising and applying direct and inverse proportions in particular, simple exercises. Simple percentage and interest exercises.
Decomposition into prime factors (in a power form) Relative primes. Simple division rules (by 4, 25, 100, 3, 9).	Rising interest in the basic concepts of mathematics and arithmetics, references to the history of mathematics. **3F; 4H**	Divisor, multiple. Calculating the greatest common divisor and the least common multiple of two numbers.
Equation, inequality, domain, solution set. Transformation of equations, inequalities. Simple mathematical problems *(problems of mixing and kinematics).*	Conscious use of scales method in solving equations and inequalities. Solving mathematical problems by equations and in deduction. The reasonableness of the solution. Checking. **2B; 4A, B**	Solving linear equations with one unknown. Very simple mathematical problems.
Substitution value of algebraic whole expressions, and their transformation.	Practice in simplifying algebraic expressions, in multiplying polynomials by constants. **4D**	
Relations, Functions, Sequences		
The rectangular coordinate system.	Representing a point, reading the coordinates of a point at an appropriate skill level. **3D**	The rectangular coordinate system.
Relationships between variable quantities. Functions and their graphs. $x \mapsto \frac{1}{x}$; $x \mapsto x^2$; $x \mapsto \lvert x \rvert$ $x \mapsto \sqrt{x}$	Constructing tables and graphs of the listed functions. Solving linear equations, inequalities with one unknown by graphical methods. **1C**	Representing the function (in the case of a particular a and b). $x \mapsto ax+b$
Analysing sequences (simple arithmetic and geometric sequences).	"Continuing" a sequence according to a given pattern. Finding by naming a rule for sequences given with some of their elements. **3A,B**	

Attainment Targets		
Knowledge	Skills	Minimum Competency
Geometry		
The standard units.	Measuring in the context of everyday life, natural sciences and technical subjects, converting units. **1G; 2C**	Measuring length, mass, volume, time and their standard units. Measuring angles in degrees.
Regular polygons. Right prism, cylinder, pyramid, cone, sphere. Searching the loci that satisfy a given condition.	Recognising geometrical shapes, examining their properties. Sketching the outlines of the solids learned. **1E**	Special quadrilaterals. Mid-perpendicular of a line segment, bisector of an angle as sets with given properties.
Extending knowledge of perimeter, area, surface area and volume. Formulae for the area and circumference of the circle. The surface area and volume of a cylinder.	Ability to use the learned formulae of perimeter, area, surface area and volume. Conversion to the appropriate units. **2C**	Area of points of triangles and quadrilaterals. Surface area and volume of the right prism. The standard units of area and volume.
Construction exercises *(constructing 60°, 90°, 45° angles).*	Practice in using compasses and ruler in simple construction exercises. Sketching, describing the construction. **4E**	Constructing triangles in the basic cases.
Rotation about a point, displacement in the plane. Line and point symmetry. Homothethy.	Recognising the features of congruent transformations. Transforming in connection with particular transformations. Recognizing symmetries and using them in examining the properties of triangles and quadrilaterals. Constructing point symmetric polygons. **1D**	Reflection about an axis and onto a point (constructing the mirror image of a point, or simple shapes).
Angle pairs.	Applying angle pairs and sum of angles in simple exercises. **3A**	The sum of the interior angles of the triangle and the square.
Vectors. Addition and subtraction of vectors.	Constructing the sum and the difference vectors in particular exercises. **1G**	
Pythagorean theorem. Varied computing exercises in different areas of geometry.	Determining missing data of shapes by learned formulae. **4D**	Knowledge of Pythagorean theorem (without proof).
Probability, Statistics		
Probability experiments. Frequency, relative frequency *(throwing dice, coin tossing.)*	Gaining experience in observing outcomes, determining relative frequency, estimating the probability of the outcome. **2D**	

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Gathering and synthesing data, demonstrating a set of data (also in the library).	Analysing, interpreting data. Constructing charts. **1G; 4F**	Reading charts.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(examples in italics)

METHODS OF THINKING

What is a definition? What is a proof? An outline of what mathematics deals with.	Using an explanatory dictionary, technical encyclopedia. **4F**	
"If" and "only if": theorem and converse, typical trains of thought in mathematics.	Examples of typical trains of thought: net including the impossible case; using the "box model"; simple distinctions of cases. **2B; 3A,B**	
Interpreting a mathematical text appropriate to the pupil's age.	Desire to clearly express the concepts and relationships learned. **4C,D,F**	Understanding simple mathematical problems, distinguishing the conditions from the question.
Various combinatoric exercises. Constructing tree diagrams, path diagrams, tables; the "multiplication".	Experience in the systematic listing and examining of all possible cases. **3E**	Distinguishing particular objects, things, concepts on the basis of a given property. Demonstrating this with a diagram. Producing the permutations of several elements.

ARITHMETIC, ALGEBRA

Examples of irrational numbers, intuitive concept of real numbers, their connection with the points of the number line.	Correspondence between numbers and the points on the axis. **1A**	Reliable use of the calculator in solving mathematical problems and in calculations needed in everyday life.
Laws of exponents, the extension of raising to a power to 0 and negative whole exponents, computing with the standard form (scientific notation).	Applying the concept of raising to a power with whole number exponents and the laws of exponents. **1B**	Reliable knowledge of the standard form of numbers.
Particular exercises for calculating interest and compound interest *(deposits, loans).*	Interest calculation that arises in everyday life. **1G**	Solving simple interest calculation exercises.
Simultaneous linear equations in two variables. Quadratic equations.	Knowing and applying the rules for simplification of linear equations, inequalities, bigrade equations,	Reliable solving of linear equations, inequalities with one unknown, solving of simpler mathematical problems with equations.

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
	and simultaneous linear equations in two variables. Practice in solving mathematical problems with equations or system of equation. **2A; 3F**	
Identities; simplification of simple fractional algebraic expressions.	Distribution of multiplication, overaddition and subtraction. Simple factorisation. Expressing variables appearing in Physics and Chemistry formulae. **2B; 3E; 4D**	
RELATIONS, FUNCTIONS, SEQUENCES		
Knowledge of functions. Quadrative functions.	Graphing and definition of quadrative functions. **1C**	Knowledge of $x \mapsto x^2$; $x \mapsto \|x\|$
Line given by the $y=ax+b$ form. Truth set plane of simple algebraic statements in one and two variables in the co-ordinate plane $\|x\| \leq 1$; $\|x+y\|=0$	The meaning of a and b in the y=ax+b equation, application of this form. Determining the intersection point of two lines, parallelism of lines. **2B; 3E**	Knowledge of y=ax+b with given *a* and *b*.
Solving simultaneous linear equations in two variables by graphical methods.		
Trigonometric functions (sin; cos; tg; ctg).	Applying the trigonometric functions of an acute angle to simple cases, also by using a calculator. **1C**	
GEOMETRY		
The concept of directed angles, corresponding measures.		
The Thales' theorem; constructing the tangent of a circle. The inscribed and the circumscribed circle of a triangle.	Finding locus of points that satisfy several conditions. **3A**	Reliable knowledge of the units of area and volume.
Formulae of the pyramid, the cone, and the sphere.	Practical exercises for volume and surface area calculation. **1G; 4C**	
Euclidean constructions.	Constructions related to triangles and quadrilaterals. **3F; 4E**	
The concept of geometric transformation; broader understanding of congruency; rotational symmetry. Basic cases of similarity of triangles. Ratio of the areas of similar shapes.	Applying congruency and similarity. **1D**	Practical use of the concept of similarity *(reading simple plans)*.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Vectors multiplied by constants. Vector resolution in the plane.	Constructing whole number multiples of vectors, applying them. **1B; 1G**	
Application of trigonometric functions to the right-angled triangle.	Geometrical and physical applications. **1E; 1G**	
Probability, Statistics		
The intuitive concept of probability.	Estimating and calculating probability in simple, particular cases. Wording of conceptions. **2D; 3B**	

MAN AND SOCIETY

SOCIAL STUDIES

SOCIAL STUDIES, CIVICS AND ECONOMICS

HUMAN STUDIES

HISTORY

Man and Society gives students ample opportunity to form their socialisation and orientation in the social environment. Mankind is the subject of this cultural domain, not only as a social phenomenon but also as an individual and as an autonomous personality. Thus it contains social knowledge and skills as well as human studies.

In acquiring social experience and skills, games and situations play a crucial role in junior classes, while debate and following political, social and economic developments are emphasized in senior classes, where students are encouraged to form their own opinions, to participate actively in the school's public life and develop democratic attitudes and behaviour.

The most important competence areas are the respect of personality, national and civil identity, social responsibility, open-mindedness about social problems related to the age-group, environmental responsibility, multicultural tolerance, behaviour respecting the human heritage, knowledge, attitude and skills in the use of democratic institutions.

Human Studies give an insight into the main biological, psychological and sociological characteristics of man; his/her complex relationship to him/herself, to his/her fellows, to society, to natural and spiritual. These aim to help form the self-knowledge and moral character of young people.

History, as knowledge of the past, is one of the most important bases of national and European identity, being the collective memory of a society. It is also the lesson of history that peoples and nations are mutually dependent on each other and this mutual dependence requires a global perspective, the discovery of and respect for the diversity and particular heritage of different cultures.

Social sciences can be seen as both a study of the past and of the present. *Social Studies, Economics and Civics* use those elements of sociology, economics, political sciences and law that are regarded as especially important from an educational point of view. Their study should develop the social competence and skills of students, to provide them with a basis for taking a conscious part in a democratic public life and at the same time should prepare students to understand economic developments and take a responsible part in economic life.

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Attitude and skills of human studies and self-knowledge. Students should	
a) differentiate between the phases and periods of human life; understand how physical and mental health, life style and behaviour influence each other;	A) see man as a complex biological, intellectual, social and moral being;
b) be aware of good and evil characteristics of human nature, understanding that characteristics can be developed. Facing one's failings and virtues;	B) see people with subtlety, be able to distinguish the criminal act from the criminal and to analyse the good or bad decisions of ones and those of others;
c) perform school and family duties with a sense of responsibility;	C) understand for whom, for what, in what way and to what extent one is or/and others are responsible;
d) appreciate family relationship and friendship;	D) be familiar with the features and virtues that promote good relationship and bonds, be able to justify their value; be aware of the value of carefully chosen and deep human relationships;
e) discover ways to help one's immediate community and environment;	E) recognise what can be done for the common good and human right;
f) recognise that persistence is needed to achieve goals;	F) argue for sound and fulfilling ways of living one's life, for setting long-term goals and achieving short-term ones, which enhances one's will-power;
g) recognise the values of life and nature;	G) respect and argue for the values of human life and nature;
h) understand why observing basic behaviour guidelines is necessary;	H) understand the connection between freedom and order; be able to describe some significant moral concepts, and argue for or against them;
i) seek to resolve conflicts.	I) consciously relate to peers, to society, to the material, natural and spiritual world.
2. Acquisition and application of knowledge	
I. Students should be able to acquire information from different sources and documents and draw conclusions. Students should	
a) be able to select information from their immediate community, from stories, pictures, the mass media and other sources of information;	A) be able to collect information from simple statistical charts, diagrams, extracts from legal acts and other documents;
b) process information collected with teacher guidance;	B) be able to interpret information drawn from his/her own social experiences, from various written and visual information without help and draw conclusions from these;

GRADES 1–6	GRADES 7–10
c) be able to collect information on a given topic from the school library or any other public one.	C) be familiar with and be able to use the most important reference books, encyclopediae and maps.
II. Recognising the difference between facts and arguments, understanding how bias and one-sidedness may distort information. Students should be able to	
a) differentiate between fiction and reality; understand that there might be stated different points of view about the same issue;	A) understand that these may be more than one possible perspectives of interpretation of past and present, and the fact that some interpretations of history might serve political aims;
b) understand that opinions do not necessarily reflect facts in a realistic way.	B) carry out a critical analysis of information collected from different sources, such as the mass media, books and newspapers etc.
III. Exploring the causes of human conduct, of historical events and social phenomena. Students should	
a) be able to interpret the causes and consequences of different social-historical events and developments with the guidance of the teacher; understand that the importance of these causes and consequences vary;	A) be able to form an independent opinion about the causes and consequences of social-historical events and developments; understand that usually each event has several causes and consequences;
b) be able to sort his/her acquired and collected information according to causes and consequences; be able to explain human behaviour in given situations.	B) be able to compare historical developments, their causes and consequences and to explain the role of individuals, groups and political parties in a course of events or in a situation.
IV. Understanding the role of continuity and changes in social-historical developments, in society and in history	
a) Understand the importance and value of both preservation and change.	A) Understand safeguarding of values the great importance continuity and progress have in the life of a society.
b) Understand the complex nature of the causes of changes.	B) Understand that people's the different perception and evaluation of events and changes may differ.
c) Recognise the difference between change and development.	C) Critical analysis of concrete historical situations to distinguish change and development, if they do not overlap. Understand that certain institutions and ideas may play different roles in different places and times. Be able to follow the evolution of a phenomenon through an extended period of time.

GRADES 1–6	GRADES 7–10
V. Be able to describe as well as evaluate historical figures, situations, events and institutions and to justify their value judgement. Students should	
a) be able to form an independent opinion about social and historical events, developments and figures;	A) understand how the situation and motives of individuals and groups and the situation itself influence their actions;
b) distinguish between "right" and "wrong" in concrete situations;	B) understand that people make "right" and "wrong" decisions (actions), and these decisions and actions have an influence on the future irrespective of the original intentions; understand that social-historical events might have positive and negative features at the same time;
c) be aware of the fact that the same events might be favourable to certain individuals or groups while unfavourable to others.	C) be able to compare and evaluate majority and minority opinions, with regard to the minority opinion.
3. Presentation skills	
I. Oral. Students should be able to	
a) describe events, coherently present part of the textbook or of any other text relevant to his/her age group in his/her own words, give a broad outline of the arguments of his/her teacher or fellow students and dramatise historical events;	A) give a presentation or a paper on extracts from books for the young, popular scientific and scholarly literature, selected passages of historical sources and from the press, radio and television;
b) report on the findings of his/her own out-of-school project work (e.g. *collection of sources on local history);*	B) explain the interrelation of social-historical events;
c) give an account of his/her knowledge gained from personal experience, pictures, stories and the media;	C) communicate conclusions drawn from diagrams and statistical charts;
d) formulate questions independently, debate on various social historical topics.	D) argue and debate in an appropriate way and evaluate and review the presentations of fellow pupils objectively.
II. Written. Students should be able to	
a) give a written answer to oral or written questions;	A) present his/her independent opinion, arguments and counter-arguments in a written form and write a short essay on a given topic;
b) summarise textbook units or other texts with the help of the teacher.	B) write a summary or a plan of argument without help; take notes of own readings and the presentation of the teacher.

GRADES 1–6	GRADES 7–10
III. Visual. Students should be able to	
a) draw a picture about a historical or social topic;	A) make a montage from his/her own collection of pictures;
b) give an illustrated summary with the help of the teacher.	B) make a diagram or a illustrated summary without help.
4. Understanding time and chronology	
I. Measuring and segmenting time. Students should	
a) understand the concepts of minute, hour, day, week, month, year, decade and century; know the notion and the expressions BC and AD.	A) be familiar with both the main historical periods and the names and chronology of shorter history units *(the age of the Árpád dynasty or the Hunyadis)* and have knowledge of the main features of history units.
II. Understanding the chronology of events. Students should be able to	
a) put events in chronological order and to name the scene of these events;	A) understand the synchronism and asynchronism of major periods of global and Hungarian history and their differences;
b) distinguish between the past, present and ancient times in their relation to concrete historical events.	B) be aware of the chronological order and synchronism of major events in different countries in different fields of social history.
III. Developing skills for orientation in history with the help of dates. Students should	
a) be familiar with relevant dates, listed in the particular requirements section;	A) be able to use the dates included in the particular requirements section for working safely with the concept of historical time; be able to place the major events of his/her local community into the wider context of history;
b) be able to perform simple chronological calculations.	B) be able to produce and use different chronological tables.
5. Understanding historical geography	
I. Reading different types and scales of maps. Students should be able to	
a) read events from maps;	A) compare maps of different historical periods; see changes in historical geography independently *(e.g. reading the territorial changes of a country from a map)*;
b) estimate and measure distance on historical maps.	B) draw simple historical sketch maps.

GRADES 1–6	GRADES 7–10
II. Geographical environment and its influence on the development of countries. Students should	
a) understand how geographical location and environment influence the development and economy of a country or a region.	A) understand how the geographical and regional position of a country influences her social and political system.
III. Developing skills with the help of topographical data. Students should	
a) match events and places that they have learnt about.	A) be able to show the topographical items listed in the National Core Curriculum on maps of different types and scales.

SOCIAL STUDIES

DETAILED OBJECTIVES AT THE END OF GRADE 4

(Examples in italics)

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
Man as a Social Being			
	Different communities society comprises *(family, friends, school and religious communities)*. Conditions of belonging to communities *(accepting common goals and rules, participating in social activities, conform to traditions)*. Traditional occasions of gathering together *(harvest, fairs)*.	Collecting information about communities in the immediate community of the student *(who belong to it, how often and where they meet, what they do)*. **1d; 2.Ia**	Awareness of basic community rules *(rules of the school)*. Volunteering and doing duties for the community.
Family			
	Characteristic features of the family *(number of members, their age, occupation and life styles)*. Relations between family members (parent-children, grandparent-grandchildren, siblings). Close relatives (aunts, uncles, cousins). Student's personal history.	Presenting roles in the family. **1c; 3.Ib** Understanding and naming close family relations. **1d; 2.Ia** An account of doing household duties. **1c; 3.Ic** *Listing examples of possible ways of expressing love and respect for others.* **2.Vb** Collection of family documents *(correspondence, photos, keepsake album)* **2.Ib** *Visiting and looking after those places treated as family shrines.* **1d; 2.Iva**	Personal data of the student and of student's family *(name, occupation, birthdays)*. Connecting events and dates *(when I was born ... when I was at nursery ... when I started school ... last year)*.
Knowing the Local Community			
	Places and events of interest in the history of the local community. Getting to know and cultivate the traditions of the local community. Natural beauties of the scenery, cultural heritage, local arts, facilities and services, transport and economic life of the locality.	Summaries of field work, *collecting, sorting out, analyzing findings of ethnographic research projects.* **1g; 2.IIIb**	Be able to give an account of the major features, places and events of interest of the locality with the help of the teacher.
Homeland			
	Our homeland: Hungary. Her location in Europe, our neighbouring countries.	Finding places on the map which pupils learnt about in the course of study *(capital, place of residence)*. **5.Ia**	Name of the country. Naming the capital and the official language of Hungary.

Attainment Targets

Knowledge	Skills	Minimum Competency
People of Hungary, nationalities, ethnic groups, ethnic Hungarians outside the borders of Hungary. Official language – mother tongue. The capital of Hungary and the main provincial towns. The administrative units of Hungary. The natural and cultural heritage of Hungary (*famous buildings, statues, national parks, those parts of our national heritage also declared as parts of the world heritage, Hungarian artists, authors, musicians and their work, scientists and scholars and their contribution).*	Giving an oral presentation on pieces of the cultural heritage with help of the teacher. **2.Ia**	Listing a few national minorities and ethnic groups.

Legends, Sagas and Stories about Famous Historical Events and Personalities

Stories about some model figures in Hungarian history relevant to the age group, and about events connected to our national holidays. *Legends and stories about the Blood Oath, Árpád, the seven Hungarian chieftains, King St. István, St. Imre, St. Gellért, St. László, Béla the Fourth, St. Margit, Lajos the Great, János and Mátyás Hunyadi, heroes of the Turkish Wars on the frontier regions, the great princes of Transylvania, Ferenc Rákóczi II, István Széchenyi and Lajos Kossuth, the events, battles and heroes of the 1848/49 revolution, Ferenc Deák and the pioneers of the modern world (scientists, inventors, artists), heroes and martyrs of the two world wars and heroes of the 1956 revolution.*	Drawing a moral from deeds of certain model figures. **1A; 2.Va** Differentiating between tales, legends and reality. **2.IIa** Placing events in historical time. **4.IIb** Showing places of events on a historical map. **5.IIIa**	Narrating legends and historical events included in the course of study in one's own words.

Hungarian National Symbols

The first and the second Hungarian national anthems. National holidays. National relics and memorials.		Performance of poems, songs or stories connected with 15th March, 1848, a major National holiday. Recognising the national symbols. Paying tribute during the singing of the two Hungarian national anthems.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(Examples in italics)

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	From Local Community to the Great Wide World		
	The Local Economy The branches and links of the economy. The state of environment in the locality. The county town	List the valuable natural resources of the region *(soil, water, mineral resources etc.).* **2.Ic** Be able to name typical occupations in the neighbourhood. **3.Ic** *Do a project on the activities of the local government.* **2.Ia** *Visit to the county town.* **2.Ia,b**	Economic features of the environment. The county town, the national capital.
	The local community Typical social groups in the locality and how they have changed during history. Collecting first-hand experiences on the working of social groups.	*Drawing on news, documents and records on the local community for analysis and interpretation with the help of the teacher.* **2.IIIa** *Providing examples of how local community groups work for individual people.* **1e; 2.Va**	
	Taking insight into the lives of a few typical Hungarian regions Connections between nature, society, economy and the condition of the environment.	*Collecting pictures, articles about typical regions. Finding them on a map.* ***5.Ia***	Main economic branches.
	Hungarians around the world Ethnic Hungarians living outside Hungary and their connection with Hungary.	*Collect information from newspapers, radio and television programmes about the work, achievements of Hungarians abroad and their links with Hungary.* ***2.Ia***	Ethnic Hungarians living in neighbouring countries in substantial numbers.
	Hungary in Europe and in the World Similarities and differences in the lives of our own and foreign families and settlements. Factors contributing to the differences in life styles *(geographical conditions, distribution of produced goods).*	*Compare the ways of life of families and communities in Hungary and abroad with the help of readings, pictures etc., Contrast how people of different cultures live today (African tribes, the Inuits, Indian agricultural labourers, Arab merchants, American businessmen).* **1g; 2.IIIb**	
	Social and Economic Changes through the Centuries		
	System of production Examples from the evolution of agriculture, industry, architecture,	Compare life styles of our time with those of the past using one's own experiences, stories, pictures and descriptions.	Significant stages in the development of a region.

Attainment Targets		
Knowledge	Skills	Minimum Competency
energy production, transport and communications.	Observe things that have been preserved from the past and things that have developed further. *E.g. food gathering, hunting, fishing, animal husbandry, agriculture and the evolution of its tools through the millennia, handicrafts (making pottery with the traditional potter's wheel and now with different methods); the first great buildings of man and the reasons for their construction (the pyramids, the Tower of Babel, the Great Wall); changes in architecture (modern buildings).* **2.IVa, b, c**	
Consumption Examples of housing, clothing, heating, lighting and water supply.	Compare past and modern life styles drawing on personal experience, stories, pictures and descriptions. Observe things that have been preserved from the past and things that have developed further. *E.g. nutrition of the peasants, cuisine, eating habits, changes in procession food and present day diet; changes in the use of household tools, sheltering from bad weather, way of heating in the past and present; different forms of lighting, from the torch to fluorescent tube; supply drinking water and difficulties related to it, hygiene; characteristic costumes, dressing habits, costumes on different continents and in Hungary.* **2.IVa, b, c**	Significant stages in the historical development of a region.
Distribution of wealth Examples of goods, markets, money and commerce. Life styles of different social groups in different periods, on different continents and in Hungary.	Comparing lifestyles drawing on personal experiences, stories, pictures and descriptions. Observing things that have been preserved from the past and things that have developed further. *E.g. markets, fairs, currencies used in different historical periods. Lives and changes of lifestyle of Nomadic Hungarian tribes; people in a medieval village, a knight's castle or in a royal court; life in an aristocratic palace from the 17th to the 19th century.* **2.IVa, b, c**	The role of money, markets and commerce in the lives of people. Awareness of the fact that different groups in society have had different shares in the distribution of wealth produced in different historical periods, while their lifestyles also differed.

Attainment Targets

Knowledge	Skills	Minimum Competency
Stories from the Past of Hungary and of Mankind		
Stories about the ancient Greeks and Romans (*e.g. Olympian gods, the Trojan War, Thermopylae, Pericles and Phidias, the education and wars of Alexander the Great, Hannibal, Julius Caesar, Spartacus, the persecution of the early Christians).* Stories of the middle ages (*e.g. the Crusades, tournaments; Hungarian tribes raiding in the West; King St. Stephen and how he organized the state and the church; the struggle between new and old social orders; Bánk Bán, the Mongol invasion; the fight against the Turks; Dózsa's peasant rebellion, the battle of Mohács).* Stories from modern history (*e.g. the Age of Discoveries, the encounter of different cultures, life in the Hungary split into three parts).*	*Draw a time scale and place mentioned events along the scale.* **4.IIIa** Be able to present a short summary of stories dealt with in the course of study. **3.Ia** Put forward opinion about the causes of events in the topics covered. **2.Va** *Collect information on the stories they learnt about.* **2.Ic** Familiarity with books relevant to the pupils' age containing legends, sagas and historical stories. **3.Ib**	Narrating stories they learnt about in the topics in one's own words. Placing covered events along a time scale. Spotting the places of covered events on an historical map.

SOCIAL STUDIES, CIVICS AND ECONOMICS

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
SOCIAL STUDIES		
Family as the basic unit of our community life. Problems of the modern family.	*Collecting information about population growth in Hungary.* **2.Ia** *Drawing conclusions from collected material.* **1g; 2.Ib**	Understanding that the most important function of a family is bringing up children, providing emotional security and accepting responsibility for each other. Recognising that the rate of population growth has been declining for some time.
Local communities Social groups in the local community. Groups threatening the peace of society. The activities of the students' representative body.	*Making presentations on the past and present of a local community.* **3.Ib**	Naming a local community. Knowing it's elected leadership by name and it's most important goals.
Structure of the society Nationality and ethnic groups. Gypsies in Hungary. Churches and religious communities. Societies and clubs. Groups according to Gender and age. Groups according to occupation and wealth.	*Making presentations on the situation of a nationality or ethnic group.* **3.IIA** *Drawing up an estimate of a monthly budget for an average family with two/three children.* **2.IVB** *Panel discussion on the advantages and disadvantages of living in the country and living in a town.* **2.IIB; 2VB**	Acknowledging that different social groups have full rights in society. Listing the main Hungarian Churches. Knowing the largest nationality and ethnic minorities in Hungary. Being aware of impoverishment, unemployment and social inequalities.
Political structure of Hungary Political parties, representative bodies, trade unions, chambers, parliamentary democracy.	*Following daily papers for a week to give a summary about the activities of political parties, chambers and trade unions.* **2.IB**	Understanding that political parties offer different ways to solve the country's problems; that the main function of trade unions is to represent employees.
Disorders of socialisation Crime, vandalism, alcoholism, drugs, suicide, racism.	*Finding data on crime and alcoholism in current statistical publications.* **2.IA**	Knowing the major disorders of socialisation and their negative effects.
CIVICS		
The Constitution Basic laws. Sovereign state.	*Make a presentation from reliable sources on the origins of one of our national insignia.* **3.IA**	Understand the Constitution as the document of fundamental principles and laws.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Territory of state. National insignia. Main articles of the Constitution.	*Select pieces of news from the media that can be related to various articles of the Constitution.* **3.IA**	While studying civics, students should gradually be introduced to the most important elements of the Constitution.
The electoral system Suffrage. General elections. Modern parliamentary elections. Local elections.	*Stage an election meeting in the class.* **2.IIA**	Pupils should know who is entitled to vote in Hungary. Be aware of the significance of practising one's right to vote, and know voting procedures.
Basic rights and duties of a Hungarian citizen Economic, social and cultural rights. Equal rights of citizens. Duties and responsibilities of citizenship.	*Study the chapter of "Fundamental rights and duties" chapter in the Constitution. Explain how these prevail in today's Hungary.* **2.IB**	Naming the most important rights of the citizens. Be familiar with basic civic duties.
Democratic systems of government Separation of branches of government. The President of the Republic. Constitutional court. Publicity and openness.	*Argue for the importance of the separation of the branches of government.* **2.Va, C** *Select newspaper articles on the role of the President of the Republic.* **2.IIb** *Follow a week's press news. How does publicity work?* **2.IB**	Understand the work of the legislative, executive and judicial branches. Name the President of the Republic.
Parliament Legislation. Parliamentary control. The system and work of the Parliament.	*Debate on one of the current bills.* **2.VC** *Occasionally follow the broadcast of a parliamentary session.* **2.IIA**	Understand that the main function of parliament is legislation. Understand the role of the government and opposition in parliament.
The Prime Minister The executive branch. The law-making process. Ministries and ministers.	*Follow the work of the government for a week. Group government measures according to various functions (foreign trade, education etc.)* **3.IIB** *Draw up a list of questions to the Prime Minister on current political issues.* **2.IIIa; 3.Id**	List some of the ministries. Name the current Prime Minister.
Jurisdiction Law courts. Civil and criminal prosecution. The bodies of Public Prosecution.	*Stage a court case in the class.* **3.Ia; 3.ID** *Take interview with a lawyer.* **3.VB**	The difference between civil and criminal cases. Be aware of the rights of each Hungarian citizen to legal defence and legal remedies.
Local government The duties of local governments. The system of local government.	*Visit to the Town or County Hall. Outline the structure of the institution.* **2.IA**	Understand that the right of local self government of the people is practised through the elected local

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
The council, the councillors and body, the mayor. The mayor's office. The work of public administration. The administrative work of local authorities. Local government of minorities.	*Discuss on what issues they would call for a local referendum.* **3.ID**	representative body and occasionally through local referendum. Know the most important matters that are dealt with in the mayor's office.
Public order The police force. Prosecution of crime; protection of public order and security; traffic department. Security forces. Militia.	*Evaluate the work of the local police.* **2.VA** *Taking interviews at the local police station.* **3.Id** *Interview a fireman about his experiences at work.* **3.II.B**	The armed forces. Know how to employ the services of the police and the fire brigade.
National defence The necessity of national defence. Military service.	*Interpret respective articles of the Constitution and the text of the military oath of allegiance.* **2.IVA** *Visit an army unit, invite army lecturers on related topics, summarize of observations.* **2.IB** *Describe the procedure of a legal border crossing.* **2.Ia**	Understand that national defence is a fundamental civic duty, which might involve personal sacrifice.
Education and culture The role of education and culture in the society. Public education, vocational-technical training, higher education. Non-formal cultural and educational services outside the school system.	*Give reasons for the choice of the present school and decisions made about future studies.* **2.VB** *Visit cultural and arts centres, become acquainted with their work.* **2.IA**	Be familiar with the concept of compulsory education, and the opportunities for further studies.
Health and social policies Healthcare and welfare policy system health insurance (health and pension funds). Social security payment. Health care services. Ambulance. Social and welfare policies.	*Explain to younger pupils how to use the health insurance card.* **3.Ib** *Stage a "parliamentary debate" on current issues of social welfare policies.* **2.VB** *Debate how they would grant social benefit to people: available to all or only to those in need.* **2.VC**	Being able to use the health insurance card, and to call an ambulance. Be familiar with the most important social benefits and grants.
Foreign policy and relations of the Hungarian Republic Embassy, legation, consulate. International organisations. Bilateral relations. Relations of Hungary and the neighbouring countries. Hungarians outside the borders of Hungary. Hungarian citizens abroad. Passport, visa.	*Discuss what is necessary for a longer journey abroad.* **3.ID** *Collect information about the life of ethnic Hungarians.* **2.Ia** *Fill in an application form for passport with teacher guidance.* **3.IIa**	Most important practical information on passport and visas. Written and unwritten rules to observe when staying abroad.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	Civics		
	Sovereignty of the state Sovereignty: territory – population (citizenship) – sovereign power	*Discuss the difference between citizenship and ethnic nationality.* **3.ID**	Knowledge of Hungarian citizenship.
	Human rights and their international protection The Universal Declaration of Human Rights. The European Agreement of Human Rights Agreement of Children's Rights.	*Draw conclusions from selected passages of the Universal Declaration of Human Rights, the European Agreement of Human Rights and the Agreement of Children's Rights that can be relevant to the student's own life.* **2.IB**	Understanding that the rights to dignity and personal freedom are inalienable human rights, which cannot be taken away by anyone or anything, not even by the state.
	Hungary and Europe The Council of Europe, the European Union. NATO. The European defence system. The Organisation for Security and Co-operation in Europe.	*Collect data from newspapers about the relations between Hungary and the European organisations.* **2.IA**	Understanding the vital interest Hungary has in integrating into Europe.
	The UN and its organisation The UN Charter. The structure of the UN.	*Interpret some important parts of the UN Charter in groups.* **2.IIB** *Study the work of a specialised organisation within the UN.* **3.IA**	Be able to give examples of the most important tasks of the UN.
	Possible regional answers to global problems	*Prepare a speech or paper on how global problems manifest themselves in the student's immediate environment.* **3.IIA**	Be aware of one's duties and responsibilities towards the environment.
	Economics		
	The household Production and services in the household.	*Planning the roles and sharing of work in the family.* **3.IIB**	Main types of expenses of the household.
	Different forms of incomes (*earned and unearned – inheritance, prize winnings, property*)	*Discuss different forms of earning money.* ***3.ID***	
	Ways of spending incomes. Subsistence expenses – discretionary income. Consumption, "investment", savings in the household. Forms of savings.	*Daily, monthly and annual planning of family budgets.* **3.IIB** *Discussion on the ways spending discretionary income, forms of investment and savings: bank accounts, bonds, shares, investment units, purchase of real estate and foreign currency.* **3.ID**	Be aware of the price of staples and the main forms of savings and investments.

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Needs, preferences, rating needs.	*Investigate what people buy and for what possible reasons.* **2.IIIB** *Discussion about advantages and disadvantages of advance purchase: possibilities of credit in the family.* **2.IIIB**	Should be able to prioritise the needs of the family.
Demand as the driving force of economic growth.	*Discussion of the use of junior accounts and credit cards.* **2.IIIB**	
Work, leisure time, living standards, quality of life.	*Examine importance and types of insurance.* **2.IIIB** *Discussion about the correlation of living standards and quality of life.* **1.f,g; 2.VB**	
Business Business : size, field, classification of businesses, form of ownership.	*Grouping enterprises according to different points of view.* **2.IVC**	Know the concepts of enterprise and entrepreneur.
Conditions of starting a private enterprise (ideas, plans, market, sources).	*Discuss what business idea would be suitable for starting a private enterprise.* **3.ID**	Be familiar with the role of entrepreneurial spirit and skills in the economy.
Main reasons for the success or failure of an enterprise.	*Discussing who is regarded a successful businessperson and why.* **2.VA**	
Main fields and characteristics of the non-profit-making sphere.	*Discuss if it is necessary to introduce market relations in the health service, arts and education.* **2.IIA; 3.ID**	
The world of work The concept of employment. Industrial relations. Employment contract, collective contract. Private and collective interests, representation of interests, bodies for the protection of interests.	*Discuss the rights and duties of employees and employers. How can different interests be reconciled? The legal forms of representation and protection of interests.* **2VA; 3.ID**	Basic regulations in connection with employment. Possible ways of representing interests.
National economy The major output indexes of the national economy (GDP,GNI).		Understand the role of output in the change of living standards.
Production, services, infrastructure.	*Discuss the importance of infrastructure in the functioning of economy.* **2.IB**	List main fields of infrastructure.
The main pillars of economy – economic growth, employment, inflation, domestic balance (budget), external balance (balance of payment), debts.	*Discuss why a high budget deficit and external debt are a serious problem.* **2.IB**	Understanding the notion and consequences of inflation.

Attainment Targets		
Knowledge	Skills	Minimum Competency
The State budget. Causes and dangers of the budget deficit.	*Examine ways of cutting budget deficit.* **3.ID**	List the most important sources of income and expenditure in the state budget.
Different types of taxes.	*Fill in a tax form in group.* **3.IIA** *The higher the tax rates are, the more income the state has: discuss if this statement is true or false.* **3.ID**	Be familiar with the basic types of taxes.
Foreign trade Important fields of external economy, foreign trade.	*Discuss the what and when of exporting or importing.* **2.IIA**	Be familiar with the concepts of export and import.
Hungary and the international economic organisations (IMF, World Bank, GATT).	*Discuss if it is profitable to take foreign loans.* **2.IIIB**	Name a few important international economic organisations Hungary is a member of.
Hungary and the European Union.	*Discuss advantages and disadvantages of EU membership.* **2.IVA**	Name a few EU members.

HUMAN STUDIES

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	Humans and animals Prehistory of man (man as continuation and peak of biological evolution). Difference between humans and animals (human and animal physiology, brain, environment, tools, work, communication, society).	Be able to place man in the world of living beings. **1A**	Main theories about the origins of man. Significant differences between humans and animals.
	Body and Soul Health, illness, handicap. Cultivation of the body (physical training, leisure, clothing, our responsibility towards our bodies). The psychological, the spiritual, the social and the intellectual in humans. Holistic outlook on life and health.	Responsibility towards one's body in the spirit of a holistic view. **1G**	Most important links between physical and mental health.
	The human psyche Instincts, perception, cognition, action. Memory, imagination. Thinking, intuition. Feelings, sentiments, evaluation. Aggression, impulses.	Be able to classify manifestations of the human psyche in the system of common sense and emotions, instincts and consciousness. *(Understand that fine perception and intuition, emotions and the process of thinking are partly opposites and partly complementary).* **1A**	Difference between instinctive and conscious behaviour.
	The human personality The universal and the individual in human nature. Egos (*instinctive, conscious).* Temperament and character. Abilities, skills, talents, competencies, success, fulfilling oneself. Interests. Habits and addictions. Knowledge of the self, consciousness, confidence, self-control, self-esteem (self-love, selfishness and unselfishness). The value of man *(pride, arrogance, strength of character, human dignity).* Inner conflicts.	Ability to respect and understand others' personalities, to reach high level of self-knowledge, to take responsibility for oneself, to accept criticism as help. Realistic knowledge of the self and self-esteem, self-confidence, and sensible self-love. **1B,D** *With example drawn from life and art, show characteristic features of selfishness, knowledge of oneself, self-confidence, self-esteem and self-love.*	Understand that each man is unique, that some components of our personality are inherited and some are acquired. Be able to argue for having respect for someone else's personality.

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	**Thinking, communication, learning** Acquisition and knowledge. Verbal and non-verbal communication. Memory. Problem solving, learning. Intelligence, cleverness, wisdom.	Besides knowledge, appreciate creativity, willpower and other gifts as well. **1A,G**	Connection between speech and thinking.
	**The human mind** Openness and curiosity. The questioning mind, seeking explanations. Faith and learning. Creativity, inspiration, intuition. Set of values, philosophy of life. Conscience. Self-fulfillment.	Appreciate curiosity and the questioning mind. **1G**	A few characteristic features of the human mind.
	**Man as an evaluating being** Aspects of evaluation *(liking, pleasure, beauty, importance, usefulness, truth, rightness, decency, acceptability, value, morality, right and wrong).* Difficulties of evaluation *(good and worthy, permanent and changing values).* The values most people regard as most important *(integrity, freedom, knowledge, conscientiousness, life, work, love, beauty).*	Be open to recognise and appreciate values. **1G** Ability to form careful opinion, to provide sensible and just evaluation of other people. **1B**	Be aware of the most widely accepted values.
	**Man as a moral being** Choice and decision, intention and action. Evil, error, sin *(man guilty of one crime, evil characters, people making mistakes and committing crimes criminals, corrupt systems).* Ethical deeds *("Do the right thing and do it well").* Virtues.	Be able to consider choices in critical situations; to recognise and give reasons for right and wrong decisions of oneself and others. *Analysing different situations in life, draw up different possible solutions, evaluate what is right or wrong in them.* **1B;2.VB**	Differences of choice, decision, intention and action. Understand that people differ in what they consider right and wrong, and however, they often accept the same values and norms.
	**Human motives** Determination and roots. Desire, need, opportunities, will, success, wish. Interests, values, norms. Attitude and behaviour.	Discovering the motives behind different behaviours and decisions. **1.I;2.VA**	Main motives *(needs, interests, conscience).*

Attainment Targets		
Knowledge	Skills	Minimum Competency
Openness, empathy, tolerance. Prejudice and prejudiced behaviour. Intention, awareness, aims.		
Personal growth Characteristic features of age groups and stages of life. Moral development.	See man as a being of continuous growth. *Place certain people in mind (and self) in the appropriate age group and decide how far the characteristics of that stage apply to them.* **1a; 1F**	Main characteristics of different age groups.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

Relations and relationships Fundamental relations *(relation to objects, living creatures, relationships initiated by roles, intimate relationships).* Family relations *(parent-child, siblings, husband and wife, relatives).* Friendship. Other relationships *(On a scale from colleagues to the overall community of a nation).* Forms and ways of connections *(like-dislike, sincerity-insincerity, tolerance-independence, bias-openness, cowardice-bravery, aggression-peacefulness, cooperation-competitiveness, love-hatred).* Responsibility *(for oneself, others, one's children, nature and for our whole environment).* The most important values of good relationships (tolerance and *flexibility, honour, loyalty, unselfishness, sincerity, sense of duty, solidarity, respect, patience, politeness, management skills).* Conflict management.	A clear sense of roles and belonging. **1c,d** Realise relations to others, understand for who and to what extent one is responsible. **1c; 1D** *Try to interpret different signs of genuine or faked, selfish or unselfish behaviour.* **1B** *With the help of examples drawn from real life and art, try to differentiate between genuine or faked, sincere or insincere, selfish or selfless behaviour.* **1B**	Basic forms and values of human relationships and relations. Be able to argue for the value of carefully chosen and deep relationships.
Sexuality, love, marriage Sexuality *(of animals and humans, homosexuality).*	Consider deep, carefully chosen human relationships as highly	Connection between sexuality, love and marriage.

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	Sexual maturity, Maturity for love. Love (sexuality and love; innocence virginity, continence, autoeroticism.) Man longing for self-fulfillment and satisfaction *(desire, attraction, infatuation),* love of the other person, unconditional, sacrificial love. Getting acquainted, courtship, steady relationship, engagement. Relationship of man and woman and love in different cultures. Marriage *(as a home making, as an emotional, biological economic, legal and moral bound and alliance; family planning).*	valuable components of human life. **1D**	
     	**Community and society** Difference between human and animal communities. Man and his natural-social environment. The individual and the community *(groups, small communities).* The meaning of life and the meaningful life. Living standards, lifestyle, quality of life. Equality. Work and creative work. Culture and education. Different cultures in space and time. Deviation.	Be able to find opportunities for promoting the common good and enforcing human rights. **1E** Be able to argue the sensible and creative ways of leading one's life, for setting long-term targets and realising short term ones. **1F**	Similarities and differences of human and animal social ties. Understand the difference and connection between the approaches "How we live" and "why we live".
    	**Set of values and ethics** Interests and values. Set and systems of values. Customs, traditions, norms and philosophies. Morals and ethics. Changes of ethical norms in different ages and cultures, religions, social strata, occupations and in different living conditions. Law and ethics. Religion and ethics. Ethics and moral philosophies.	Appreciate the values of different coexisting moral concepts, and ability to argue for or against them. **1H** *Using examples drawn from real life and art show the connection and difference between interest and value, ethics and morality.* **1H**	Differentiate between morality and ethics.
	**Trust, hope, happiness, celebrations, beauty** Security and trust, pessimism and	*Illustrate with examples the difference between pessimism and cynicism, success and happiness,*	Be familiar with the most important holidays and their value in the local community.

Attainment Targets		
Knowledge	Skills	Minimum Competency
optimism, hope in a hopeless situation. Happiness and sorrow, desire and fulfilment. Success and happiness. Celebration and tradition. Games and play. Sense of humour. Beauty, harmony, art. *(Creative work and perception).*	*happiness and pleasure; by analysing different jokes, anecdotes and parodies differentiate between cheerfulness, playfulness, irony and sarcasm.* **1b; 1I**	Recognise the role of beauty and art in one's life, in addition to the usefulness.
Order and freedom Order (*security, peace*) and disorder (*anxiety, fear; disease; war*). Determination and freedom (*recognising one's restrictions, necessity, opportunity; choice and decision; material and intellectual freedom; free will*). Outer and inner freedom.	Ability to distinguish between "freedom bearing order", freedom from limits and licentiousness. **1H**	Connection between determination and freedom, differences between outer and inner freedom.
Life and death Permanence and change, development. Past, present and future *(memories; visions of the future, plans, utopias).* Finitness and infinity. Temporality and eternity. Death as annihilation and stepover; preparing for and facing up to it.	Be able to give an answer of some kind to man's (and one's own) mortal nature with regard to the mentioned attempts of interpretation. *Compare different ideas of "life after death", including the answers of different religions.* **1I**	Man as a historical being. Have basic concepts of the finite nature of human life and the most commonly held views on its continuity after death.
Faith and religion Faith and belief. Views of life and philosophies *(connected with views on nature, science, set of values).* Beliefs in God(s) and religions. Folk religions and beliefs. Religion *(as a system of beliefs, knowledge, feeling, rite, community; as an escape and shelter; as global explanation).* Autonomies of religion and science. Secularisation and atheism. Irreligion and new religious movements.	Be able to argue for one's own beliefs and respect those of others'. **1I; 3.ID**	Understand the role of beliefs, faith, philosophy and religion.

HISTORY

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	Prehistoric societies Place of Man in the ecological system of the Earth. Hunting, fishing and gathering. Making and using of tools. Development of agriculture, crafts, barter. Early religions, rites. Further names, concepts and dates: archaeology, prehistoric man, division of labour, Stone Age, Bronze Age, Iron Age, witchcraft.	*Draw up a system of the biological and geographical factors influencing the development of human society.* **2.IB** *Explain the difference between hunting and gathering and early agriculture.* *Bring up examples archaeological evidence of the Neolithic revolution of organised agriculture.* **3.IB; 2.IIIb** *Collect information from popular scientific literature about ancient cults and rites.* **2.IB**	First tools of man. Difference between hunting and gathering and early agriculture.
	The early Eastern civilisations Demographic changes. Villages, cities. Practice of irrigation. The first states and writing systems. City-states and empires (Egypt, Mesopotamia, India, China). Religion and culture in the ancient East. Names in addition, concepts and dates: dynasties, pharaoh, mummy, pyramid, hieroglyph, law, cuneiform writing, Babylon, caste, Buddhism, Hinduism, polytheism, monotheism.	*Evaluate the significance of the first states in the history of man.* **2.V** *Collect information and pictures about the art of the ancient East.* **2.IC** *Find common features in the teachings of religions of the ancient East.* **2.IIIB**	Egypt: pharaoh, pyramid; Mesopotamia: Hammurabi's code of laws; India: castes; China: Great Wall, silk, china.
	Judaism and the Bible Stories from the Bible. Beginnings of Jewish history. Names in addition, concepts and dates : Cannon, Palestine, Adam and Eve, Cain and Abel, Noah, Abraham, Moses, David and Solomon, the prophets.	*Compare earlier religions with the monotheism of Judaism.* **2.IIIB** Outline stories from the Bible. **3.IA**	Three or four stories from the Bible.
	Ancient Greece Hellions. The Polis in the ancient Greece. Athens and Sparta.	*Explain connections between geography and the development of the Greek polis.* **5.IIA** *Explain the differences between Athens and Sparta.* **3.IB**	Popular assembly in Athens. Education in Sparta.

Attainment Targets

Knowledge	Skills	Minimum Competency
Democracy in Athens and the Persian wars. Religion and everyday life. Science and art in Greek civilisation. Conquests of Alexander the Great and Hellenism Names in addition, concepts and dates : Hellas, Olympus, Zeus, Troy, Olympic Games, marathon, aristocracy. democracy, popular assembly, Pericles, 5th century BC, Acropolis, philosophy, slave.	*Compare democracy in Athens and modern democracies.* **2.IVC** *Show the influence of Hellenistic civilisation on cultural development. Evaluate the role of Alexander the Great.* **2.IIIB** *Write an essay on the reasons for Roman expansion.* **3.IIA**	
Ancient Rome Rome becomes an empire from a city-state. The golden age and crisis of the republic. Society, constitution, army, everyday life. Age of the emperors. Rome and the provinces. Pannonia. Germanic Volkerwanderung. Disintegration of the ancient world. Names, concepts and dates in addition: Romulus and Remus, Italy, Patrician, plebeian, consuls, senate, dictator, legion, Carthago, gladiator, amphitheatre, Julius Caesar, Augustus, origins of our time, Acquincum, Barbarian, Huns, Germans, Attila, 476 AD.	*Compare two typical extracts from two historical sources of different viewpoint.* **2.IIA** *Explain the advantages and disadvantages of the relationship between Rome and the provinces.* **2.VB** *Make a tableau on the remains of the Roman civilization.* **3.IIIA** *Make an summary of the main reasons for the disintegration of the ancient world.* **3.IIB**	Show the major stages of the expansion of the Roman Empire on a map. Remains of Roman civilisation in Hungary *(roads, aqueducts, baths, amphitheatres).*
Early Christianity and the New Testament Stories from the New Testament. Emergence and expansion of Christianity. Life of Jesus. Names, concepts and dates in addition: Mary, Joseph, Herod, Bethlehem, Nazareth, the apostles, the Last Supper, Pilate, Golgotha, Messiah, the Saviour, martyr, Constantine the Great, Constantinople.	*Be able to see the events of early Christianity parallelism with those of the Roman Empire.* **4.IIB** *Discuss what were the main reasons for the emergence of Christianity.* **2.IIIA; 3.ID**	Life of Jesus. Beginning of Christian time.
Early Middle Ages (5th-10th centuries AD) Economy and society in the early	*Collect information in a library about monasteries and monastic life.* **2.IB**	Ecclesiastical structure, Pope, bishop, monastic orders, Mohammed.

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
middle ages. Emergence of the feudal system. Franks. The Carolingian Empire and it's successor states. Europe around 1000 AD. Emergence of the Church. Clergy and monasticism. the Byzantine Empire and Eastern Christianity. Islam and the Arab world. Names, concepts and dates in addition: landlord, services, socage, Charlemagne, 800 AD, The German Empire, Pope, bishop, hermit, convent, nun, saint, icon, the Great Schism, Mohammed, Mecca, Koran, Caliph.	*Explain the connections between Islam and the Arab conquest.* **2.IIIA** *Draw a sketch map of European states 1000 years ago.* **5.IB** *Explain how the interest of the system of producers influenced production.* **2.IVC**	
Origins of the Magyars Emergence and migration of Magyars. Life of the nomadic Magyars. The conquest of the Carpathian basin, the settlement. Names, concepts and dates in addition: linguistic links, Finno-Ugric, proto homeland, nomadic, clan, tribe, alliance of the seven Magyar tribes, leader, shaman, Etelköz, Álmos, Árpád, 895 AD, the mountain pass of Verecke, campaigns.	*Show the influence of migration on the ethnic composition of Hungarian people, society, culture and way of life.* **2.IIIA** *Collect words to prove the Hungarian-Finno-Ugric linguistic links.* **2.IC** *Give an account of a few sources regarding the Hungarian conquest of the Carpathian basin.* **2.IA**	Show the major stages of Magyar migration and the occupation of the Carpathian basin on a map 895.
High Middle Ages (10th-13th centuries AD) Feudal system, knighthood, culture in the chivalric courts. Medieval Church. Life in the country and agriculture. The flourishing of cities. Manufacture and trade. Medieval thinking and culture. Romanesque and Gothic style. Names, concepts and dates in addition: feudalism, royal court, earl, count, baron, pilgrim, crusades, The Holy Land, monastic orders, relic, codices, excommunication, heretic, inquisition, serf, land in villain tenure, cotter, 3-field system, guild.	*Compare life in a medieval village and town using extracts from the textbook.* **2.IB** *Collect examples from literature about chivalric culture and the life of knights.* **2.IA; 3.IA** *Prove the significance of the intellectual and economic achievements of the Church.* **2x.V** *Make an illustrated summary of the distinctive features of Romanesque and Gothic architecture.* **3.IIIB**	Be familiar with the following terms: feudal lord, fief, land in Villein tenure, duties of the serf. Recognise the distinctive features of Romanesque and Gothic architecture.

Attainment Targets

Knowledge	Skills	Minimum Competency
Age of the Árpád dynasty Foundation of the state. Christian Kingdom. Géza and St. István. Consolidation of the new order (St. László and Kálmán Beauclerc). The Golden Bull and the Mongol conquest. András II. and Béla IV. Economic and social changes in the 13th century. Culture in the age of the Árpáds. Further names, concepts and dates to remember: 997–1038, county, marches, bailiff, tithe, pagan revolts, palatine, ban, voivoda, Transylvania, Székelys, Saxons, Kuns, Muhi, 1222, 1241–1242, The Holy Crown, charter, chronicle, legend, Anonymous, 1301	*Study how the social changes are reflected in the code of St. István.* **2.IA** *Draw a map of the defensive wars of Hungary of this period.* **5.IB** *Compare a few passages of the codes of László and Kálmán.* **2.VA** *Outline the reasons for the success of the Mongols using contemporary sources.* **2.IIB** *Presentings, pictures of remains of culture and civilisation in the age of the Árpáds.* **3.IIIA**	The work of St. István in the foundation of the Hungarian state; 1000. Strict code of St. László. Main events of the Mongol conquest. Béla IV., the "Second Founder" of Hungary. Extinction of the Árpád dynasty, 1301
Late Middle Ages (14th-15th centuries AD) Diets. Regions of Europe (Western Central and Eastern Europe). Wars, plagues, peasant revolts in the late middle ages. Italy, humanism, renaissance. Asian civilisations. Europe fighting Mongol and Turkish conquests. Further names, concepts and dates to remember: system of the estates, bubonic plague, mercenary, councils, Hussites, Gutenberg, The Ottoman Empire, spahi, janissary, sultan, pasha.	*Interpret the concept of diet.* **3.IB** *Show the major regions of Europe on a map.* **5.IIIA** *Make an illustrated summary of distinctive features of Renaissance architecture.* **3.IIIB** *Demonstrate the absolute power of the Turkish sultan.* **3.IB**	Recognise the distinctive features of Renaissance architecture.
Age of the Anjou dynasty (Hungary) Internal affairs and foreign policy during the reign of Charles Robert and Louis the Great. Economy in the age of the Anjous. Social changes. Population and natural environment. Further names, concepts and dates to remember: Temesvár, gulden, banderium, royal meetings at Visegrád, charters of 1351, nobility, manorial court, jus gladii, the Illustrated Chronicle.	*Examine how social changes are reflected in the code of 1351.* **2.IIIB** *Explain who benefited from the increase of the income of the court.* **2.VC** *Study the development of demographic changes from the foundation of the Hungarian state until the end of the 15th century using statistical data and diagrams.* **2.IA; 3.IC**	Economic reforms of Charles Robert. Louis the Great as a knight king. Battle of Belgrade, 1456.

Knowledge	Skills	Minimum Competency
Sigismund of Luxembourg, the Hunyadis and the age of the Jagiellos (Hungary) The age of Sigismund of Luxembourg. Defence against the Ottoman-Turkish expansion. János Hunyadi. The reign of Mátyás Hunyadi. Attempt at centralisation. Lifestyles in Hungary in the 15th century. Culture and education. The age of the Jagiellos. The disintegration of centralised power. The Dózsa peasant revolt. Resuming of the Turkish threat. The lost Battle of Mohács; Louis the Second. Further names, concepts and dates to remember: free royal towns, mining towns, market towns, higher and lesser nobility, border castle, governor, Belgrade, 1456, Corvina, the black Army, 1526.	*Make a summary of the most important events of the reign of Sigismund.* **3.IIB** *Give a presentation on the rise of the Hunyadi family.* **3.IA** *Evaluate the endeavours of King Mátyás concerning society, economy, foreign policy and culture.* **2.IIIB; V** *Study the international and internal factors implied in the decline and fall of the Hungarian state.* **2.IIIA**	János Hunyadi. Consolidation of the royal power in the reign of Mátyás Hunyadi. Main events of the peasant revolt, 1514 Battle of Mohács, 1526
Early Modern Age (16th-18th centuries AD) Great discoveries and their consequences. Encounter of European and non-European cultures. Reformation and Catholic renewal. Baroque age. Colonisation. The rise of the Atlantic powers. Beginnings of world trade. Absolutism. Development of the modern state. Rearrangement of power in Europe. Wars and armies in the early modern age. The English Revolution and Civil War. Great Britain and the development of parliamentary monarchy. The France of Louis XIV, the "Sun King". The rise of Russia. The change in the scientific understanding of the world. Enlightenment and classicism. Inca, Aztec, Columbus Further names, concepts and dates	*Make a list of the technical and scientific conditions of the discoveries.* **2.IC** *Examine the influence of the Reformation and Counter-Reformation on the development of culture, education and vernacular languages.* **2.IIIB** *Discern who the main colonial powers were from a map.* **5.IIIA** *Define the concept of absolutism.* **3.IB** *Present the main stages in the military development from the early middle ages to the 18th century.* **2.IVC** *Explain the reasons for the conflict of the king and the parliament in England.* **3.ID** *Evaluate the viewpoints of supporters of the reforms of Peter the Great and the conservative opposition.* **2.VA** *Collect pictures of Versailles.* **3.IIIA**	Discovery of America, 1492 Meaning of the Reformation. Recognise the distinctive features of Baroque architecture. Be familiar with the main features of Enlightenment.

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
to remember: Magellan, Vasco de Gama, Protestant, 1517, Luther, Calvin, Anglican Church, religious discord, Counter-Reformation, Jesuits, The Netherlands, manufacture, plantation, Puritan, Encyclopedia, constitutional state, Bourbon, Versailles, Peter the Great, tsar, Copernicus, Kepler, Galilei, Newton.		
Hungary in the Early Modern Age The division of Hungary into three parts. János of Szapolya and Ferdinand I. The Turkish world. Hapsburgs and the Hungarian estates. Principality of Transylvania. István Bocskai and Gábor Bethlen. Reformation in Hungary. Expelling the Turks. Economic and social changes. Population and environment. The war of independence of Ferenc Rákóczi II. Further names, concepts and dates to remember: 1541, Turkish occupation, György Fráter, Gyulafehérvár, Heyduck, permanent serfdom, manor system, Szigetvár, Gáspár Károli, Péter Pázmány, Miklós Zrínyi, 1686, Imre Thököly, 1703–1711, kurucz (sympathisers of Thököly and Rákóczi), labantz (pro-Hapsburg soldiers), deposal, Peace Treaty of Szatmár.	*Examine the role of Transylvania in the partitioned Hungary.* **2.V** *Collect facts about the influence of reformation on literature, printing, elementary and secondary education.* **2.IB** *Make a presentation on Zrínyi's ideas.* **3.IA** *Examine the consequences of the liberation of Hungary.* *Summarise the reasons for the war of independence, using Rákóczi's memoirs.* **2.IB**	Show the parts of the divided Hungary and the most important border castles on a map. 1541. Tell the story of the siege of a border castle. Bocskai and the settlement of the Heyduck. Golden age of Transylvania, the principality under Gábor Bethlen. Liberation of Buda. Important objectives and results of the war of independence led by Rákóczi, 1703–1711.
Reorganisation of Hungary within the Hapsburg Empire Hungary in the Hapsburg Empire. Population and economy. Society. Enlightened despotism and the estates. Marie Theresa and Joseph II. Intellectual life. Further names, concepts and dates to remember: council of governor-general, border areas, settlement,	*Summarise the changes in the conditions of the peasantry from the age of the Árpáds to the 18th century.* **2.IVC** *Make an outline of the form and structure of the Hungarian state within the Hapsburg Empire.* **3.IIB** *Point out the influence of enlightened despotism on the economic and cultural life of Hungary.* **3.IB**	Changes in the ethnic composition of Hungary. Codification of the relations between landlords and serfs by Marie Theresa. Edict of Religious Tolerance by Joseph the Second.

Attainment Targets		
Knowledge	Skills	Minimum Competency
immigration, customs regulations, regulation and codification of the relation of landlord and serfs, Edict of Religious Tolerance, standing army.	*Draw conclusions on the changes in the ethnic composition of Hungary on the basis of data charts.* **3.IC**	

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

The Age of the Making of Modern Society Birth of the United States. The French Revolution. Europe in Napoleonic times. The Congress of Vienna. The Holy Alliance. Revolutions in 1848–9. Agricultural and industrial revolutions. Birth of modern society. Urban and country life. Dominant ideas in the 19th century (liberalism, nationalism, socialism). The Romantic movement. Further names, concepts and dates to remember: Declaration of Independence, Washington, the third estate, the Bastille, 1789, emigration, reaction, Declaration of the Rights of Man, Marseillaise, constitution, nation, Jacobeans, the Terror, Waterloo, Watt, steam engine, Metternich, capitalism.	*Present the main reasons for the American War of Independence with the help of the Declaration of Independence.* **2.IIIA** *Give an opinion on the personalities and work of Louis XVI, Robespierre and Napoleon.* **2.V** *Show on a sketch map how the revolutions of 1848 influenced each other.* **5.IB** *List various technological inventions.* **4.IIA** *Examine the influence of the ideologies of the period on the revolutions of 1848.* **2.IIIA**	Foundation of the United States. Main events and symbols of the French Revolution (1789). A few important inventions of the industrial revolution. Show the major centres of revolution in Europe in 1848.
Beginnings of a bourgeoise society in Hungary The influence of the French revolution and the Napoleonic wars in Hungary. Age of Reforms, the Parliaments of nobility, István Széchenyi, Miklós Wesselényi. Ferenc Deák, Lajos Kossuth, József Eötvös. Country and town in the Age of Reforms. National renewal and the national minorities. The March revolution. War of Independence.	*Investigate the effects of war from an economic point of view, both within or outside the borders of a country.* **3.IB** *Using sources, explain the ideas of the significant politicians of the reform era.* **2.IVA** *Compare the Hungarian national renewal with the pursuits of the nationalities.* **2.IVB** *Collect drawings, pictures about life in the reform era.* **3.IIIA** *Make a presentation on bourgeois social changes in Hungary on the*	Lives and works of Széchenyi and Kossuth. 15th March, 1848. Be familiar with the main results of the revolution in 1848 and the significant events of the War of Independence in 1848–49.

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Further names, concepts and dates to remember: Hungarian Jacobeans, language reform, censorship, Houses of Parliament, Academy of Sciences, official language, manumission compensation, abolition of the privileges of the nobility, opposition, the Youth of March, 15th March, 1848, the Twelve Points, freedom of the press, national guard, government accountable to parliament, Lajos Batthyányi, The April Charter, peasant emancipation, suffrage, voluntary troops, spring campaign, Declaration of Independence, Arthur Görgey, József Bem, the battle of Világos.	*evidence of the April Charter.* **3.IA** *Make a sketch map of one of the campaigns of the War of Independence.* **5.IB**	
The Age of the Nation States and Imperialism Emergence of the unified states of Italy Germany. New responsibilities of the state (education, health service, social policy). Power politics, alliances. The "Eastern question" and the Balkans. European expansion and the creation of colonial empires. The American civil war. United States becoming an economic and political power. Modernisation of Japan. "The Golden Era": speeding up of economic, social and cultural modernisation. The labour movement. Further names, concepts and dates to remember: Bismarck, Prussia, Garibaldi, free competition, middle class, monopoly, Entente, Central Powers, Lincoln, abolition of slavery, trade union, The International, anarchism, Social Democracy, Christian Socialism, working class, proletariate, Marx, Engels.	*Follow the developments of the unification of Italy and Germany respectively on a map.* **5.IA** *Examine the new elements in the work and organisation of 19th century states.* **2.IVC** *work and organisation of 19th century states.* **2.IVC** *Study the effects of colonisation.* **3.IB** *Explain how it was possible for the United States to become a world power.* **3.ID**	Unification of Germany and Italy, respectively. The Central Powers and the Entente. Show the most important colonial powers on a map. Know the major forms of the labour movement.
Emergence of the Bourgeoise Society in Hungary Retaliation, military dictatorship, The Home Rule (Ausgleich).	*Collect information on the different forms of resistance after the failure of the War of Independence.* **2.Ic**	The 13 martyrs of Arad, 6th October, 1849 The Ausgleich, the Home Rule and

	ATTAINMENT TARGETS		
	KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
	Modernisation of the economy. Society on the way to a bourgeois society. Changes in lifestyles. Demography and nationalities. Urbanisation and the capital. Education and culture in the age of the dualist Monarchy. Inherent contradictions in the Home Rule and political life. Further names, concepts and dates to remember: Martyrs of Arad, Bach administration, passive resistance, 1867, joint affairs, Austro-Hungarian Empire, Franz Joseph the First, Count Gyula Andrássy, servants, day-labourer, gentry, upper middle class and lower middle class, Nationality Law, assimilation, The Millennium, emigration, gendarmerie.	*Compare a historical document emphasising the advantages of the Ausgleich and one on its disadvantages. Attempt to draw conclusions on the possible reasons for the different points of view.* **2.IIA** *Explain how Budapest was able to grow into a metropolis in a short time.* **2.IIIA** *Collect examples of fiction criticising the contemporary political system.* **3.IA** *Follow the history of a nationality in Hungary from the 18th century to 1914.* **2.IVC**	the formation of the Austro-Hungarian Empire, 1867. Significant results in the development of capitalism. The role of Budapest in the life of the country. A few significant figures in cultural and scientific life.
	From the First World War to the Great Depression The First World War. Consequences of the Great War : Peace treaties at Versailles. Revolutions and the civil war in Russia. Western democracies in the twenties. Problems of the East-Central-European region. "Modern times": changes in economy, society, ways of life and culture. Further names, concepts and dates to remember: 1914–1918, Blitzkrieg, trench warfare, militarism, pacifism, 1917, Bolshevik, Lenin, soviets (councils), communism, Soviet Union, one-party system, parliamentary democracy, right wing, left wing, Little Entente, successor state, inflation.	*Study the objectives of the belligerent countries, and show the most important theatres of war on a map.* **2.IIIB 5.IIIA** *Look for war memorials and mementoes of society in war times.* **2.IA** *Compare the post-war border lines laid down in the Versailles Treaties with the pre-war ones.* **5.IA** *Make a comparative chronological chart on the main European events of the 1917-1929 period.* **4.IIIB** *Collect information on changes in the way of life in the inter-war period (e.g., new roles for women, sports, film industry).* **2.IA**	Main frontlines of the First World war, technical innovations of warfare, 1914–18. Russian revolution and Bolshevik take-over, 1917. The new states neighbouring Hungary.
	The First World War and Hungary. Life in Hungary after the Trianon Peace Treaty The war : from declaration of war to defeat. Revolution and counterrevolution.	*Collect mementoes of the First World war from within the family or the neighbourhood.* **2.IA** *Study the objectives of different political groups after the successful "Michaelmas Daisy Revolution".* **2.IIIB**	"Michaelmas Daisy Revolution", 1918. The Hungarian Soviet Republic, 1919. The Horthy regency. Peace Treaty of Trianon, 1920, and its consequences; ethnic Hungarians outside Hungary.

Attainment Targets

Knowledge	Skills	Minimum Competency
Consolidation of the Horthy regime. Economic consequences of Trianon. Changes in demography and society. Hungarians outside Hungary. Cultural life. Further names, concepts and dates to remember: the democratic "Michaelmas Daisy Revolution", 1918, Count Mihály Károlyi, Hungarian Soviet Republic, 1919, Béla Kun, red terror, white terror, anti-semitism, Treaty of Trianon, 1920, revisionism, Count István Bethlen, new Hungarian currency: pengő.	*Studying documents, form an opinion on the most important measures taken by the Hungarian Soviet Republic.* **2.V** *Compare the red and white terrors.* **2.IVB; VA** *Group the most important measures of the Bethlen administration.* **3.IB** *Explain the effects on Hungary of the Treaty of Trianon.* **2.IIIA** *Take account of the significant intellectual achievements of the period.* **3.IA**	
From the Great Depression to the end of the Second World War The Great Depression and its consequences. Strengthening of state intervention. Fascist movements and dictatorships in Europe. Nazi Germany. Stalin's dictatorship in the Soviet Union. The United States. Democracies in Europe. International relations in the 1930s. The way to the Second World War and its outbreak. The Second World War. Destruction and victims of war. Anti-fascist resistance. Peace treaties. Further names, concepts and dates to remember: 1929–33, planned economy, fascism, Mussolini, national socialism, racial theory, Führer, Hitler, 1933, SS, Gestapo, concentration camps, Holocaust, Auschwitz, popular front, Kulak, collective farm, show-trials, Stalin, GULAG, 1939–1945, Churchill, Roosevelt, 1941, partisan, Stalingrad, war criminal, landing of allied troops in Normandy, Yalta, Potsdam, atomic bomb, Hiroshima, 1947.	*On the evidence of statistical documents, describe the great depression.* **3.IC** *Using document extracts, study the principle ideas of the German national socialism, such as: racial theory, anti-semitism, anti bolshevism, social demagogy.* **2.IIIB** *Discuss the causes for the development of Stalin's dictatorship and its most important characteristics.* **2.IIIB** *Compare the power structure of democratic and dictatorial states.* **2.IIIB** *Make a synchronised chronology chart about the most important events in world history in the 1929-1939 period.* **4.IIIB** *Make a sketch map of the main front lines of the war in 1940, 1943 and at the beginning of 1945.* **5.IB**	The Great Depression, 1929–33. Hitler's seizure of power and the main characteristics of Nazi politics, 1933. Development of Stalin's dictatorship. Most important elements of Stalin's policies. Main theatres of war in the Second World War, technical innovations in warfare, 1939–45.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Hungary from the Great Depression to the collapse in the Second World War Years of the Great Depression, end of consolidation. Revisionist foreign policy supported by Nazi Germany. The regime swings to the right. Hungary in the Second World War. German occupation of Hungary. Holocaust, genocide, The Arrowcross terror. Further names, concepts and dates to remember: Gyula Gömbös, Count Pál Teleki, Vienna Awards, 1941, forced labour service, anti-Jewish legislation, Voroniezh, shuttlecock policy, 19th March 1944, ghetto, deportation, 15th October 1944, Ferenc Szálasi.	*Describe the consequences of the Great Depression on the evidence of literary extracts and contemporary sociology works.* **2.IB** *Discuss why the majority of Hungarian society thought revisionism just and rightful, and how it led Hungary into the trap of following German policy.* **3.ID** *Describe the reasons and consequences of the German occupation of Hungary.* **2.IIIA**	Show the results of the territorial revision on a map. War destruction and casualties in Hungary.
The Latest Age A divided World. Power blocks, wars and cold war. Disarmament and thawing. Dissolution of the colonial system. Conditions of the "developing" countries and the North-South question. World economy. Development of the United States and Western Europe. European integration. Communist regimes. Fall of the Communist regimes. Conflicts in the Middle-East. The Far-East (Japan, China). Science, technology, education and culture, way of life at the end of the 20th century.	*Compare the after-war situation of Central Europe with its pre-war conditions.* **5.IA** *On the basis of statistics make a summary of the most important factors of the internationally prevailing power of the USA.* **3.IC** *Explain the concept of Cold War.* **3.IB** *Collect information on how the one-time colonies developed after their achieving independence.* **2.IA** *Make a summary of the work of some organisations in European integration.* **3.IIIB** *Examine the changes initiated by the XX Congress of the Russian Communist Party.* **2.IIB** *Make a comparative chronological chart on the main events of international politics in the 1953-1990 period.* **4.IIIB** *Give own opinion on what caused the fall of the communist regimes.* **2.IIIA** *On the evidence of documents, demonstrate China's significance in international politics.* **2.IIIB**	The UN. Features of the Cold War. Liberation of colonies. The European Union. Fall of the communist regimes.

Attainment Targets		
Knowledge	Skills	Minimum Competency
	Investigating statistical data, summarise the development of Japan's economy and society and examine the causes of Japanese success. **3.IC**	
Hungary after the Second World War Post-war reconstruction and chances for establishing a democratic public life. Demography and nationalities in the post-war period (human casualties, exchange of population). Peace Treaty of Paris. Stalinist dictatorship (1948–1954). Economic and cultural policies of the party state. Road to the revolution. Revolution in 1956. Suppression of the revolution. Reprisals. Further names, concepts and dates to remember: distribution of land, coalition, 1945–48, Paris Peace Treaty, compulsory delivery, ÁVH (Hungarian Secret Police), 23 October 1956, worker's council, Imre Nagy.	*Make calculations of the destruction and casualties of the war.* **3.IIA** *Analyse the objectives of the major political parties.* **2.VA** *Discuss the role of the Red Army in the development of the political situation.* **3.ID** *Examine the situation of the peasantry, working class and professionals using contemporary memoirs.* **2.IIIB** *Point out the international importance of the 1956 revolution.* **3.IB** *Collect information on how people involved in the events evaluated the 1956 revolution and the following reprisals.* **2.IVB**	Post-war reconstruction. Peace treaty at Paris. Hungary during the Stalinist dictatorship. Main events of the revolution, 23 October, 1956.
The Kádár regime Challenges of the world economy and attempts at reforming the economy. Restructuring the society. Living standards and way of life. Signs of the social crisis. Political changes and the change of system.	*Make a summary of the economic and social changes of the 1960-1980s.* **3.IA** *Group the causes that led to the collapse of the communist system.* **2.IIIB**	Characteristics of the Kádár regime. Change of the political system, 1989–90.

MAN AND NATURE

NATURAL STUDIES

PHYSICS

CHEMISTRY

BIOLOGY AND HEALTH STUDY

Education in the cultural domain of *Man and Nature* introduces students to the characteristics of materials, the features of living organisms and the changes, interactions, phenomena and laws of the natural environment, thus creating the ground for modern scientific knowledge. By achieving it's specific educational objects, this study helps developing love for nature and responsibility for the treasures of nature.

The objective of *Natural Studies* is to provide an elementary education in natural sciences. The child observes, protects, nurtures nature, and discovers the relationship between mutual dependence of the living world and the environment. Science education is a part of environmental education, even at an elementary level. It is a complex development of personality, behaviour and attitudes that enables children to co-operate with others and live an environmentally conscious life. Science education concentrates on teaching and continuously practising those methods of acquiring knowledge that are suitable for the age group in question. Nature-related activities develop the ability to experience objectively, and they also teach how to record experiences verbally, in drawing and in writing. Teaching of 6–12-year-old children may only initiate but not terminate the process of their acquisition of scientific knowledge and developing concepts. Therefore, the National Core Curriculum does not require the ability of students of defining and learning scientific concepts.

In their *Physics* studies, students primarily learn about those mechanical, thermal, electrical and optical phenomena that provide the basis for a modern way of thinking about physics, teaching and studying of other sciences, and helping them to answer simple questions raised by everyday life and technology. Furthermore, students should be familiar with the discoveries of modern physics on an elementary level that are directly or indirectly used in the technology of today (nuclear energy, electromagnetic rays, satellites etc.).

Chemistry provides students with a basic knowledge of the characteristics, transformations and practical uses of natural and artificial materials that are regularly used or are indispensable in everyday life, through practical examples and experiments carried out by the student or the teacher. Systematisation, easier understanding and therefore lasting knowledge of data-types facts is facilitated by fundamental laws of the structure of substances. Chemistry lays the foundation for a nature-friendly way of thinking, and contributes to the promotion of a responsible attitude to our environment.

In *Biology and Health Studies,* students discover the interrelationships between living organisms and their environment, connections between the body structure and the life style of living creatures, the unity and the evolution of

the living world, the permanence and variability of living things. Biological studies should develop a conscious and active demand for protecting the environment, one that is based on the knowledge and love of nature. Biology also gives an insight into how close the relationship between man and environment is, the favourable and harmful effects on human health. By learning the structure and functioning of the human body, students can follow consciously the rules that are necessary for a healthy way of life.

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
I. Competence of obtaining, processing and using knowledge	
1. Students should be interested in natural phenomena and processes. They should be able to acquire knowledge through the observing, measuring, experimenting with and modelling of natural phenomena and processes, and the use of educational literature and the library. They should also be able to recognise different problems related to various fields of sciences. Students should be able to	
a) recognise and observe on an elementary level natural phenomena (objects, living creatures) and processes;	A) feel the necessity for carrying out experiments and phenomena, processes, changes and interactions;
b) carry out simple observations and experiments under the supervision of the teacher;	B) consider when observing nature that nature is an integral whole, and it is only divided into parts when we get to know it; be able to plan and execute scientific examinations and simple experiments without help;
c) recognise tools and equipments that are necessary for observations, and use them safely;	C) be experienced in the safe handling of educational, observing and experimental tools;
d) get acquainted with everyday measurements and the use of units of length, mass, volume and time;	D) be well-trained in the use of the SI units and units that do not belong to the SI system but are used in practice, as well as of fractions and multiplies of them;
e) find information in an encyclopaedia with the help of the teacher;	E) be able to use different technical encyclopaedia, dictionaries, books of maps, books of formula and charts unaided; understand the information in scientific non-fiction books, articles, TV-and radio programmes that correspond to their intellectual capacities;
f) notice the beauties of nature.	F) appreciate the beauty of nature.

GRADES 1–6	GRADES 7–10
2. Students should be able to compare, categorise, systematise knowledge gained from the natural and technical environment, and to interpret experimental results. They should also be able to explain verbally, describe in writing and graphically represent their experiences of nature. Students should	
a) be experienced in the elementary comparison of qualitative and quantitative characteristics of different objects, living creatures and phenomena;	A) be experienced in selecting important and unimportant characteristics and factors, that are important or irrelevant in the acquisition of knowledge and observation;
b) be able to compare interactions and changes in the neighbourhood and the wider environment, with the teacher's help;	B) be able to determine how the change of one factor or quantity affect the other, related factor or quantity in course of an experiment;
c) be experienced in the categorisation of a certain group of phenomena and processes, according to different aspects;	C) be able to arrange data obtained in observations, measurements and experiments in a clear format; be experienced in the systematising of objects, living creatures, phenomena and data, and recognise correlation between the members of the system;
d) be able to explain and record the result of their observations and experiences simply, in their own words;	D) be able to interpret the results of experiments and observations, draw conclusions from of them and generalise; know the most important technical terms; be able to clearly explain and record knowledge gained from observations and experiments, in writing; use the conventional signs for materials and quantities;
e) notice the connection between reality and its visual representation; be able to interpret simple visual and written information; be able to use maps and sketch maps.	E) be able to represent data obtained from experiments and observations in different diagrams, figures, and read and interpret the data from diagrams and figures; gain experience in the preparation of simple sketches, schematic figures and diagrams that are related to the study material, and in the interpretation of diagrams and drawings.
3. According to the breadth and depth of their knowledge, students should be able to explain natural phenomena and processes and their technical uses. They should also be able to utilise the experiences and skills acquired through the studying of the educational material of sciences in solving everyday problems. Students should	
a) be able to find simple explanation for simple natural phenomena that are not discussed by the curriculum, and explain the operation of simple technical appliances;	A) be able to interpret natural phenomena and explain the operation of tools, machines and appliances that are often used in everyday life and are not discussed in course of their studies, and use models of them, if necessary;

GRADES 1–6	GRADES 7–10
b) understand that the state of the their environment also affects their own health, and feel the need for a healthy environment;	B) understand, on the basis of their practical and theoretical knowledge, that health is a merit, and be able to sustain their physical and psychological health as a healthy environment, as well;
c) their eyes should be opened that they are responsible for the future and sustainability of the environment, and therefore have respect to environmental values.	C) seek after reducing and solving problems related to environmental protection and nature conservation, and for this end use their knowledge and skills acquired from their science studies.
II. Familiarity with the material	
Students should be familiar with the basic characteristics of materials of different organisation levels in the environment. Students should	
a) learn through their observations some characteristics of important living and inert material living in the environment;	A) notice perceptible and measurable characteristics of materials in nature and the technical environment; have an elementary knowledge of the particle structure of material and the interactions of particles; know organic and inorganic materials that build up the living body, the most important characteristics of them and the features of living material; have an overview of the characteristics of organisational levels of living material;
b) know about the dietary aspects of the healthy development of the human body;	B) see the correlation between the nutritive content and the nutritional value of foodstuffs;
c) abstain from trying out some consumer goods and drugs (alcohol, cigarettes, drugs);	C) know the effects of harmful materials (alcohol, nicotine, drugs, medicine) on the human body;
d) know which the most common environment pollutants are.	D) endeavour to prevent or diminish the harmful accumulation of pollutants in the neighbourhood.
III. Orientation in time. Time and natural phenomena	
Students should have an overview of the changes and development of the Earth and of life on; they should know that as time passes on living creatures also change. Students should	
a) gain practice in the measurement of time and the estimation of length time intervals;	A) know that an essential dimension of natural phenomena and processes is time; know that time is a basic quantity, by which some other quantities can also be determined;
b) know changes of the parts of the day and of the seasons and the reason for them; know that as time passes by, living creatures also change.	B) have an overview of the temporal changes and the development of the Earth and life on it; have an overview of the ontogenesis of living creatures and the main characteristics of the phases of human life; notice that phenomena may be reversible in certain

GRADES 1–6	GRADES 7–10
	cases, while sometimes they are not; notice the irreversibility of life processes.
IV. Orientation in space, Space and natural phenomena	
Students should be informed about the surrounding world, concerning the characteristics of the regions of the world and of their wild life. Students should	
a) know the cardinal points, be able to recognise them in reality and on the map;	A-C) See the general development objectives in the Earth and Our Environment studies.
b) be able to orientate themselves in the neighbourhood and its surroundings;	
c) know the location of where they live in Hungary and the location of Hungary in Europe;	
d) be able to describe the position of objects and movements from different viewpoints;	D) Students should know about the relativity of immobility and movement; know that at the observation of phenomena, the position and motion of objects are usually defined in relation to the Earth, but other reference systems may also be used;
e) be able to compare the size of objects in their surrounding objects to their own body sizes;	E) have an overview of order of magnitude, and be able to compare them;
f) know the habitat of surrounding plants and animals in their environment.	F) have an overview of characteristic plants and animals of continents and countries.
V. Familiarity with scientific understanding and the development of science	
Students should know that the development of science is a result of continuous research by scientists and researchers of different nations and countries, and that Hungarian scientists and researchers have played an important role in this process. Students should	
a) Recognise that knowledge of nature is gained through observations, experiments and measurements; they should be aware that they can broaden their scientific knowledge through books and articles and through television and radio programmes that are in line with their preparedness;	A) be aware of that understanding is a process, an approach towards reality; know that scientists working in different fields of science observe the same material world, and describe that from different angles and by different methods; there is strong connection between them, and they mutually help each other in research;
b) know that natural sciences, like other fields of science, have played a crucial role in solving of the problems of mankind and the improvement of living standards;	B) know the historical periods in which significant discoveries and inventions were made. and who the scientists are whose names are related to important discoveries and scientific laws;
c) appreciate and honour the achievements of scientists and their industry.	C) know about the outstanding scientific achievements of Hungarian physicians and scientists.

NATURAL STUDIES

DETAILED OBJECTIVES AT THE END OF GRADE 4

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
THE FOUNDATIONS FOR THE METHODS OF UNDERSTANDING		
Becoming acquainted with natural phenomena, relationships, materials and living creatures through activities and experiencing. Observation of plants and animals in the local environment.	Studying methods of understanding: observation, description, comparison, categorisation, measurement, the ability of following processes with attention. **I.1a,b,d; I.2a-c; III.a** Respecting life, demand for a positive attitude to the integrity and, if necessary, the protection of nature. **I.1f; I.3b,c**	Utilising acquired methods in the understanding of the environment. Expressing experiences verbally, graphically or in writing.
BASIC KNOWLEDGE OF THE INORGANIC WORLD		
Observing and measuring the perceptible features of different materials *(soil, water, air, minerals, metals, trees)*. Observing transformations *(solution, melting, combustion, weather, parts of the day, seasons)*. Most common pollutants of the soil, water and air in the local environment.	Using simple materials in the course of continuous individual observations, measurements and gathering of information. Reporting experiences, recording verbally, graphically or in writing, drawing. **I.1.a,b,c,d,f; I.2d,e; II.a; V.a** Discovering cause and effect relationships in observing changes. **I.2b; II.a; III.b** Continuous supervised observation, and collection of experiences. **I.3b,c; II.d**	Main characteristics of materials In different physical states *(cohesion, transparency, compressibility)*. The correct use of most the most frequently used units of quantity. The correct use of the terms "solution" and "melting". Names of weather factors, parts of the day and seasons. Knowledge about the prevention of soil, water and air pollution, and about their harmful effects on health.
THE BASICS OF SPATIAL ORIENTATION		
Main land forms *(mountains, hills, plains)* and surface waters *(lakes and rivers)*. The four cardinal points and their relation to each other. Simple sketches, route plans and sketch maps. Geographical features of the place of residence and its environment *(location, geomorphology, weather, plants, animals)*.	Recognising landforms in reality, by the help of map symbols. **I.1a; I.2e; IV.b** Students should be able to show the four cardinal points in nature. **IV.a** Spatial orientation by means of route plans and sketch maps (also with the help of a compass). Directed observations around the neighbourhood. **I.1b; IV.b**	Students should know the most characteristic landforms and surface waters of their environment. Determining the four cardinal points (by means of shadows, compass or vegetation). Naming and describing a nice place for outings in the neighbourhood. Students should be able to show the way to strangers in their own neighbourhood.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Fundamentals of Living Organism		
Main features of plants *(locust tree, horse-chestnut, petunia, geranium)* and animals *(dog, cat, sparrow, snail)* in the neighbourhood, and their relation to the environment.	Students should be able to distinguish the main characteristics of living creatures, then summarise them verbally, graphically or in writing. **I.1a,b,c,f; I.2d,e; II.a; V.a**	Recognising and naming parts of plants of woody or herbaceous stem, mammals, birds and invertebrates. Enumeration of environmental conditions that are essential for the life of plants and animals.
The Human Body and It's Functioning		
Main features *(movement, nutrition, respiration)*, physiological needs *(rest, heat homeostasis, nutriments)* and the most common diseases of a 6 to 10-year-old children's vital functions.	Students should observe the physiological features of their bodies, notice the changes in their vital functions, and the unhealthy state of their bodies. **I.3b, II.b**	Main dimensions of the human body *(height, weight, chest, size span of hand)* and characteristic values of vital functions *(respiratory rate, pulse rate, body temperature)*.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(Examples in italics)

Interactions and Energy Changes		
Recognition and experimental observation of mechanical, thermal, electric, magnetic and gravitational interactions. Symbol and unit of force. Simple interactions of light and matter (reflection, refraction, prism, colours). Experimental observation of solution. Combustion, conditions of fast and slow combustion. Fire extinguishing. Elementary interpretation of energy. Recognition of energy level changes by means of simple experiments. Qualitative definition of the law of the conservation of energy. Connection between work and energy. Experimental observation of changes in the physical state of matter. Thermal expansion of solid materials, liquids and gases. Observation and interpretation of thermal conduction. The corpuscular nature of matter.	Students should be able to carry out simple experiments without help and interpret them collectively. **I.1b; I.2a,b; V.a** They should be experienced in the measurement and the use of basic quantities (length, weight, time, temperature). **I.1d; III.a** Students should recognise relations between the features of objects and their characteristic quantities. **I.2a** They should look for common features of various kinds of changes. **I.2a,b** Students should be able to find the relationship between changes of the physical state, thermal expansion and the corpuscular nature of matter. **II.a**	Recognition of basic physical changes. The conditions of solution as a chemical process. The conditions of combustion and the basics of fire extinguishing. Familiarity with energy types, the recognition of energy sources and energy carriers. Knowledge of the energy supply in the neighbourhood. Possible ways of conserving energy. Use of units of work and energy. Changes in the physical state of matter in everyday life. The importance of thermal expansion. The recognition of thermal conduction in practice.

Attainment Targets

Knowledge	Skills	Minimum Competency
The Physical Geographical Environment		
Weather and climate. Daily and annual changes in air temperature. The most important atmospheric phenomena *(precipitation, wind)* and their origin.	Students should understand simple weather forecasts. **I.2e** Students should be able to read meteorological measuring instruments. **I.1c**	Factors in fluencing matter. The surface shaping effect of water and wind.
Main factors determining climate. Formation of landforms *(elevation, erosion, deposition)*. The environmental condition of air, water, soil and land surface.	Observation of the land and rock, guided examination of wildlife and the soil. **I.1b**	
Characteristics *(geomorphology, climate, state of the environment)* of the main regions of Hungary (Great Plain, Small Plain, the lower part of the Alps, the Trans-Danubian Mountains, the Northern Mountains) and Budapest. The location of Hungary in the Carpathian basin and Europe. Europe, our continent. Land and oceans on Earth. The relationship between the shape and the climate of the Earth.	The use of the map and the globe, reading topographic and hydrographic maps. **I.2e** Finding continents and oceans on the globe. Measuring and orientation abilities on the globe and the map. **I.2e; IV.a,c**	The knowledge of common map symbols, elementary use of the map. Preparing simple sketch maps. Recognising characteristic regions and important waters of Hungary on the map. Identifying geographic location on the map and the globe.
The Living World in the Environment		
Body structure, life cycle, environmental needs and cultivation of plants producing our most important fruits and vegetables *(plum tree, apple tree, grape, tomato, carrot, cabbage, potato, onion)*. Body structure and life-cycle of living creatures that are the pest of fruits and vegetables *(may-bus, cabbage-butterfly, peronospora)*. Body structure, life and breeding of common domestic animals *(pig, cattle, hen)*. Body structure and life of some animals living around the house *(mouse, swallow, earthworm)*.	Students should be experienced in the observation of parts of plants and animals, and the handling of necessary tools (scalpel, loupe) **I.1c** They should be able to categorise living creatures on the basis of similarities and differences. **I.2a,c** Students should notice interactions between living creatures and their environment. **I.2b**	Recognising and naming studied plants and animals and their parts. Relationship between the consumed parts of plants and the life-span of the plant. The significance in our life of the animals studied in our life. The role of man in the shaping of his living environment. Main principles of environment friendly agriculture and husbandry. Enumeration of human body functions and the necessary environmental conditions for them.

Attainment Targets		
Knowledge	Skills	Minimum Competency

Our Body and It's Functions

Main features of the body functions, physiological needs and common diseases in 10 to 14-year age group. The process and manifestation of adolescence *(changes of skin, exercises, voice pitch, secondary sex characteristics, menstruation, spermatism)*. Personal hygiene in adolescence. First aid and sick-nursing in the family.	Students should be able to explain the difference between growth and development by examples of personal experiences. **III.b** They should be mentally prepared for accepting corporal and psychological changes. **I.3b; II.c; III.b** Students should reject habits that damage health. **I.3b; II.c**	Conspicuous changes in the body shape and its functions in the years of adolescence. Environmental factors affecting the healthy functioning of the adolescent body, the importance of exercises.

(Here the Hungarian version consists of three maps showing the World, Europe and Hungary. The minimum objectives of topography are marked with capital letter on those maps.)

PHYSICS

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
TRANSLATIONAL MOTION OF PHYSICAL OBJECTS		
Uniform motion in a straight line Relativity of position and motion. (Frames of reference.) Translational motion. Investigating and characterising uniform motion experimentally. Calculating velocity. The law of inertia.	Recognising relativity of position and motion *(e.g. moving train, motion of sun)*. **IV.D** Recording the data of an experiment, recognition of the connection between time and distance travelled. **I.1.D; III.A** Plotting and analysing distance-time graphs. **I.2C; I.2E** Calculation of velocity and distance. **I.1D; I.3A**	Recognise uniform motion in concrete problems. Calculate velocity without change of unit. Newton's First Law.
Uniformly accelerated motion in a straight line Characterisation of the state of motion. Studying uniformly accelerated motion in experiments and its characterisation. Average and instantaneous velocity. Acceleration. Motion in free fall. Mass. Density. Calculation of density.	Recognising the state of motion in practical examples. **I.3A** Recognition and interpretation of change in motion. **I.2D** Interpretation of average and instantaneous velocity in practical examples. **I.2D** Description of uniformly accelerated motion by graphs. **I.2E** Practice in measuring mass. **I.1C; I.2C** Calculation of density, mass and volume. **I.1D; I.3A**	Recognise the state of motion in practice. Recognise accelerated motion in practice. Distinguish average and instantaneous velocity. Describe freely falling motion. Be able to measure mass and volume. Calculate density without change of unit.
Change in the state of motion Interaction that causes change in the state of motion. Linear momentum. Conversation of linear momentum. Dynamical interpretation of the unit of force. Vector diagram of force. Resultant of two forces. Equilibrium. Action-reaction couple of forces in interaction.	Investigation of interactions that cause change in the state of motion. **I.1A** Investigation of the change of velocity caused by the effect of force. **I.2A; I.2C** Interpretation of the unit Newton (N). **I.1D** Practice in measuring force. **I.1C,D** Experimental investigation of resultant forces. **I.1B** *Galileo and Newton and their work*. **I.1E; V.B**	Be able to distinguish between changes of motion. Know how to measure force. Know the vector diagram of forces. Recognise the action-reaction couple of forces in problems.
Different forces and their effects The law of universal gravitational attraction.	Experiments with elastic force. **I.1A** Measuring force with a spring balance. **I.1C; I.1D**	Recognise the effects of elastic force. Recognise the gravitational force in practice.

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	Planetary motion. The motion of satellites. Kepler's laws of planetary motion in qualitative form. Gravitational force and weight on the surface of the Earth. Friction. The resistance of a medium.	Deducing the weight of an object from its mass and vice versa. **I.2D** Experiments with the resistance force of a medium. **I.1A** *Loránd Eötvös's work*. **I.1E; V.C**	Recognise the phenomena of friction and resistance of a medium.
	Energy, Work, Heat		
	Energy and work Basic interpretation of energy. Interpretation and calculation of work. Types of energy.	Observing and analysing the changes in the state of objects in interactions. **I.1A** Calculation of work, force and path. **I.1D; I.3A** Recognise types of energy. **I.3A** *Joule's work*. **I.1E; V.B**	Calculate work without change of unit. Know the types of energy.
	Thermal interaction Basic interpretation of thermal interaction. Heat. Specific heat capacity, calculation of heat. Energy transfer under combustion *(steam engine, turbine, combustion engine)*	Have practice in measuring temperature. **I.1C; I.2C** Calculation of heat flux during temperature change and combustion. **I.1D; I.3A**	Describe thermal interaction. Analyse graphs that show processes. Know specific heat capacity.
	Change of state Fusion. Melting point. Latent heat of fusion. Solidification. Freezing point. Latent heat of fusion. Vaporisation. Factors that influence the speed of vaporisation. Boiling. Boiling point. Latent heat of vaporistion. Condensation. Energy change during change of state.	Explanation of experiments that show change of state. **I.2D** Explanation of graphs that show change of state. **I.2E** Calculation of energy during change of state. **I.1D; I.3A**	Know about changes of state. Recognise them in practice and be able to describe them. Know what melting point, freezing point, and boiling point mean. Know about latent heat.
	The Law of Conservation of Energy. Power. The Law of the Conservation of Energy. Calculation of efficiency. Calculation of power.	Calculation of efficiency. **I.3A** Calculation of power, change of energy, and time. **I.1D; I.3A** Watt's work. **I.1E; V.B**	Know the law of conservation of energy. Be able to calculate efficiency. Calculate power without change of unit.

Attainment Targets

Knowledge	Skills	Minimum Competency
Basic Electric Phenomena, Steady Electric Current		
Electric current and voltage Electric interaction. Elementary notions of electrostatics (attraction, repulsion, charge). Electric current. Sources of electric current. Electric conductors and insulators. Electric circuits. Current and its measurement. Voltage and its measurement.	Analysing electrostatic experiments. **I.2D** Connecting electric circuits. **I.1C** Know about the most commonly used conductors and insulators *(copper and aluminium, and porcelain, glass and plastic)*. **II.A** Drawing and analysing schematic diagrams of electric circuits. **I.2E** Practice in measurement of current and voltage. **I.1B-C** *Galvani's, Volta's and Amper's work*. **I.1E; V.B**	Components of electric circuits. Recognise conductors and insulators. Be able to assemble electric circuits (battery, torch bulb, switch, wire). Recognise and use symbols for the components of circuits. Be able to measure current and voltage.
Resistance Connection between voltage and current with the same load. Ohm's Law. Calculation of resistance. Unit of resistance. Resistance of a wire. Factors that influence resistance.	Measuring current and voltage with the same resistor. **I.1B-C** Recognising the connection between current and voltage. **I.2C** Calculation of resistance, voltage and current. **I.1D; I.3A** *Ohm's work*. **I.1E; V.B**	Know Ohm's Law and be able to apply it. Calculate resistance without change of unit.
Combination of resistors Resistors in series. Interpretation and calculation of the resistance of equivalent resistor of the series combination. Resistors in parallel. Comparison of resistors that are connected in parallel and equivalent resistor of parallel combination.	Measurement of current and voltage in a circuit where resistors are connected in series. **I.1B-C** Measurement of current and voltage in a circuit where resistors are connected in parallel. **I.1B-C** Analyse series-parallel combinations *(chandelier, hairdrier)*. **I.2D-E**	Assemble series circuits *(using torch bulb)*. Assemble parallel circuits *(using torch bulb)*. Recognise resistors in series and in parallel in real electric circuits and in their diagrams.
Effects of electric current, power dissipation Thermal effect of electric current. Interpretation and calculation of the work done by an electric current. Interpretation and calculation of electric power. Interpretation of the unit kWh. The chemical effect of electric current. The physiological effect of electric current. The magnetic effect of electric current. Electromagnet. Factors that influence the strength of an electromagnet.	Investigation of the thermal effect of electric current. **I.1A** Calculation of electric work. **I.1D; I.3A** Calculation of power, voltage, and current. **I.1D; I.3A** Investigate in experiments the chemical effect of electric current. **I.1A** Investigate in experiments the magnetic effect of electric current. **I.1A** Electromagnet in practice *(telephone, electric engine, ammeter, voltometer)*. **I.3A** *Jedlik's and Kandó's work*. **I.1E; V.C**	Recognise the thermal effect of electric current. Calculate work and power of current without change of unit. Compare the electric power of household appliances. Know about the chemical, magnetic and physiological effects of electric current and recognise them in appliances. Know the safety regulations and how to apply them.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Electromagnetic Induction, Alternating Current		
Electromagnetic induction Basic phenomena of induction. Induced electromotive force. Effects that influence the value of induced electric current.	Experimental investigation of elementary phenomena of induction. **I.1A** *Faraday's work.* **I.1E; V.C**	Recognise the elementary phenomena of induction.
Electromagnetic induction in practice. Alternating current Generating alternating current and analysing it. How does a generator work? Properties of alternating current. Description of alternating current and voltage. Effects of alternating current. Transformers, their structure and how they work. Transmission lines, the advantages of alternating current.	Applying knowledge about induction in order to understand how generators work. **I.3A** Recognise the connection between number of turns of coils and their voltages. **I.2C** Solving problems to calculate number of turns and voltage. **I.1D; I.3A** *Zipernovszky's, Bláthy's and Déri's work.* **I.1E; V.C**	Know how a generator works. Describe alternating current. Know the practical rules for using alternating current. Know the structure of a transformer and its applications. Know the advantages of alternating current.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(examples in italics)

Periodic Motions		
Circular motion Circular motion of a point. Uniform circular motion as an accelerated motion. Centripetal force. Relationship between the radius of the circle and the time of revolution.	Experimental investigation, analysis, quantitative description of circular motion. **I.1A; I.2B**	Recognise uniform circular motion. Velocity of point on circumference. Explain what centripetal force is.
Rotational motion of rigid bodies Description of the state of rotation. Moment of inertia. Ability of a force to change the state of rotation. Static interpretation and calculation of the moment of force (torque). Dynamic (qualitative) investigation of torque.	Rotational motion of the Earth. **IV.D** Experimental investigation of torque. **I.1A; I.2B** Calculation of torque, force, and moment arm. **I.1D; I.3A**	Describe qualitatively the rotational motion of bodies. Calculate torque. Know the conditions for equilibrium.
Equilibrium of a rigid body, simple machines Resultant force of forces that act on a rigid body.	Interpretation of resultant force in experiments. **I.2D** Investigate the conditions for equilibrium. **I.2B**	Recognise usages of simple machines in practice.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Moment of a couple of forces. Equilibrium of a rigid body. Simple machines. Equilibrium on an incline and on a lever.	Calculate the force required to sustain equilibrium. **I.1D; I.3A**	
Oscillatory motion Oscillation. Simple harmonic motion. Quantities that describe oscillatory motion. Consequences of external effects on oscillatory motion. Resonance. The motion of a pendulum.	Experimental investigation of oscillatory motion, describing it in graphs. **I.1A; I.2E** Experimental investigation of a simple pendulum. **I.1B** Measuring time. **I.1C; III.A**	Describe oscillatory motion. Be able to analyse simple harmonic motion. Be able to describe and characterise the motion of the simple pendulum.
Mechanical waves The wave. Longitudinal and transverse waves. Quantities that describe waves. Superposition of waves, the phenomenon of interference. Reflection and refraction of waves. Sound and the quantities that describe it. Sound sources, instruments. Ear and hearing.	Comparison of transverse and longitudinal waves. **I.1A** Applying knowledge of waves so as to understand sound waves. **I.3A**	Know the characteristic features of waves. Be able to recognise transverse and longitudinal waves. Recognise the phenomena of interference. Know the characteristic features of the propagation of waves. Know the characteristic features of sound and its propagation. Know how to protect one's hearing from noise pollution.
Light Phenomena		
Properties of light Source of light. Interaction of light. Energy of light. Rectilinear propagation of light. Shadow. Speed of light in vacuum (or in free space).	The sources of light (primary and secondary sources). **I.2C**	Know the rectilinear propagation of light. Know the speed of light.
Reflection of light The phenomenon of reflection. The laws of reflection. Reflection by concave and convex mirrors. Images formed by plane and curved mirrors.	Materials grouped by their interaction with light *(transparent or non-transparent, reflection, absorbtion)*. **I.2C** Experimental investigation of reflection. **I.1A** Be familiar with the application of curved mirrors (rear-view mirror, medical mirror). **I.3A**	Know the laws of the reflection of light. Have practical knowledge of the use of mirrors.
The refraction of light The phenomenon of refraction. Angle of incidence and angle of refraction.	Experimental investigation of refraction. Be able to explain total internal reflection as it occurs in nature and	Know about the phenomenon of light. Be able to recognise interference. Know the practical uses of lenses

Attainment Targets		
Knowledge	Skills	Minimum Competency
Refractive index. Speed of propagation in different media. The phenomenon of total internal reflection. Refraction in a prism. Colours. Interference of light waves. Propagation of light through converging and diverging lenses. Optical instruments The structure of the human eye and human sight. The use of spectacles. Dioptre.	technology *(mirage, optic fibre)*. **I.3A**	*(magnifying glass, camera lens, spectacles, microscope, telescope)*. Have knowledge about the protection of eyes, proper lighting in the place of work.
Electromagnetic Waves		
Electromagnetic wave The electromagnetic wave and its properties. Types of electromagnetic waves (radio, micro, infrared, visible, ultraviolet, X-rays, gamma rays).	Explain Hertz's experiment. **I.2D** Be familiar with the practical use of electromagnetic waves *(radio, tv, microwave oven)*. **I.3A** Infrared radiation and the greenhouse effect. Ultraviolet radiation and the ozone layer. **I.3C**	Know some practical uses of electromagnetic waves.
Liquids and Gases, Kinetic Theory		
Pressure Normal force acting on a surface and the surface under pressure. Pressure and calculation of pressure.	Analyse experiments and give a mathematical formula for relationships discovered. **I.1A; I.2B** Calculate pressure, normal force, and area. **I.1D; I.3A**	Know that pressure changes if force and area are changed. Be able to calculate pressure.
Equilibrium of liquids and gases Hydrostatic pressure. The dependence of pressure on the depth of a liquid column and on its density. Pascal's Law. Bouyant force. Archimedes' Law. The phenomenon of surface tension. Weight of air, atmospheric pressure. Interpretation of the pressure of gases using the kinetic theory.	Experimental investigation of hydrostatic pressure. **I.1A** Experimental investigation of buoyant force. **I.1B** Investigate the conditions of floating and sinking. **I.1B** Exercises on Archimedes' Law. **I.1D; I.3A** Investigate capillarity and surface tension. **I.1B** Analyse Torricelli's experiment. **I.1A** *Archimedes' work*. **I.1E; V.B**	Recognise the effects of hydrostatic pressure. Know Pascal's principle. Recognise its practical uses *(hydraulic lift, motor car's brakes)*. Recognise the effects of buoyant force. Know Archimedes' principle. Be able to use it in particular cases. Concrete problem. Know the conditions of floating and sinking and be able to use them in practical problems. Know about surface tension, capillarity and atmospheric pressure.
Kinetic theory. Gases. Ideal gas. Interpretation of Boyle's Law using	Investigate the connection between volume, pressure, and temperature of a gas. **I.1A; I.2B**	Be able to describe states of matter using the kinetic theory. Be able to apply the laws of gases

Attainment Targets

Knowledge	Skills	Minimum Competency
the kinetic theory. Gay-Lussac's law and its interpretation based on the kinetic theory. First and Second Laws of Thermodynamics. Irreversible processes. Mixing.	Explain phenomena and formulae using the kinetic theory. **II.A; III.B**	in simple problems. Have knowledge about irreversible processes.

Elements of Atomic and Nuclear Physics

Atoms and their components The structure of matter: atoms and molecules. The structure of an atom: nucleus and electrons. Emission and absorbtion of light. Photoelectric effect. Wave-particle dual character of light and electron. Explanation of some properties of matter by nuclear physics.	Systematise knowledge in physics and chemistry. **V.A** Interpret wave/particle duality of light and electron. **II.A**	Know the atomic structure of matter. Know the components of atoms. Know the role of electric interaction in atomic physics.
The nucleus and its structure Nucleus and it's structure: proton, neutron. Atomic number and mass number. Nuclear forces and binding energy. Radioactivity : half-lives, alpha beta and gamma decay. Nuclear fission, neutron-induced chain reaction. Nuclear bomb. Nuclear reactor, nuclear power station. Nuclear fusion. Solar energy.	Recognise some signs of radioactivity in particular instances. **I.3A** Form a realistic view about the risks and advantages of nuclear energy. **I.3C** *György Hevesy's, Leó Szilard's and Jenő Wigner's work*. **I.1E; V.C**	Know about the proton and neutron. Know that nuclear energy is many times greater than chemical energy. Have knowledge about protection from radiation. Know nuclear fission and fusion. Know how a nuclear power station works.

CHEMISTRY

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

Attainment Targets		
Knowledge	Skills	Minimum Competency
Fundamental Concepts of Chemistry, Connections, Laws		
Groups of materials according to their composition Simple and complex materials: elements (metal, non-metal); compound (acid, base, salt, metal-oxide, non-metal oxide); mixture; solution.	Classification of elements according to their features determined by experiments and observations. **I.2A,C**	Classification of materials listed in *Materials and Changes* into proper group of materials.
Chemical particles: atoms, ions, molecules The atom; its composition; atomic models. The weight and charge of the elementary particles of the atom (p^+, n^0, e^-). The chemical symbol. The periodic system. The origins of simple ions from atoms, the composition of ions, their marking and names. The molecule. Element and compound molecules composed of identical and different atoms; molecular models. The formula.	The interpretation of the model; the connection between model and reality. **V.A** The use of the periodic system: • determination of the composition of atoms, • determination of the composition of simple ions. **I.1E; II.A** Formulation of ionic compounds using the connection between the charge and the ionic proportiion. **II.A** The determination of the basic composition of simple molecules. **II.A; V.A** Review of the development of knowledge regarding the structure of materials, the work of some outstanding scientists (*Dalton, Mendeleyev, the Curies, Bohr, Rutherford*). **I.1E; V.B**	The neutrality and composition of atoms. The chemical symbol of the learnt elements and their atoms. Determination of the number of protons and electrons of the atoms on the basis of their place in the periodic system (serial number). The name and marking of simple ions. The name of the molecules and formula of amount of the materials included *Materials and Changes*.
The types of chemical changes The chemical reaction. Types of reaction: • combination, decomposition; • redoxi-reaction; solution of oxidation; solution of reduction; • acid-base reaction; neutralization; chemical reaction (indicators); • exothermic and endothermic processes. The equation of chemical reaction.	Differentiation of chemical changes from other types of material changes. **I.2A** Determination of the distinctive features of different types of reactions of the learnt reactions. **I.2A,C** The use of chemical symbols to mark the materials of the reactions. The understanding and application of the elementary steps in writing equations of reactions. **I.2D**	The chemical change. Classification of the reactions examined in *Materials and Changes* into the appropriate type of reaction. Denominatioon of the starting and originating materials involved in the reaction.

Attainment Targets

Knowledge	Skills	Minimum Competency
Substance quantity, and its unit, the mole. Quantitative interpretation of chemical symbols. Connection between substance quantity, mass and particle number. The law of the conservation of mass. The composition of solutions; saturated, unsaturated solution; solubility, composition mass percentage. The numerical measure of acidity, pH. The everyday use and the interpretation of the pH-scale.	Comprehending and imagining atomic sizes and the number of particles. **II.A; IV.E** Calculation of the mass of a given quantity of material and the number of particles in a given mass of material. **I.1D; I.2C** Observation of the law of the conservation of mass *(by measurement and by means of calculations based on chemical equations).* **I.2D** Calculations related to the dilution, concentration, and mixing of solutions. Preparing solutions to a certain concentration. Using measuring instruments *(scale, aerometer, thermometer, measuring cylinder)* **I.1C** Determining the acidity and pH of solutions *(with universal indicator).* **I.2D**	Quantitative interpretation of given chemical symbols, formulae and equations. Interpreting data in the preparation and usage instructions of everyday solutions. Determining the acidity by the pH indicated on the containers of household chemicals (cosmetics).

Materials and Changes

Occurrence, production, practical uses and demonstration (by demonstrative and student experiments) of characteristic reactions of variation materials; examination of their environmental and physiological effects. (The depth of the study is determined by the everyday importance of materials. Important parts of the curriculum are in **bold letters**. Others should only be mentioned in regard to their practical use.) **1. Non-metallic elements and their compounds:** **Hydrogen, water** Halogens: **chloride**, bromide, iodine. **Oxygen**, ozone, hydrogen-peroxide. **Sulphur, sulphur-dioxide**, sulphur-trioxide, **sulphuric acid.**	**Skill criteria refer to the entire sections of the topic** *Materials and Changes.* Compliance with safety regulations of experiments. **I.1C** Determining the features of materials: • on the basis of perceptible features; • using physical tables (melting point, boiling point, density, etc.); • determining chemical features by demonstrative and student experiments. **I.1A; II.A** Recognising the connection between the characteristics of materials and their physiological and environmental effects. **I.3B** Recognising the connection between the characteristics of materials and their everyday use. **II.A** Chemical interpretation of instruc-	**Minimum Competency refers to the entire section of the topic** *Materials and Changes.* Understanding simple experimental descriptions *(users instructions of household chemicals).* Carrying out simple test tube reactions *(production of hydrogen and oxygen, measuring pH)* and simple laboratory operations *(filtration, sedimentation, condensation, boiling).*

Attainment Targets		
Knowledge	Skills	Minimum Competency
Nitrogen, ammonia, nitrogen-dioxide, nitric acid, ammonium-nitrate, ammonium-chloride. Phosphorus, phosphorous acid. **Carbon (Cgr, Cd)**, methane, **carbon-monoxide, carbon-dioxide, carbonic acid.** Silicon, silicon-dioxide, silicates (glass). Noble gases.	tions for materials of our daily lives. Recognising the symbol of poison, cautious use of poisonous materials. **I.3A**	
2. Metals and their compounds: sodium, potassium, **calcium**, magnesium, **calcium-oxide**, magnesium-oxide, **sodium-hydroxide, calcium-hydroxide,** **sodium-chloride**, calcium-sulphate, sodium-carbonate, calcium-carbonate, **aluminium**, aluminium-oxide, **iron**, iron-oxide(s), zinc, lead, mercury, gold, silver, copper, copper-sulphate.	Recognising the consequences of careless handling of materials and the violation of instructions; acquiring an environmentally-conscious attitude. **I.3C; II.D** Collection of information *(experience at home, library, mass communication)* on the utilisation of materials. Connections of the history of chemistry and certain kinds of materials *(the work of Irinyi, Görgey, Károly Than, Szent-Györgyi and Hevesy)*. **I.1E; V.C**	Characteristics and use of **studied materials.** Physiological and environmental effects of materials. Students should know the chemical and everyday names and chemical symbols of **important materials.**
Practical Applications		
Materials, applications, processes that are important from a practical aspect • Composition, and common pollutants of air and natural waters. Data *(pH, hardness, concentration of nitrate ions, carbon-monoxide, nitrogen-dioxide, sulphur-dioxide)* characterising the quality (composition, cleanness, pollution) of water and air. Protection of the cleanliness of water and air. Drinking water cleaning, and sewage treatment. • Raw materials, energy sources: ores, *(iron ore, bauxite)*, mineral carbons, crude oil, natural gas. Energy production, utilisation of fuels. • Foodstuffs as raw material and energy sources: fats, carbohydrates, proteins.	Recognising the importance of chemistry in the protection of the environment and the restoration of environmental damages. **I.3C** Collecting data and information on industrial and communal air-and water pollution. Determining *(with quick tests)* the quality of natural water (drinking water) in the neighbourhood. Following with attention and interpreting everyday data *(TV, mass communication)* concerning air pollution. Developing personal responsibility and finding opportunities to protect the close environment (place of residence). **I.3C; II.D** The necessity of an economical utilisation of raw materials and energy (in respect of the individual, the economy and mankind). **I.3C**	Composition and common pollutants of air and water. An economic and environment-friendly use of products of the chemical industry. A safe use of household chemicals.

Attainment Targets

Knowledge	Skills	Minimum Competency
• Handling, storage, appropriate use of household chemicals: salt, vinegar, citric acid, liquid ammonia, hydrochloric acid, hypochlorous acid. • Metals as structural materials; alloys; corrosion and protection against it. • Some inorganic chemical processes: *metallurgy, sulphuric acid production, glass production.*	An economical and appropriate utilisation of household chemicals. Interpretation of users instructions of chemicals. **I.3C** Use of various carriers *(video- and TV films, flow-charts)* for obtaining information. **I.1E** Being informed about the products of the Hungarian chemical industry.	

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

Basic Chemical Concepts, Conceptual Relationships, Laws

The structure of materials Electronic configuration of atoms, the structure of electron shells. Interpretation of data in the periodic table on basis of the atomic structure. The Formation of ions from atoms, ionisation energy. Electron affinity. Simple and compound ions. Electron-negativity. Chemical bonds: primary bonds, secondary bonds. Masses of substances: gases, liquids, solids, crystalline materials. Crystal-lattices: metal-, atomic-, ion- and molecule lattice. Interpreting structure (chemical bonds, and mass structure) and characteristics of **elements** and **inorganic compounds** on the basis of their material structure.	Application of the relationship between the structure of atoms and the periodic table. **I.2E** Application of the relationship between the number of valence electrons of an atom and the charge of ions formed from them. **I.2D** Determining the type of chemical bonds between atoms from the electron structure. Application of the rules of chemical formula construction. **I.2D** Application of information material on structure studies on inorganic compounds, discussed in descriptive chemistry. **II.A**	Determining the electron structure of atoms on basis of data from the periodic table. Simple and compound ions. Students should know the names, symbols and characteristics of **important** elements and inorganic compounds.
The chemical reaction Designating chemical reactions by equations. Speed, direction of chemical reactions, the chemical equilibrium. Redox- and acid-base reactions. Galvanic cells. Electrolysis.	Construction of chemical equations, according to the rules of equation arrangement. Determining structural changes of materials in chemical reaction. **II.A** Application of previously studied electric phenomena. **I.1B**	Interpreting chemical reactions. Interpreting redox- and acid-base reactions by the passing of particles. Practical application of electrolysis. The application of Galvanic cells. Elementary composition of organic compounds.
Quantitative knowledge Molar mass, molar volume (calculations). Concentration by substance quantity.	Applying the information concerning the quantitative interpretation of chemical signs *(chemical symbol, formula, equation)*. **I.2D**	

Attainment Targets		
Knowledge	Skills	Minimum Competency
Simple stoicheiometric calculations.	Chemical calculations, on the basis of molar mass and molar volume. Chemical calculations, based on equations. **I.2B**	
Materials and Changes		
Organic compounds Only phenomena and typical materials **in bold letters** should be discussed in details; others should only be described by mentioning their main characteristics. Composition, structure, characteristics, main reactions, production and utilisation of organic compounds. Categorising organic compounds by functional groups. **Hydrocarbons:** saturated, unsaturated compounds, homologous series (**methane,** ethane, propane, butane, **ethylene, acetylene**, isoprene, rubber). **Benzene** and its derivatives; phenol. **Alcohols** (methyl alcohol, **ethyl alcohol**, glycerine). Oxo-compounds, aldehydes, ketones (formaldehyde, acetaldehyde, acetone). **Carboxylic acids:** formic acid, **acetic acid,** lactic acid, citrid acid, organic acids with a high carbon atom number. Ethers, esters, **fats and oils. Carbohydrates** (glucose, sucrose, starch, cellulose). Amino acids, **proteins**. Nucleic acids. Natural and artificial plastics.	Determining the characteristics of materials by demonstration and student experiments. **I.1A** Recognising and applying the relationship between the composition, structure and characteristics of compounds. **II.A** Recognising the importance of functional groups in the formation of the common characteristics of compound groups. **I.2A,C** Recognising and understanding the biological function of organic compounds. **II.A,B** *Finding events in science history that are related to different materials by the using library, educational literature. Collecting information about the work of outstanding scientists.* **I.1E**	Basic types of organic compounds. Everyday names of studied organic compounds. Characteristics, environmental and physiological effects of studied organic materials.
Practical Applications		
Health-protecting and damaging substances: e.g. drugs, vitamins, alkaloids, alcohol, narcotic substances. Household chemicals: cleansers, detergents, and toiletries; cosmetics. Artificial fertilisers, insecticides, pesticides. Processes: *e.g. petroleum refinery, manufacturing of plastics, sugar-based alcohol production, paper mill industry, biotechnology.*	Understanding the functions and effects of health-protecting and damaging substances; developing personal responsibility concerning the use of them. Recognising the environmental effects of household organic chemicals, artificial fertilisers, pesticides and insecticides. Proper and careful use of them. Some products of the Hungarian chemical industry.	The effect of health-protecting and damaging substances. Proper use of household chemicals. An environmentally friendly and health protecting-use of organic chemicals.

BIOLOGY AND HEALTH STUDIES

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY

REGIONS AND CO-HABITATION

The life and body structure of the living organisms of rivers, lakes and seas *(Danube, Lake Balaton, Atlantic Ocean)* which form a nutrition chain *(plankton – silure, carp-bream, plankton – jelly-fish – blue whale)* The self-purification of waters. The effect of pollution on animals.

Environmental circumstances of water-side habitats. Living creatures of the water-side. The relationship of living creatures in the water and of those on the water-side.

Environmental circumstances of the development different forest types *(domestic deciduous forests, South-American rain forests, deciduous forests, Asian Northern conifer forest)*. Life and body structure of living creatures of certain forests which form a nutrition chain *(oak forest – mouse-fox, pineapple – howling monkey-jaguar, spruce – capercaillie – lynx)*. Significance of forests in the biosphere, reasons of their depletion.

Environmental circumstances of the development of different grassland types *(domestic meadows, African savannah, American prairie)*. The life and body structure of the most characteristic living creatures of certain grasslands constituting a nutrition chain *(meadow-grass – locust – lizard, grass – zebra – lion)* The significance of grasslands in the biosphere, reasons of their depletion.

The life and body structure of the most characteristic living creatures of different regions under extreme

Ability to highlight and compare the important characteristic features of animals and plants living in different regions and to put them on the basis of similar characteristics in the scientific taxonomic categories. **I. 2A, C; IV.F**

Ability to recognise the connections and interplay between the life and body structure of the animal and its environment even in case of those animals and plants which were not included in the curriculum. **I.1A; 1.3.A; II.A**

They should recognise that the protection of the natural symbiosis of domestic and other regions is essential for life on earth.

Ability to recognise whether condition of the student's environment is deteriorating and desirable to hinder the deterioration. **I.3C; II.D**

Ability to appreciate the aesthetics of domestic and foreign regions, the biology of different regions and living creatures. **I.1 F**

Name, appearance and life of animals and plants of domestic waters, shallow seas and open seas. One nutrition chain of domestic waters, shallow seas and open seas respectively. Examples for the connection between the structure of the body of animals living in waters and their environment. Name, appearance and life of the living creatures of the domestic waterside and of the sea-shore.

One or two examples for water and water-side pollution and prevention of pollution.

Name, appearance and life of plants, animals and mushrooms of our domestic forests (death cap!). The name, appearance and life of the most characteristic living creatures of tropic and northern cornifer forests. One nutrition chain of forests. One or two examples for the connection between the structure of the body of animals living in forests and their environment. One or two examples for forest destruction types and their prevention (of destruction).

Name, appearance and life of plants, animals and mushrooms of our domestic meadows. Name, appearance and life of the most characteristic living creatures of tropic grasslands. One nutrition chain of the grasslands. One or two examples for the connection between the structure of the body of animals living in grasslands and their environment. One or two examples for forest destruction types and prevention (of destruction.)

Attainment Targets		
Knowledge	Skills	Minimum Competency
weather conditions *(deserts, polar areas, high mountains)* constituting a nutrition chain *(moss – reindeer – polar bear)*		
The body-structure of cultivated plants *(wheat, corn, lemon tree, banana tree, date and coffee)*, the environmental circumstances for their cultivation.	The work of researchers in the biology of the Earth *(Linné, Kitaibel).*	Name, appearance and life of the living creatures of the tundra and polar regions. One or two examples for the connection between the structure of the body of animals living under extreme weather conditions. Putting the living creatures listed in the curriculum into their scientific taxonomic categories.
The Human Organism and Health		
Parts, organic systems and tissues of the human body. Common characteristics of cells of the human body. Parts and functions of the skin. Hygiene of the skin and prevention lesion and diseases of the skin *(mycosis, acne, callosity).* Active and passive parts of the locomotion (organic system) *(muscles, joints and bones)*, their structure *(tissues)* and functions *(transformation of energy, bending and stretching)* Prevention injuries and diseases of this organic system *(careless posture, flat-feet, scoliosis, rupture of tendons and of muscles).* Parts of the digestive system and their functions. Prevention of diseases of this organic system *(dental caries, upset stomach, intestinal infection, helminth).* Parts of the respiratory (organic) system and their functions. Training this organic system and prevention of its diseases *(cold, flu, pneumonia, cancer of the lungs).* Parts of the circulatory (organic) system and their functions. The composition of blood and the func-	Ability to carry out simple physiological (qualitative and quantitative) analysis and experiments and to record and evaluate the results of the analyses and experiments in accordance with their purpose. **I.1C; I.2B-E** Students should apply rules of health protection not only as a habit but consciously, they should internalise a demand for hygiene and a healthy lifestyle. I.3B Students should be aware of the fact that their reproductive organs do not develop at the same speed as their other organ(ic system)s, and too early sexual intercourse can be harmful, whereas self-restraint is not harmful at all. **III.B** They should understand (of the fact) that the individual development of people does not proceed at the same speed, therefore people of the same age can show considerable differences which are not pathological. Tolerance of retarded and disabled people. **III.B** Students should acquire the behaviour that rejects drugs and other addictions. **I.3B; II.C**	The place of the most important (inner) organs in the human body. The protective function of the skin against dangerous mechanic, chemical, luminous and thermal effects. Methods of taking care of and cleaning the skin. The co-operation of the skeleton and the muscles. Ways of preventing the most frequent disorders and injuries of the organs of locomotion. Roles of the oral cavity, the stomach, the liver, the pancreas, the small intestine and the large intestine in digestion and material intake. The most important rules of healthy nutrition and oral hygiene. The passage of air in the respiratory system. Forming sounds. The consequences and prevention of effects which (may) reduce the respiratory surface *(air pollution, smoking, inflammation).* Material transporting and protective functions of blood. Way of blood in the big and small circle. Possibilities of preventing the most frequent heart and blood-vessel diseases. Attending injuries with not substantial bleeding.

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
tion of different parts *(transportation of gases, nutrients, decomposed materials and hormones, inner protection, blood clotting).* Training the organic system and preventing from diseases *(heart attack, arteriosclerosis and varicose veins).*		
Parts of the excretory system and their functions *(secretion, storage)* Prevention of excretory system diseases *(inflammation of the urinary bladder, inflammation of the kidney).* Parts of the male and female reproductive system and their functions. The hygiene of the reproductive organs and prevention of diseases *(fluor, herpes).* Sexual intercourse and birth control. Stages of the human ontogenesis, their characteristics and most important medical problems. Parts of the nervous system. Different ways of learning. Preventing the nervous system from diseases *(diseases of the sensory organs, neuritis, exhaustion, neurosis)* and effects of addictions and drugs *(coffee, alcohol, heroin and LSD).*	Students should be acquire the knowledge how to know about the body, the life-functions and health from propaganda materials. **I.1E** Researchers playing an important role in the exploration of the structure, the life-functions and the diseases of the human body. *(Vesalius, Harvey, Pavlov, Szent-Györgyi).*	Formation and channelling of urine. Prevention of the most frequent diseases of the kidney and the urinary tract. Connections of the composing and decomposing processes of metabolism. Tracing a few materials participating in metabolism. Place and time of spermatozoon and gamete production. Place and time of fertilisation. The menstruation cycle. The most frequent methods of contraception. How to prevent sexual *(gonorrhoea)* or sexually transmitted *(AIDS, syphilis)* diseases. The period and stages of the embryo development. Childbirth. The most characteristic manifestations of the corporal, spiritual and behavioural development after birth. Main parts of the neural system, names of hormone producing glands. Examples for neural and hormonal regulation. Examples for conscious and unconscious regulation. Possibilities sensory disability corrections. The most frequent hormone deficiency diseases and the possibilities of their treatments. The pathological effects of alcohol and the most frequently used drugs.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
THE BODY AND LIFE-FUNCTIONS OF ANIMALS		
Different animal cells and tissues. Different coverings *(cellular membrane, epithelium, chitin, keratin)* and their dual function. Different movements *(with muscles, without muscles)*. Heterotroph metabolism. Different methods of nutrient intake *(incorporation, through body surface, with oral organs)*. Different respiratory organs and their functioning *(branchia, lungs and tracheae)*. Different ways of transport in animals *(without circulatory system, in closed or open circulatory system)*. Different forms of reproduction *(sexual and asexual reproduction, outside and inner fertilisation)*. Cleavage (of the zygote), differentiation, development of the embryo. Different forms of post-embrional development *(with transformation, without transformation)*. Different ways of caring (the offspring) *(nesting and autophagous birds)*. Different sensory organs *(complex eyes, antenna, side-line)* and types of nervous systems *(net-like, centralised)*.	Ability to highlight and formulate the essence of life-functions of different animals. **I.1.A; I.2A, D** Recognition of the fact that the same life-function can be produced by different body-structures. **I.2D** Ability to see – when comparing the body and life-functions of humans and different animals – that from a biological point of view man is only one among/of the living creatures. **I.1B; I.2A,II. A** Work of researchers who had important achievements in the exploration of the body structure and life-functions of animals *(Malpighi, Leeuwenhoek, Otto Herman)*.	One example for each of the different animal tissues. Parts of an animal cell. One example for each animal covering. One example for each way of animal locomotion. One example for each type of animal nutrition. The essence of the heterotroph metabolism. One example for each type of respiratory systems. One example for each method of inner transport. One example for each type of reproductive systems. The main stages of the embryo development. One example for the development both with and without transformation. One example for each way of taking care of offsprings.
THE BODY AND LIFE-FUNCTIONS OF PLANTS		
Parts of the body, organs and tissues of plants. Different position-changing plants *(turning towards the light, climbing)*. The nutritive materials of plants, the in-take of different nutritive materials *(through the body surface, through roots or leaves)*.	Familiarity with the handling of microscopes and with the evaluation of the picture in the sphere of vision. **I.1C; I.2E** Ability to plan and carry out simple causal analyses and experiments individually and to perceive and evaluate the changes. **I.1B; I.2B,D**	One example for the place of each plant tissue. Similar and different parts of plant and animal tissues. One example for each types plant movement. One example for each type of nutrient in-take in plants. The essence of autotroph metabolism. The essence of photosynthesis.

Attainment Targets

Knowledge	Skills	Minimum Competency
Autotroph metabolism. The process and significance of photosynthesis.		
Transportation of different materials *(from cell to cell, with phloem and xylem elements).* Storage and secretion of different materials *(inclusion, defoliation).* Different forms of sexual and asexual reproduction *(with division, spores and seeds).* Sexual organs of angiosperms, development of the off-spring. The process and conditions of germination. Conditions of growth and development.	Work of researchers who had important achievements in the exploration of the body structure and life-functions of plants *(Hooke, Liebig, Paál).*	The essence of liquid circulation in plants. One example for each type of storage and secretion of plants. Pollination, fertilisation, seed and fruit development. Establishment of the conditions of germination with experiments.

General Characteristics of Living Communities

The relation of animals to the change in inanimate environmental factors *tolerance, migration, hibernation).* Nutrition and social relations *(symbiosis, parasitism).* The structure of nutrient networks. The circulation of different materials *(oxygen, carbon-dioxide)* in the biosphere. The flow of energy in the nutrient networks. The significance of natural communities in the maintenance of life on Earth. Artificial living communities and the problems of public health *(decrease of variety, urbanisation).*	Understanding the fact why the process of photosynthesis is so important for life on earth. **II.A** Ability to see the connection between the life style of living creatures in the students' environment and the daily and yearly changes of the environment. **I.1A; I.2C** Ability to represent the quantitative characteristics of nutrient networks in a draft form, and to understand such representations. **I.2E** Students should feel a need to know their biological environment from as many aspects as possible and as detailed as possible, and they should use scientific journals, books and identification handbooks other informational materials. **I.1E; V.A** Ability to argue for the importance of protected areas and against behaviour that pollutes and destroys the environment. **I.1F; I.3C; II.D**	Environmental factors affecting living creatures. Components of the animate environment of living creatures: nutrients and those feeding on them. The circulation of one material in the biosphere. Use of simple plant and animal identification processes. A few characteristics of a protected area. Active participation in the collection of materials which are harmful to the environment.

Basics of Genetics

Place and characteristics of genes *(carrier of chemical information, it reduplicates itself).*	Students should understand that the biological characteristics of living creatures are materially deter-	The relationship of genotype with phenotype. One example for the dominant, la-

Attainment Targets		
Knowledge	Skills	Minimum Competency
The information content and the characteristics of the living creatures *(the effect of the environment on the manifestation of genetic data).* The variation of different information during cell division and in the case of zygote development *(the random separation of chromosomes, pseudo-crossing, the random meeting of the gametes and sperms).*	minant, and characteristics that are not encoded in the genes cannot be developed. **II.A**	tent and intermediary hereditary process respectively. The inheritance of the sex of humans.
The consequences of the interference of the genetic variations *(dominant, intermediary character).* The change in the genes and its consequences.	Ability to see clearly that the diminution of the variety of genes is only desirable in the case of living creatures to be used by men, and that it is dangerous for life on Earth. **II.A; IV.F** Works of researchers who played an important role in the identification of the laws of genetics *(Mendel, Morgan).*	A few examples for hereditary diseases and disabilities.
Evolution of Life		
Processes resulting in the development of new species. *(mutation, geographical separation).* The appearance of the representatives of main taxonomic categories in time and the inhabitants of different habitats *(sea, fresh waters, mainland, air).* Development and evolution of man. Relationship of evolution and the natural system of wild-life *(origin, descendency, kinship).* The effect of man on his own evolution and the evolution of other living creatures.	Ability to draw the conclusion that living creatures and wild-life change constantly. **III.A,B** Ability to put living creatures into different categories by highlighting their important characteristics *(enueclates, and nucleate cells, monoplastids and multiplastids, thalloids and germinating plants, animals with ancient and new orifice).* Orientation in the natural (evolutionary) system of wild-life. **I.2C; III.B** Work of researchers who played an important role in exploring the process of evolution *(Lamarck, Darwin).*	One example for each of the reasons for evolution. The order of the development of the organisational levels of wild-life. The name, appearance and time of living and appearance of the most important representatives of the evolution of man. A few proofs for the origin and kinship of living creatures.
General Health Study		
Everyday health knowledge *(feeling of comfort, general condition, personal and environmental hygiene, health care and using health care).*	Ability to recognise the values strengthening health and to acquire behaviour promoting healthy life-style. **I.3B; II.C; V.C**	The possibilities of preventing diseases and the consequences of harmful effects for health. Using health care services

Attainment Targets

Knowledge	Skills	Minimum Competency
General medical knowledge *(diseases and health, infection, epidemic, vaccines, medical herbs, naturpathy, medical treatment, screening).* The medical knowledge for giving birth to and bringing up children *(contraception, family planning, pregnancy control, aptitude test, ways of child birth and care).*	Ability to behave in a sexually responsible way. Works of researchers who played an important role in combating diseases *(Pasteur, Jenner, Semmelweiss, Koch, Virchow).*	*(vaccines, screenings, specialised medical tests, pre-natal care, paediatrics).*

OUR EARTH AND ENVIRONMENT

The cultural domain *Our Earth and Environment* makes the students acquainted with the characteristics of their close and wider natural, social and economic environment. It helps to have a clearer view on their situation in the world, on our national values and on the favourable and unfavourable environmental facilities. In the framework of this cultural domain the global environmental thinking of the students is improving which requires the examinations of phenomena and processes, the ability to see the connections and generalizations and also the interpretation of the processes as a global system. All the phenomena and processes have to be presented in their change, improvement as well as showing their possible consequences. The students have to be made realise that people remarkably changed their environment with their social and economic activities. They have to understand that the world is a global system, in which human beings live as natural and social creatures. This requires a reasonable utilisation of the natural resources.

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 7–10

(The objectives for the grades 1–6 are to be found at the cultural domain *Man and Nature*, under the general development objectives.)

I. Ability development

1. General abilities. Students should be able

A) to recognise natural formations, features, processes and correlations;

B) to develop an ability to choose and use specific information sources (such as maps, globes, special scientific literature, statistical brochures, illustrative materials);

C) to know and use correctly the scientific terms. To present their knowledge orally, in writing and also on simple maps;

D) to develop the ability to use their knowledge for actions and decisions in their future lives (within their possibilities);

E) to show a responsible environmental attitude.

2. Ability to gain and elaborate information. Students should be able

A) To have the ability for exact observation; to be able to observe alone according to the related aspects of the sciences related to *Our Earth and Environment*;

B) to be familiar with the different information materials (lexicons, scientific books, magazines, statistical brochures, albums, maps illustrations and video materials) and in their collections (library, museum);

C) to present their knowledge and observations correctly, expressively with proper use of the scientific jargon both orally and written, or graphical, and to illustrate them on simple maps; also have to have the ability to analyse and evaluate the work;

D) alongside the presentation of the events and situations in the students' environment, they also have to reasonably evaluate and reason them;

E) to understand that when presenting facts sometimes subjective elements also came across because of the different interests; have to judge information coming from the most important sources and to draw conclusion from them.

II. Familiarity with the scope of knowledge

1. Knowledge about the materials of the environment. Students should be able

A) to recognise the most frequent minerals, stones, row materials, resources, soils, the ingredients of the water and air, from their characteristic features;

B) to have an overview on the facts of the natural, social and economic environment of humans that determines their economic activities;

C) to know the most frequent contaminating materials and their sources; to know how to reduce or stop their pollutive effects.

2. Space related knowledge. Students should be able

A) to have the ability of observational and deductive map-reading in routine, both on geological relief and thematical geographical maps;

B) to see relation between maps and the reality and the burdens of illustration;

C) to have proper ideas about the elements of the environment (such as oceans, continents, mountains, populations, economic products), their measures and the quality of the numerical data;

D) to gain general knowledge about the features of our country, the neighbouring countries and also about the countries in North, East, South, East and Central Europe; also have to gain general knowledge about the following countries: India Japan, China, USA, Middle East, Far East, Africa and Latin America;

E) to know the essential topographical terms for having an orientation in the geographical sphere.

3. Time related knowledge. Students should be able

A) to know the astronomical basis of time reckoning and to be able to use it (local time and zone time);

B) to be able to place in time the evolution of the Earth and the sphere, it's main steps (geohistorical time) and the basic social and economic changes;

C) to see the magnitude differences between the duration of geohistorical, evolutional, social and economic processes.

4. Environmental interaction related knowledge. Students should be able

A) to perceive and evaluate the changes in the environment as the result of social changes;

B) to know the renewed and non renewed energy resources; in connection of the resources to see the long and short term consequences of the energy generation and energy using processes in its natural and social environment;

C) to explain the interaction and connection of the natural and social features of the different regions, countries and continents of the world;

D) to understand what kind of effect the natural environment had on historic events and also how it influences the social and economic circumstances of the different countries;

E) to become acquainted with the interaction of different features of the economy and to understand what kind of effect the social end economic systems have on the development of a country;

F) to know the environment deteriorating processes caused by man and the possibilities to prevent and to stop them;

G) to understand that the social, economic circumstances, the traditions of different nations influence their way of thinking, their economic situation and their world conception; to know that people differ from each other but as human beings everybody is equal.

5. Regional and global problems related knowledge. Students should be able

A) to form a close attachment in the students to their homeland and to their social and natural values;

B) to get to know the effects and geological relation of the natural features in the national location of the Carpathian basin, it's traditions, urban system and economic structure;

C) to recognise the regional specialities, differences and the system of different continents, regions and countries;

D) to understand nature as a global whole, the global system of the Earth in which human being lives as a natural and social being; the public and individual damaging activities for the mechanism of the global system which has feed backs on the human life. After all human being endangers his/her own life;

E) to be well informed how to avoid the most important environmental threats;

F) to understand that there are no frontiers for the deterioration of nature and for preventing from the damages international collaboration is needed;

G) to get to know the fundamental issues of natural protection, our national parks and natural values; to know the principles and means of nature damaging: prevention and also the possibilities and limits of the re-establishment of natural sites in the damaged areas.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
THE EARTH AND OTHER PLANETS		
The Earth as a planet The origin of the Earth. The shape of the Earth, its movements and consequences.	*To study the geographical regions with the comparative analysis of tematical maps.* **1.1B; 1.2B-C; II.2A** *To collect historical examples of the use of planetary winds for transport.* **II.4D**	To know the location and the features of the main geographical zones.
Time Reckoning The theoretical background of the daily and yearly time reckoning.	*Time reckoning exercises in relation with the calculation of the time differences. (local time, zone time)* **II.3A**	The everyday use of the local and zone time.
Our cosmic environment The elements of the solar system, their construction, similarities and differences, their relation to the Earth (moon and solar eclipse) The origins and the development of the galaxies and the stars. Artificial celestial bodies. The main steps of space research and their significance.	*To understand the moon and solar eclipse with the help of models.* **I.1B** Orientation on starry sky. **I.1B**	The importance of the Sun for the life on the Earth. Be able to recognise the main celestial bodies (Sun, Moon and the big planets) The role of space exploration and the artificial celestial bodies.
THE EARTH 1. BASIC GEOLOGICAL PRINCIPLES		
The material composition Earth Minerogenesis and lithogenesis. The properties of soils and rocks, their characterisation and classification. The proofs of the development of living things, the fossils	*To undertake elementary mineral and rock researches.* To recognise the most important minerals and rocks. **I.1A; I.2A; II.1.A**	To recognise the following minerals, rocks and ores: quartz, fossil salt, coal, mineral oil, sand, marble, sandstone, clay, andesite, basalt, bauxite, granite, limestone, loess, shales, iron ore.
The origin and structure of the Earth The specifics of our Earth, it's structure and geophysical characteristics. The basics of plate tectonics, the origin of the ocean floor and the continents. The genesis of mountains, earthquakes and the volcano activities.	*To collect representative examples of the unique characteristics of the Earth.* **I.2A.; I.2C** *To interpret the characteristics of the crust structure on the basis of tectonic movements.* **II.4A.** To reason the locations of the volcanoes their activities and their differences.	To show the main rock plates on the map. To mention examples for the main movements of the rock plates. To know the major structural elements of the Earth and their origins.

Attainment Targets		
Knowledge	Skills	Minimum Competency
The inner and outer forces. The relation between the geological structure and the occurrence of minerals.	*To collects descriptions about major earthquakes, volcanoe eruptions and their consequences.* **I.1A; I.2B** To interpret the relation between geological structure and occurrence of minerals. **I.1A**	
Earth History The basics of time reckoning of Earth history and the periods of chronology. Changes in the main features of the Earth through its emergence.	*To prepare a geological timescale.* **I.1B; II.3B, C**	To know the chronology of Earth's history.
The application of geological knowledge and the use environment as a resource to it.	*To collect simple examples of the practical use of geology.* **I.2B**	To know the function of application geology. To know the geological values and the necessity of their protection.
The Earth 2. The Hydrosphere		
The occurrence of the hydrosphere, its structure and the water types. Management of water-supplies and water protection.		To know the structure of the hydrosphere, the differences between fresh water and the salt-water.
Inland waters The types of the surface and under surface water, their connections and use. The characteristics, of the surface waters and their connection with the environment factors. Dangers to the fresh waters and their protection.	*To recognise watertypes on drawings and maps.* **I.1B; I.2C** *To collect facts from the mass media or from the local community about the damage caused to water.* **II.1C; II.4F**	To know different types of surface and the undersurface waters. To know the main reasons for water pollution and its consequences.
Oceans and seas The geographical characteristics of the oceans and seas (their placement, structure, water movements, most important natural resources, importance). Endangered regions, the theories and practice of their protection.	*To study on relief maps the relief of the ocean beds.* **II, 2A** *To collect depth data on the maps in their atlas.* **I.1B**	The main currents of the sea and their effects on the climate.
The Earth 3. The Atmosphere		
The composition of the atmosphere.		To know the main elements of the atmosphere and their characteristics.

Knowledge	Skills	Minimum Competency
The basic processes of the atmosphere Their effects on the weather, the climate: global warming – greenhouse effect –, athmospheric circulation, cyclones and anti-cyclones, weather fronts, weather change, climate change.	*To establish a routine in the interpretation of weather forecasts.* **I.2B,C** *To hold a discussion about the possible climate changes.* **I.1E**	To understand the reasons for the climate changes.
The climate of the Earth The climate of the cold, continental and the hot regions. The causes of the climate changes, possibilities for their moderation.	*To analyze climate diagrams and climate maps.* **I. 2B,C** *To collect data about the effects of the air pollution on the climate.* **II.4F**	To know the main climate zones on the Earth.

The Earth 4. The Subsurface Evolution

Natural processes and the subsurface shaping human activities. The origin of the typical configurations on the Earth's subsurface and their regional characteristics.	To recognise the typical subsurface configurations in pictures and in reality. **I.1A,B**	To recognise the subsurface configurations in pictures or on models.

Continents – Regions – Countries

Representation on maps, thematical maps and the perception of distances	*To practice the reading of thematical maps and space photos.* **II.2A,B**	To have a basic familiarity in reading maps with different systems of measures and sign, and also in the analysis of climate diagrams.
The location of continents and oceans, their natural characteristics and natural resources: • Europe, • continents outside Europe. Their geographical place, structure. subsurface, climate, hydrology, soils, biosphere and most important raw materials. To show the geographical zones on the continents. • Oceans and seas. The different dangers to their natural environment. Various opportunities and the necessity to reduct these dangers.	*To analyse (possibly draw) cross-sections to show the connections between the subsurface, climate, flora and soil of the continents.* **I.1B; I.2C** *To show the geographical zoning by comparative analysis of the climate, soil, flora shown on tematical maps.* **I.1B; II.2A** *To collect examples from their readings when nature had effects on historical events.* **II.4D** Comparison of the size of continents and oceans. **II.2C** *To collect newspaper cuttings and information about the destruction of tropical forests, soil erosion and the effects of acid rain.* **I.1B; II.1C; II.4F**	The main geographical features of the continents and the world ocean. To understand the origin of climatic complexity. To list the elements of the geographical zones, to show their basic characteristics on the continents.

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
The social and economic characteristics of the continents and their changes: • Europe, • continents outside Europe. Number and composition of the population. The natural endowments, settlements, lifestyles, farming and their relations. The effects on nature by economic activities: • regional environmental problems, • environment management.	*To learn about the Great Discoveries from books or by visiting geographical museums.* **I.1B** *To find examples of the interactions between natural and the social characteristics of the continents.* **II.1B; II.4A,C** *To analyse cross sectional data illustrating the relations between natural features and agriculture.* **I.2B** *To find examples of environment pollution, damages and also solutions for environmental problems.* **I.1B,E; II.1C; II.4F**	To know the basic characteristics of the populations on the continents. To recognise the main types of the settlements in real life situation or in pictures. The relation between climate and agriculture through examples. To realise that environment damage has no boundaries that the countries have to rely on each other in environmental issues.
The main countries and groups of countries in the continents. Natural, social and environmental characteristics and their importance on the Earth. The cultural images of the different nations on the Earth.	*To use lexicons, annuals, statistics, general handbooks to get information about the counties on the continents.* **I.1B; I.2B**	To know how the geographical location of the countries influences their social and economic lives and their development.
• Europe. The country groups and individual countries in North, West, South, East and Central Europe. European Union, the Central and Eastern European region. Hungary's neighbouring countries. • Africa, Australia and the South Sea Islands, North, Latin and South America (USA, Canada), Asia (Japan, China, India Middle East, South-East Asia), Federation of Former Soviet Republics (Russia), Scandinavia.	*To collect information about the natural and social characteristics of the countries.* **I.2B; I.2D** *To discuss the geographical content of films, literary works, featuring the lives and customs of nations.* **I.2B; II.2D** *To collect pictures about the typical architectural styles and settlements of the continents, to get to know their music.* **I.2A,C** *To make a list of foreign products available in our country.* **I.1B**	To become acquainted with the natural, social and economic characteristics of the most important countries (our surrounding countries, France, Poland, Great Britain, Germany, Italy, Russia, USA, India, Japan, China, Brazil, South Africa). To know the terms listed at the topographical objectives as minimum attainment and also be able to show them on maps.
Typical regions Featuring typical regions and their influence on human culture. • relating to the geographical zoning (desert, monsoon areas, The Mediterranean, taiga); • relating to the subsurface (high mountains, middle mountains, karst regions, filled plains); • relating to economic activities (mine, industrial area, farmland,	*The exploration of typical regions in different aspects.* **I.1A** *Make surveys in order to show the geographical characteristics of the regions.* **I.2C** *Try to imagine and draw the future appearance of the typical regions.* **I.1C,E**	To recognise the typical regions in pictures and descriptions. To name the reasons of their emergence and the most important features. To be aware of the fact that the rehabilitation of the regions overcharged by human activities is of high importance, and is a pre-condition of our future existence.

Attainment Targets		
Knowledge	Skills	Minimum Competency
plantation, irrigation, oasis, technology parks); • special regions (resort and recreation areas, harbour, agglomeration zone, "famine" regions); • areas destroyed and re-established by man.		
The most significant Hungarian travellers, explorers and their roles in the discovery of the Earth and its nations.	*To get to know the geographical exhibitions of the Hungarian Geographical Museum and other museums* **I.2B** *A small presentation on Hungarian travellers and their discoveries.* **I.1B**	

DETAILED REQUIREMENTS AT THE END OF GRADE 10

(examples in italics)

The Geography of Hungary

The geographical location of Hungary, its place in the Carpathian basin and in Europe. The geo-historical evolution of the Carpathian basin, its structure and important rocks.	*Analysis of process diagrams showing the geohistorical processes.* **II.3C**	To recognise the main relief types in the Carpathian basin and the circumstances of their emergence.
The subsurface of Hungary and its relief. The geographical and geological values of Hungary and their protection.	*The use of thematical maps to get to know the characteristics of the subsurface* **II. 2A**	
The natural basis of social and economic development Our natural endowment and natural resources (climate, hydrology, flora and fauna, soil, energy resources, mineral resources). Our biological, hydrological, geological values and their protection.	*To examine the weather conditions in the Carpathian basin with the help of a TV weather forecast.* To interpret the different data of the weather forecast. **I.1B** *To illustrate by using diagrams the characteristics of the climate and see whether we can draw any conclusion from them.* **I.1C**	To understand the weather forecasts and to interpret the data about the climate. To know the natural gifts of Hungary. To name the most important mineral and energy resources and to differentiate those what we need to import.
The social basis of social economic development The subdivision of the Hungarian nation as a result of regional history; ethnic groups, nationalities.	To collect information and become acquainted with ethnographic literature. **I.1b; I.2B; II.5B** *To collect information about the causes of the demographic crisis*	The divisions of Hungarians caused by regional history. Hungary's ethnic groups, and national minorities. The social, economic consequences, threats of an ageing population.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Human geographical features of our country and the demographic processes. The influence of the natural environment on farming, settlements, construction and on the lifestyles. Types of settlements and their network. Factors conducive to economic development, their general features and regional differences. The economy structure and improvement of Hungary.	*by using statistics, almanacs, mass media.* **I.1B** *To examine the location of the most important nations in the Carpathian basin.* **I.2B,D; II.5B** *To show the characteristics of the settlement types and their network.* **II. 5B** *To examine the economic differences between countries by comparative analysis of the thematical maps.* **I.1B; II.2A**	To know the terms and other notions mentioned in the topographical objectives as minimum competency and to show this on maps and on working maps
The Hungarian economy The main characteristics of the sectors of the economy and their regional features (industry, agriculture, services, tourism, commerce) The characterisation of the infrastructure, it's influence on the economic development. The changes in the world economy and Hungary. International relations, attempts at integration into Europe.	*To collect figures about the transformation of the economic sectors by collecting information, reading papers and elaborating statistical data.* **I. 1B; I.2B** *To make a report on Hungary's tourist attractions.* **I. 2E** *To list the main export and import products.* **I.1C** *To collect facts and data about our connection with the European institutions.* **I.1B**	To know the characteristics of the sectors of the economy in Hungary. To know which factors have an effect on the economy. To know the natural and social circumstances and limits of economic development. To know the typical products of the Hungarian economy and agriculture.
The geographical characteristics of the Hungarian regions Natural energy resources, geographical, social, economic characteristics of the regions. Differences in regional development. The environmental state of students' region and their protection. The geography of their county/Budapest.	*To collect folk customs in connection with the natural features of the regions.* **II.5A**	To know the basic Hungarian geographical regions and to be able to characterise them. The geographical characteristics of their county/Budapest.
Zones on the Earth		
The geographical zones The climate zones. The solar and real climate zones, their emergence and characteristics. Hydrographical zones. The relation of water balance and water management in the climate zones and ecological problems. The living things, the soil and the surface. Forming zones, their zone system.	*To analyse the information gained from climate diagrams and climate maps.* **I.1B** *To collect examples of soil erosion.* **I.1A** *To prepare and analyse cross-sections to show the vertical geographical zones.* **I.2A,C**	To recognise the geographical zones by their characteristics and to know the causes of their emergence.

Attainment Targets		
Knowledge	Skills	Minimum Competency
The influence of geographical zoning on the society. The renewable energy sources and the structure of the agricultural zones.		
The State of the World 1. The Social Economical Picture of the World		
The natural and social environment The relation between society and the natural environment. The natural basis of the social and economic development.	*To collect information about the economic development of different continents with the help of economic history maps.* **I.2B**	To be able to name examples for the interaction of human beings and their environment. To understand the relation between the development determining factors.
The relation between the population and the geographical environment. The distribution of ethnic groups along geographical conditions. The reasons, characteristics and consequences of the population increase. The regional distribution of the population and its differences. Urbanisation and migration.	*To make a short presentation on the emergence of great cultures of the world on the basis of their readings.* **I.2C** *To know the main national characteristics of the world population with the help of age pyramids and statistical data.* **I.2B** *By the analysis of maps, outline the regional differences in the density of population* **I; II.1B,C; II2A**	To know the influencing factors of the territorial localisation of the world population, its structural characteristics To recognise the characteristics, reasons and consequences of urbanisation on Hungarian examples.
Settlements The role of the different types of settlements and their development. The relation between the natural resources and settling and farming, their spatial links and temporal changes. Comparative analysis of settlement types. Conditions for settlements to function (infrastructure, organisation), and their effects on the social-economic development.	*To show the role of the natural bases in the global settlements' network on the basis of examples from all over the world.* **II. 4C** *The comparison of settlements with the help of maps, aerial photographs and pictures.* **I.1B; II.2B** *Case analysis about the effects backing the development of transport and telecommunication.* **I.2B,D**	To recognise through examples the relations of natural fundamentals and settlements, to have an idea of their temporal changes. The possibilities for a healthy urban and village life. To know the role of the infrastructure in the quality of human life.
Economic sectors and structure (Energy management, industry, food industry, transport, commerce, services, tourism). The relation between the sectors. The environmental destruction caused by the effects of the economy, it's limitation and possibilities of prevention.	*To collect facts about the temporary price changes of certain products and to interpret their causes.* **I.1B; I.2B** *To prepare analysis to show changes on the basis of the information gained from statistical data and thematical maps* **I.1V; I.2C** *To prepare a report on the environmentally damaging effects of*	To know the activities of the main economic sectors and their main products. To understand the interaction and interdependence between the different economic sectors. To recognise the environmentally damaging effects of the economic sectors, to know the main means of prevention.

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
	industry, agriculture and the transport. **I.2D; II.1C; II5D** *To make a presentation about the effects on environment caused by mining and energy production, with the help of articles and pictures.* **I.2D; II1C; II.5D**	
Introduction of typical economic regions and their process of transformation. Changes in society and ecological fundamentals. Their environmental state and possibilities for conservation.	Situation games to show in a simple way the changing process of economy regions. **I.1E; I.2D**	To know their obligations towards the environment and nature preservation. To know that to damage the environment is against the law. It is a personal interest to obey the law.
Regional organisation of the economy Social, economic, regional, international collaboration and integration. Regional differences in economic development. World trade and international division of labour. Economic, social and environmental interdependence. Role of the world trade centres in the economy (European Union, North America, Eastern Asia). Place of the developing countries in the world economy.	*To discuss the possible reasons for different types of economic developments.* **I.2C,D** *To compare the economic developments with the help of statistical data.* **I. 1b; II.5C**	To understand the differences between the quality of life in the differently developed countries. To understand the interdependence of the countries. Examples of the different economic developments. To list international economic organisations, in which Hungary is a member state.
THE STATE OF THE WORLD 2. GEOGRAPHICAL ASPECTS OF THE GLOBAL ENVIRONMENTAL PROBLEMS		
Consequences of the population growth, production, and consumption Consequences of the demographic explosion. The emergence of the global food supply crisis. Problems of urbanisation. Crisis of energy and raw materials and their environmental consequences. Environment damage and harm. Endangered habitats and regions. Possibilities and limits for re-vitalising the natural areas.	*Calculations about the regional differences of the population growth.* **I.2C; II.5C,d** *Report on the main air, water and soil pollution processes.* **II.4F** *Getting information about the possibilities of regional rehabilitation.* **II.1c; II4F**	To be able to list some global crisis problems, to know their causes and the possible solutions. To know the effects of the most important environmental damage and to show them through examples.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Social influence on the environment and on the quality of life Relations of global and regional environmental dangers and their possible solutions.	*Examples from the press, tv of regional and global environmental dangers.* **I.2B** *To prepare an estimation (on the basis of case studies and particular examples) about the future of the geographical environment.* **I.1E; II.5E**	
International co-operation against the environmental crisis The unity and balance problems of human societies and the global system. Principles and possibilities of harmonic and sustainable development. International organisations for the management of global problems.	To prepare an announcement, a small presentation on the prevention of the environment with the help of information. from libraries and mass media **I.1B,E; I.2B,D**	The main international environment protection organisations.

(Here the Hungarian version consists of nine maps showing Africa, North-America, South-America, Australia, Asia, Europe [1], Europe [2], the Carpathian basin and Hungary. The minimum objectives of topography are marked with capital letter on those maps.)

ARTS

MUSIC AND SINGING

DANCE AND DRAMA

VISUAL CULTURE

MOTION PICTURE AND MEDIA

The cultural domain *Arts* enlisted in the title are based on national and universal human culture and on our everyday life, on nature and on the designed and constructed environment that possesses aesthetic meaning. With this broad cultural definition, this area encompasses several fields in order to enable children and adolescents to experience them in their own way and to pursue these activities. These fields, however, share common features: they are all means of transmitting and preserving values and their recipients can also be creators. Thus, by the idea of the arts, we also understand the ability to create as well as the ability of their competent reception and the ability of living with them.

As a result, children and adolescents empirically experience and understand the particular forms of human communication which are preserved and recreated in arts and in the culture of objects and the environment surrounding us.

In consequence, the materials in this field have the following common features: these forms of activities and their content are built upon the transmission of regularities, particular means of communication and the forms of expression to be found in culture; at the same time they encourage youngsters to approach culture in a personal way.

Here is contained inventive and courageous thinking, resulting from human curiosity, the formulation of new questions and interpretations, the attitude of openness towards culture and the appreciation of values based on experience and on insight.

The aim of *Literature* is primarily to develop the education in the native language and in interpretative reading. (Its objectives are listed under the cultural domain *Mother Tongue and Literature*). These aims, however, does not exclude a creative approach towards literature.

Music and Singing affects emotions and the human spirit through the experience of a language "above words" and through active singing. Musical education primarily means becoming acquainted with the language of music and the special components of music. Due to its emotional effects, listening to music is an essential device for the development of the personality.

Through a collective experience, the creative process of *Dance and Drama* stimulates human activities, it helps with getting to know yourself and the others; promotes the development of abilities to create and establish relationships; the experience of focused and planned work; the improvement of corporal and spatial security; the development of the sense of time and rhythm; the harmony of movement, and the clarity of speech.

Visual Culture is the use and formation of the world of phenomena and objects, which are visible or have been made visible (nature, artificial envi-

ronment and imagination). The role of visual education is the development of abilities and skills and transmission of knowledge needed for the utilisation and formation of the visible world.

Children acquire most of their information and experience visually through different visual influences. *Motion Picture and Media* also prepares the students for the efficient reception, usage, and arrangement of the visual experiences.

The task here is to transmit both our national culture and the universal one, which is part of the world's heritage.

MUSIC AND SINGING

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
I. The development of singing skills	
Getting students to enjoy music, evoking an experience-based pleasure in singing, establishing and developing a culture of singing	
a) Achieving unified, harmonious and collective within a group. Musically perfect performance of children's and play songs, songs accompanying folk customs, and dance tunes is an objective as well as correct respiration, sensitivity to the text, correct articulation and with an attempt to sing in tune.	A) Conscious development of individual and collective singing skills. Achieving a natural and pleasing sound. Experiencing the musical sounding relations and arsis-thesis movement. Taking the age of students into consideration in individual singing.
b) Expressive singing with the help of known musical concepts: tempo, dynamic signs, and volume. Starting and closing the song together. Musical games with movement, in good rhythm with lively movements conforming to the atmosphere of the songs. Keeping to musical stress while singing.	B) Singing folk songs parlando in looser metric, with freer rubato and with tight, giusto beat. The appropriate and characteristic performance of art songs. Hungarian folk songs, the songs of national and ethnic minorities in Hungary, and songs of neighbouring and other nations.
c) Singing songs under constant pulsation with song rhythm and ostinato accompaniment from music and by heart. Singing with flexible rhythm.	C) Application of more difficult ostinatoes to well-known folk songs and dance tunes.

GRADES 1–6	GRADES 7–10
d) Singing easier two-part songs and rounds, appropriate for the pitch of the children. Establishing the skills in singing polyphonies through the singing of rounds. Preparation for singing bicinia. Basic movement while holding a sound.	D) Realisation of simple singing in two-parts expressively, accurately, by heart, and in groups and in classes. Further development of singing in rounds. New opportunities in polyphonic singing by achieving the sound of a mixed choir.
II. Development of the ear for music	
The aim of developing the ear for music is to develop musical memory and musical imagination	
a) Observation of the characteristics of sounds: gaining experience of pitch, tone, period of time, and volume. Making these items conscious in songs. Development of the ear for distinguishing tones: the tones and pitches of musical instruments, recognition of the orchestra.	A) Recognition of sound characteristics: • observation of male choirs; • observation of the sound of musical instruments and orchestras.
b) Constant development of the inner ear for music through recognition of songs, appearance on tunecards, and observation of intervals.	B) Observation of major and minor tones in tunes. Development of inner ear for music through the polyphony of music and through its observation.
c) Expression of musical experience orally, visually, and kinetically. Constant development of musical memory through practising songs and themes and then singing them by heart.	C) Recognising connections between musical ages, historical events, fine arts and literature. Recognition of characteristics of musical genres and simple forms.
III. Skills of musical reading and writing, development of reproduction skills	
a) Recognition of learnt melodic sounds and melodic elements. Application of rhythm and sol-fa signs in songs that have been learnt. • Recognition of melodic turns of pentatony in known songs. • Reading of figures of rhythm with rhythm names. • Rhythming of parts of songs.	A) Finding of do-positions in pentatonic and septatonic songs (in the case of 2♯ and 2♭ key signature). • Recognition of learnt and practised intervals from sheet music. • Recognition and sounding of the rhythm of written music. • Sounding of rhythm in unison, or in polyphony. • Simple rhythm canon in even beat.
b) Post-solminating of known figures of melody and lines of melody from hand signals. Singing pentaton intervals and turns from hand signals and sheet music.	B) Collective reading of music of easy and short melodies after preparation. Post-solminating of pentatonic and septatonic melodies from music.

GRADES 1–6	GRADES 7–10
c) Singing of learnt intervals in songs, figures, and their representation in the known do-positions.	C) Writing of easy pentatonic and septatonic melodies, parts of folk songs with the starting sound given.
d) Familiarity with the staves, observation of ABC sounds in the G-clef.	D) Practising reading music through melodies with 2# and 2*b* key signature, simple rhythm and small tonal system.

IV. Development of the ability to understand and feel music

Observation of different moods, simple musical forms, and performing instruments in pieces of music. Observation of vocal and instrumental music in different adaptations

a) Recognition and naming of pieces of music that have been listened for several times. Observation of simple musical forms.	A) Differentiation of the musical forms and genres related to musical ages. Recognition of musical forms related to stylistic periods in musical styles.
b) Differentiation between the tones of the human voice and between the tones of instruments. Observation of the difference and power of expression of musical characters.	B) Observation of the sound of instruments, instrumental groups, and orchestras in pieces of music listened to. Recognising connections between the development of musical ages, historical events, fine arts, and literature.

DETAILED OBJECTIVES AT THE END OF GRADE 4

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
SINGING		
Children's and play songs, songs of folk customs, including Hungarian folk songs, the songs of national and ethnic minorities in Hungary and songs of neighbouring and other nations, simple sounds, and songs of holidays.	Singing appropriately according to the mood of the songs. Performing the learnt children's games. **I.a-d** Recognition of melodies on the basis of the characteristic figures.	Collective singing and performance of 20–25 folk songs, children's songs. The singing of the national anthem.
MUSIC – ELEMENTS OF MELODY		
The sounds of pentatony, the name and hand signal for fa and lower ti and ti. The signing of learnt relations in songs (figures) from hand signals and from music. The name and place of sounds in the staves on the basis of relative solmination.	Autosolmination of known figures of melodies (during collective singing). Musical question-answer, with simple canons, practice of singing in two parts. Musical reading and writing, with the figures of the melodies of learnt songs, and with the material of 333 Reading Exercises. Recognition of learnt relations in the practised songs. **Id; IIa-c; IIIa-d**	Ability to read parts of songs and writing music with the guidance of the teacher.
MUSIC – RHYTHMIC ELEMENTS		
Sounding of constant pulsation and the rhythm of the song. The length of sounds: the indication of quarter, half, full, even quaver, dotted quarter and half values, pauses equivalent to these values.	Recognition of the length of sounds after sounding and from the music. **IIa** Reading of figures of rhythm with rhythm names, rhythming of parts of songs, sounding, and noting down the rhythm of parts of songs with the guidance of the teacher. Indication of tonic accents equivalent to different beats, recognition of 2/4, 3/4, 4/4 types of rhythm. **IIIa**	Recognition of the length of sounds after sounding and from the music. Ability to note down the rhythm of songs with the guidance of the teacher.
LISTENING TO MUSIC		
Listening to and observation of parts of a few minutes' long pieces of music. Recognition of tones of instruments after hearing them (piano, violin) Listening to original records of folk music, with special focus on getting to know the folk song inheritance of the native country.	Expressing musical experience verbally, recognition of differences in sounding: *tones of voices of children, women and men, and of the learnt musical instruments.* **IIa,c** Recognising and naming often heard musical pieces. **IVa,b**	Independent recognition of the learnt vocal and instrumental musical tones.

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
IMPROVISATION		
Improvisation exercises through using the names of children and the rhythm of children's poems. Question-answer with the melodic sounds and figures learnt.	With the learnt elements of rhythm, development of improvisation skills through development games *(multiplication, thinning, exchange, accompaniment of rhythm).* **IIIa** *Improvisation of several endings to the same melody, making up missing parts of the melody.* **IIIc**	Ability to express the rhythm and melody of his/her own name.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(examples in italics)

SINGING		
Folk songs and songs of customs of folklore. Holidays. Old Hungarian tunes: Middle Ages, epic historical songs of the 16th century. Songs of classic authors, themes of classic pieces of music that are easy to sing. Rounds, simple adaptations of folk songs. Musical improvisation with the learnt elements of melody.	Accurate singing, correct articulation, appropriate performance based on the relationship of the melody and the words of the song. **Ia** Keeping of tonic accent while singing. **Ib** Singing folk songs with flexible rhythm. **Ic** Development of polyphonic singing skills with rounds and easy two-part songs. **Id** Development of musical memory through known songs and melodies. Singing of folk songs and art songs by heart. **Ic**	Collective or individual expressive singing of another 20–25 folk songs. National song. Singing of folk songs with flexible rhythm.
RHYTHM		
Sounding of the rhythm in unison, or polyphony with the learnt elements of rhythm and rhythm scheme *(sound of sixteenth value and it's pause, dotted rhythms, syncopation, triplet)* in the learnt metre. Alternating rhythms: 2/4,4/4. Rhythm exercises, rhythm games, and rhythm improvisation.	Feeling the pulsation of the music. Ability to sound the learnt elements and schemata of the rhythm, and to note them down after hearing. **IIIa** Reading of figures of rhythm with rhythm names. **IIIa**	*Sounding, r*ecognition, and notation of sixteenths, dotted rhythms, syncopation, and treplet.

Attainment Targets

Knowledge	Skills	Minimum Competency
Reading and Writing Music		
Reading of rhythm and melody with the new elements of rhythm and sounds (r' m') Singing of tunes from hand signals, from the music in unison and in easy two-parts. Notation of easy melodies known to the 1# and 2*b* key signature. Interpreting modification signs (#, *b*, ♮). Solmisation and writing of modified sounds.	Reading of rhythm and melody with the learnt musical elements. **IIIa** Solmisation of modified sounds. **IIIc** Orientation in the staves, in violin clef 1# to 1*b*. **IIId** Noting down of known figures in the staves. **IIIc**	Singing of pentatonic and heptatonic melodies from music written in letters. Ability to solmisate known melodies from score. Noting down easy and known melodies.
Knowledge of Music, Ear for Music		
Pentatony, keys from 1# to 1*b*. Singing of intervals (1 4 5 8 2 3) with solmisation. Knowledge of the structure of the melody in the new and old style of folk songs, modes of folk-performances. In art songs: opening-closing, figure, period. Musical forms: rondo, trio-form, sonata-form. Musical genres: suite, concerto, symphony, opera. Groups of instruments in classic orchestras. ABC sounds: from g to g^2	Singing of intervals with solmisation. **IIIb** Observation of the difference between major and minor tone. **IIb** Recognition of parts of the chorus on the basis of their tones. **IVb** Recognition of groups of instruments in classic orchestras on the basis of their tones. **IVb** Familiarity with the staves, observation of the place of ABC sounds in G clef from g to g^2. **III.d**	Recognition of intervals (1 8 4 5 2 3). Knowledge of ABC sounds in violin clef. Recognition of modification signs and key figures.
Listening to Music, Musical Compositions		
Hungarian folk songs, folk song adaptations, the folk song of the homeland. Music of holidays. Folk orchestra. Pieces by Béla Bartók, Zoltán Kodály, Lajos Bárdos inspired by folk music. Basic knowledge on the Baroque and classic composers.	Observation of groups of instruments and instruments in classic orchestras. **IVb** Observation of characteristic parts of pieces of music listened to. **IVa** Observation of simple musical forms (period, rondo and trio-form). **IVa**	Recognition of previously learnt folk song adaptations. Ability to recognise parts of a few Baroque and classic pieces of music.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
SINGING		
Folk songs, songs of national and ethnic minorities in Hungary. Songs of other nations. Gregorian chants. Hungarian recruiting melodies. Singable themes of Romantic songs and pieces of music. Singable selections from the works of Béla Bartók, Zoltán Kodály and 20th century composers. Singing improvisation within a simple formal framework.	Accurate singing, forming a unified sounding in a singing community. **IA** Singing with parlando in looser metric, with freer rubato and with tight, giusto pulsation. **IB** Performance of songs in appropriate style. Development of polyphonic singing. Singing of songs and parts of songs by heart. **ID**	Collective or individual expressive singing of 20–25 folk songs and art songs in an appropriate style. Singing of simple two-part songs in groups.
RHYTHM		
Sounding of the rhythm in unison or polyphony with the learnt elements of rhythm and rhythm scheme in the learnt metre. Eighth rhythms. Arranging rhythm schemata in beats.	Ability to recognise the sound of the learnt elements and schemata of the rhythm. **IIIA** Sounding of eighth rhythms. Sounding of rhythm in unison or in two-parts. **IIIA**	Sounding and recognition of the rhythm schemes of the known songs by heart.
READING AND WRITING MUSIC		
Singing in violin clef in the known keys from notes and by heart. Reading of music from 2♯ to 2♭ Singing of modified sounds with solmisation	Development of skills of musical reading with relative solmisation and with modified sounds, in the learnt keys from 2♯ to 2♭. **IIID**	Ability to sing songs and melodies through solmisation.
KNOWLEDGE OF MUSIC, EAR FOR MUSIC		
Singing of intervals (6 and 7) with solmisation. Keys from 2♯ to 2♭. The most frequently used tempo and dynamic signs. Modes of musical composition. Examination of the tonal system and scale of folk songs. Hungarian musical genres: rhapsody and verbunk. Musical forms and genres in the music of the 19th and 20th centuries.	Perfect singing of intervals. **IA** Recognition of intervals on the basis of the music. **IIIA** Observation of the tonal system of melodies. **IIA** Recognition of the learnt instruments on the basis of their form and sounds. **IVB**	Naming of the intervals within the octave. The most frequently used tempo and dynamic signs.

Attainment Targets

Knowledge	Skills	Minimum Competency
Listening to Music, Musical Compositions		
Recordings of Hungarian folk music. Selections from Gregorian, Renaissance and Baroque music. Classic and Romantic pieces of music. Hungarian national Romanticism: the works of Ferenc Liszt, Ferenc Erkel, Béla Bartók and Zoltán Kodály. Musical trends in the 20th century. Jazz. The entertaining functions of music in musical compositions.	Recognition of types of music on the basis of themes, stylistic features and characteristics. **IIA** Knowledge of musical genres and periods. **IIC** Development of the inner ear for music with the help of the polyphony of music. **IIB** Recognition of the learnt pieces of music and style of the most famous composers. **IVA**	Recognition of pieces of music that have been listened to several times. Orientation in the learnt styles of music and periods of history of music.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(examples in italics)

Singing		
Folk songs, folk ballads, historical songs, love-songs, songs of the ethnic minorities in Hungary. Songs of other nations. Development of the European art-music: religious and secular tunes of the Middle Ages. Selections of Hungarian art-music from the Middle Ages to the 19th century. Singable selections from the vocal music of Béla Bartók, Zoltán Kodály and their followers.	Accurate singing, unified sound in good style, skills of singing in polyphony in groups and in class. **IA, ID** Interest in musical styles and characters and demand for music. **IB**	Singing another 20–25 folk songs, art songs and rounds by heart. Recognition of and singing of themes of famous pieces of music.
Rhythm		
Rhythm exercises in unison or polyphony with the learnt elements of rhythm and rhythm schema in the learnt metre. Rhythm improvisation with the use of rhythmical instruments. Rhythm in music and other fields of arts.	Ability to recognise and sound the rhythm of the learnt tunes. Precise production of written music. **IIIA** Sounding of rhythm in unison or in two-parts. **IIIA** Recognition and sounding of composed rhythm in works of arts. **IIIA**	Knowledge of the learnt elements of rhythm, rhythm schema and metre.
Reading and Writing Music		
Singing of songs, tunes and themes of pieces of music in violin clef from music.	Reinforcing music reading skills in violin clef. **IIID**	Singing of the known songs and melodies.

Attainment Targets

Knowledge	Skills	Minimum Competency
Knowledge of the learnt keys from 3# to 3*b*. Writing of known tunes in violin clef in the learnt keys. Knowledge of the arrangement of parts in the music of vocal pieces.	Development of the writing skills in the learnt keys. **IIIC** Familiarity with the music of vocal and instrumental pieces. **IIIB**	Ability to note down simple tunes.

Knowledge of Music, Ear for Music

Formal and structural analysis of folk songs. Singing of intervals and their recognition in the music. Knowledge of keys from 3# to 3*b*. Layers and genres of the Hungarian folk music *(mourning songs, soldiers' songs, marching songs, drinking songs, match-making songs, wedding songs and ballads).* Revision: musical forms and genres from music that have been listened to.	Recognition and analysis of old and new styles of Hungarian folk music. **IB** Recognition of intervals on the basis of the music. **IIIA** Recognition of the learnt forms and genres of music. **IVA**	Knowledge of styles and genres of folk-music. Recognition and knowledge of the learnt melodic and rhythmic elements, intervals from the music. Knowledge of the learnt forms and genres of music.

Listening to Music, Musical Compositions

Folk music of Hungarian and European cultures. Widening the knowledge of musical periods, styles and pieces of music. Entertaining functions of music in musical compositions.	Recognition and knowledge of the characteristic and dominant features of pieces of music during listening to music. **IVA** Development of the demand for listening to music as well as for good music. **IIC** Recognition of the connection between music and the related fields of art. **IVB**	Knowledge of the most important periods in the history of music and recognition of the features of musical styles in pieces of music and parts of music listened to for several times.

DANCE AND DRAMA

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Power of expression (movement and speech)	
a) Students should learn the fundamental means of expression in dance, puppetry and drama.	A) Students should be able to express themselves clearly and precisely, in accordance with their physique, age and personality, adapting to different situations.
b) Students should acquire the confidence to play and should become accustomed to performing in front of the group.	B) Students should be able to be more at ease in performing in public and in a more responsible way.
2. Improvisation	
a) Students should preserve the natural technique of games and plays of their earlier age in mime and plays with texts.	A) They should be able to perform complex improvisations containing different techniques and in movement and dance.
3. Analysis	
a) Students should be able to analyse situations of everyday life and of different stories.	A) They should be able to recognise the structure of phenomena, processes of life and of works of arts, as wellas to analyse the intentions, deeds and relationships of the participants.
4. Preservation of traditions	
a) Students should learn folk rhymes, children's plays, folk-customs and dances.	A) They should get familiarised with the basic heritage of movements and music, vocabulary, ceremonies, and beliefs of national (minority and ethnic) culture and of other cultures, too.

DETAILED OBJECTIVES AT THE END OF GRADE 4

(Examples in italics)

Attainment Targets		
Knowledge	Skills	Minimum Competency
Traditional Drama and Dances		
Folk children's games. Counting rhymes. Role-plays for children. *Lullabies, comforting songs, tongue-twisters, mocking games, onomatopoeic songs.*	Rhythm building, simple dance movement-elements. Development of co-ordination skills, correct posture. Improvisation, development of the sense of balance, rhythm and space. Connecting simple elements of movement *(walking+stamping, running+turning).* **1a** *Playing with dolls, playing mothers and fathers, the movements and vocabulary of bringing up children.* **2a**	Knowledge of at least 10 games with songs and rhymes. Simple arm and leg-movements *(steps, stamps, clapping).* Rhythmic chanting of rhymes, while walking at a constant speed or clapping or in any other way.
Puppetry		
Simple puppetry. *Games with objects.* *Flat, stick and thimble-puppets.* *Masks and games with masks.*	*Improvisation with objects.* *Preparing and using flat, stick, and thimble-puppets as well as simple masks.* **1b**	Improvisation of games and plays with objects, preparation of simple puppets, moving flat and stick-puppets.
Drama		
Rhythmic rhymes *Improvisations on the level of playing mothers and fathers.* *Simple dramatisation of short tales.* The concept of character and plot.	Sensitivity, rhythm and fantasy-exercises, speech exercises with movement. Extending the intensity and time of concentration. **1b** Perceiving structure, recognising the beginning and end in time and spatial structures. **3a**	Participation in exercises of skills development, in the games and plays of simple dramatisation and in the basic discussions of analysis. Independent recounting of short tales and poems, listening to peers.
Holiday Ceremonies, Ritual Plays		
Plays of winter and spring holidays, wedding plays.	*Simple forms of holding each other in Hungarian dances in pairs.* *Greeting rhymes of holidays.* **4a**	Participation in the games that teach folk customs. Knowledge of a few greeting rhymes.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(Examples in italics)

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	Traditional Plays and Dances		
	Singing and dancing games *(counting, choosing a partner, exchanging partners, thinning-growing, marching and gate-forming games).*	Rhythm exercises: walking in fourth and eighth rhythm. Clapping different rhythm schemata while walking at a constant speed, stamping of rhythm schemata on music. Recognition of the learnt rhythm schemata. **1a**	Knowledge of at least 10 games with songs and dances. Reproduction of constant pulsation and simple rhythm schemata by clapping or stamping.
	Old fashioned dances: *jumping, hoop dances and dances with objects.* New-style dances: *Csárdás of Szatmár* Dances of ethnic groups: *Southern Slavic kolo*	Imitation and performance of the learnt figures in good style. Recognition of the learnt dances. Improvisation skills. **4a**	Free performance of the basic steps of a dance.
	Drama		
	Skills development exercises Dramatic improvisations.	Concentration and relaxation (resting). Speech exercises.	Participation in the exercises, plays, and in the analysis. Complying with the rules of improvisation.
Eu	Concepts to be learnt: tale, plot, intention, tension, conflict, turning point.	Increasing breathing capacity. Correction of mannerisms. Demand for precise expression.	
	Different techniques for the description of the characters (hero and other characters). *Adapting excerpts from myths, epic poems, and anecdotes.* *Adaptations of historical stories.* *Plays on the problem of the age group.*	Technique of the monologue. Avoiding simultaneous play. Smooth turn-taking skills. **2a** Precise analysis of situations together. **3a**	
	Holiday Ceremonies, Ritual Plays		
	Ceremonies of the holidays of the year: Christmas-Nativity plays, Twelfth Night, Carnival, Easter, Pentecost. *Rites with music and dancing.* *Ancient improvisational dances and ceremonies related to historical traditions.*	*Use and preparation of simple musical instruments, puppets and masks.* **4a**	Familiarity with the times and functions of the customs. Participation in the preparation and organisation of the ceremonies.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
PUPPETRY AND MASK PLAYS		
Staging animal-tales for younger children. *Improvisations with puppets.* *Glove-puppets, giant-puppets, big masks.* *Excerpts from literature.* *Simple choreography with puppets accompanied by music.*	*Preparation of puppets, dramatisation, performance for the school.* *Preparing and moving complicated puppets (glove-puppets, giant-puppets, big masks), the technique of mask plays.* *Preparation of simple choreographies accompanied by music.* **1a, 1A**	Participation in the preparation of the puppets and/or the performance of the play.
DRAMA		
Movement improvisations and exercises *(mime, pantomime-exercises, falls, face slapping, tripping over something, movements characteristic of personality traits).* Learning expressive speaking skills. Characterising someone through the help of voice and metacommunicatively. Improvisation: *preparing etudes, role-plays, simpler staging individually.* New concepts: plot, counter-plot, space, time, message, motives.	Precise expression and conscious exercises for preserving the daily harmony of the mind and body. **1A** Studies undertaken in order to play expressively. Tolerant analysis of the communication of other people. Expert analysis of the work of the student him/herself and of the work of others. **3A**	Participation in the exercises and in the analysis.
DANCING AND MOVEMENT		
Knowing and practising historical dances. *Dances of the Hungarian aristocracy in the Reform Age.* *Social dances of the 20th century.* *The art of dancing and eurhythmy of the 20th century.* *Aerobics.*	Precise analysis of situations. *The basic steps of minuet, waltz, and polka.* *Palotas and verbunk.* *Charleston, hesitation waltz, or swing.* Combination of simple dance steps. **2A** *Performing a unified aerobic exercise (appr. 15 minutes).*	At least one etude.
THEATRICAL EDUCATION		
Attending a live theatre performance, if possible.	*Attending a theatre or watching a performance by a travelling theatre company at school.*	Attending a performance and observing the conventions of attending theatre performances.

VISUAL CULTURE

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Basics of the visual language	
a) Learning and using basic means of visual expression, means of representation, composition processes. Familiarity with observation and description of image, object, picture, and work of art.	A) Knowing and using the most important two-dimensional and spatial means of expression *(colours, forms, and conventions of representation).* Ability to observe, describe, analyse, interpret, and evaluate objects, pictures and works of art in an analytical way.
2. Expression, fine arts	
Reception and perception of the aesthetics of everyday images and art experiences, judging works of arts; visual expression of thoughts and feelings. Being open to aesthetic quality	
Creation	
a) Ability to express experiences visually. Using basic means of expression.	A) Ability to express images, phenomena, emotions and abstract ideas both in two-dimensions and spatially, attempts to represent artistic experiences *(painting, music, dance)* by using means of expression and ways of composing of visual arts *(graphics, painting)* and plastic arts *(and possibly photography or video arts).*
Reception and cognition	
b) Reception and perception of the image, the work of art, and creation by the student and others. Ability of differentiation between different genres of visual arts *(painting, sculpture, photography, film, theatre).*	B) Analysis of characteristic means of expression of works of arts and important artists (examples drawn from outside European arts as well). Expressing opinions on art and works of arts. Familiarity with the great periods of history of art
Techniques	
c) Getting to know the techniques and processes of expression *(painting, drawing, puppetry, photomontage).*	C) Getting familiar with the usage of simple traditional and modern techniques *(drawing, painting, prints, photomontage)* of expression.

GRADES 1–6	GRADES 7–10
3. Visual communication	
Understanding visual phenomena and information, understandable expression of the students' own thoughts. Foundations of the appreciation and critical evaluation of information	
Creation	
a) Getting familiar with representation, creating, and preparing visual information.	A) Ability of evaluating, explaining, orienting, and informing expression of images, phenomena, and thoughts. Independent use of the most important processes of representation and planning.
Reception and cognition	
b) Analysis of images, phenomena, pictograms, and understanding what they mean. Differentiation of the characteristics of the genres of visual communication *(newspaper, advertisement, traffic signs).*	B) Description, understanding, and evaluation of some types of visual information in everyday life *(map, pattern for dresses).* Knowledge of the main genres of visual communication *(press, television, metacommunication)* and of main events in their history *(the Renaissance perspective, invention of photography, electronic media).*
Techniques	
c) Familiarity with the techniques of illustrations *(free-hand drawing, procedures of graphics and composition).*	C) Skills in preparing studies, designing, and graphically constructed coloured figures and constructing models. If possible, learning the use of one technical medium *(camera or video-camera).*
4. Culture of objects and environment	
Understanding the functions and meanings of everyday-life objects, tools and buildings. Representation of objects satisfying individual demands. Establishment of environmentally conscious evaluation through acquiring knowledge of the culture regarding objects in Hungary, in Europe, and outside Europe	
Creation	
a) Knowledge of modelling materials of the culture of objects *(paper, wood clay, textile, metal)* from own experience. Preparation of a few simple objects *(toy, educational tool)* on the basis of patterns and own plans. Familiarity with the rules of basic steps of the planning process *(recognition of the situation, planning, execution, evaluation).*	A) Using some other structural materials. Ability to plan simple objects and rooms. More independent construction ability.

GRADES 1–6	GRADES 7–10
Reception, cognition	
b) Observation, discussion and evaluation of objects found in the students' immediate environment from the perspective of the most important planning guidelines *(appropriacy of the form from the point of view of purpose, meaning, and material).* Observation of some old folk objects in cultures outside Europe as well *(igloo).* The ability to compare objects related to the same activities in different cultures *(spoon/chopsticks).*	B) Ability to analyse and evaluate objects, products, and buildings. Independent use of principles of planning *(utility, rentability, material, structure, processing, choice of size).* Knowledge of a few characteristic objects of historical periods, recognition of the style of a period. Differentiation of the characteristics of the culture of the environment.
Techniques	
c) Ability to shape materials in a simple way, without tools and with hand-tools.	C) Familiarity with one handicraft, and with the processes of repairing, construction, and modelling.

DETAILED OBJECTIVES AT THE END OF GRADE 4

(Examples in italics)

Attainment Targets		
Knowledge	Skills	Minimum Competency
Visual Language		
Basic elements of the visual language: line, colour, spot (two-dimensional form), volume, (spatial form). The arrangement of elements on plane and in space. The relationship of elements *(identity, similarity, proportions, contrasts, repetition, rhythm, symmetry, highlighting).*	Recognition of analogies in the image and the representation. The choice of the basic elements of visual language and processes of composition appropriate for the purposes of expression. **1a**	Differentiation and naming of different colours, forms, and ways of arrangement. The choice of the basic elements of the visual language and processes of composition adequately for expression.
Expression, Fine Arts		
Creation Visual representation of individual and personal experiences, memories, imagined places. Representation of different themes and stories *(illustration, series of pictures).* Representation of artistic experiences *(puppet show, tale, film, poem, piece of music, painting, sculpture)* in two dimensions and in space *(drawing, painting, plastic representation).*	Representation of motifs expressing experience in pictures and in plastic arts. **2a**	The expression of personal experience with a method chosen by the student.
Reception and cognition Works of art close to the world of experiences and emotions of children *(painting, illustration, sculpture and film).* Knowledge of the techniques of the works of art.	Participation in the discussion of the works of art. Naming and recognising the most important branches and genres of visual arts. **2b**	Description of a chosen work of art and interpreting its most important characteristics. Recognition of a few works of art studied *(in reproduction).*
Techniques Drawing with graphite and chalk. Painting with tempera and water-colour. Collage. Modelling (clay, plasticine).	Ability to draw, paint and model on a level corresponding to the age of the child. **2c**	Ability to draw, and paint with water-colours, and with other techniques preferred by the student.
Visual Communication		
Creation Producing different visual information with a specific purpose *(signs,*	Ability to grasp and represent the most important features of objects, phenomena, and processes.	Drawing of simple objects on the basis of observation from different perspectives.

Attainment Targets		
Knowledge	Skills	Minimum Competency
explanatory drawing, flow chart, family tree, ground plan) with appropriate techniques. Drawing of simple images *(plants, objects)* on the basis of observation from different perspectives.	Reliable use of conventional signs of plane and spatial representation. Visualisation on the basis of observation. **3a**	Drawing of simple, every day objects from memory from characteristic perspectives.
Reception and cognition Analysis of images and representations of the reading and interpretation of their meaning *(description, interpretation, causality relation)*. Conventions of representation (signs and symbols). Reading gestures *(body language)*.	Observation from as many perspectives as possible. Basic image and figure- reading skills. Recognition of essential connection in the image. Description of representation expressing it's content. **3b**	Recognition of the most important information signs *(traffic signs)*. Ability to read simple illustrations *(explanatory illustrations in course books)*.
Techniques Drawing with a felt pen. Cutting paper. Folding paper. Preparing models from paper. Simple printing procedures with printing and pressing.	Familiarity with the most simple procedures of drawing, painting and preparing simple spatial models. **3c**	Mixing given colours. Preparation, with help, of simple model with a chosen technique.
Culture of Objects and Environment		
Creation Understanding the connections in the process of creating objects *(recognition of the situation, idea, preparation)* with the adaptation of appropriate themes *(playful and involving tale-telling)*.	Attention in understanding the model to be followed, imagination in planning, consistency in preparation. **4a**	Making up simple objects *(tools, instrument, dish)*, or preparing them from a model with materials.
Reception, cognition Getting to know the relationship between content and form in the objects of the immediate environment *(home, school, and street)* and of holiday customs.	Ability to recognise and interpret the relationship between the form and content of well-known objects. **4b**	Understanding the relationship between form, function, material, and signs through the observation of a few objects.
Techniques Forming materials *(weaving, spinning, strings, folding paper, pottery, making strings of beads)*.	Familiarity with processes without tools and with the use of simple tools. **4c**	Knowledge of a few modelling materials and the way to form them.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(examples in italics)

Attainment Targets		
Knowledge	Skills	Minimum Competency
Visual Language		
Texture and brushwork. The expressive effect of the basic elements of the visual language and the materials for the artistic representation. The effect of different types of compositions *(in paintings, posters, film).*	Ability to recognise the expressive effects of visual qualities *(colour, form, texture)* and compositional solutions; ability to apply them. **1a**	Comparison of a few works *(painting, illustration, sculpture, object, building, and poster)* orally on the basis of their formal features.
Expression, Fine Arts		
Creation Visual representation of experiences and imagined subjects in two-dimensions and spatially. Representing events with series of pictures, with simple animation. Processing artistic experiences *(fine arts, theatre, dance, music, literature)* in visual and plastic compositions.	Ability to express personal experiences and emotions. Gradual increase of consciousness in the choice and application of the means of expression. **2a**	The expression of a *sad or happy* visual experience through painting
Reception and cognition Main characteristics of different branches of art and genres of fine art *(painting, sculpture, graphic art)* analysis of characteristic examples from different continents and ages. The techniques of the observed works of art *(fresco, mozaique, wood-print).*	Expressing opinions on works of art. Conceptualising the characteristics of the genres of fine art on the basis of the works of art presented in class. Recognising and naming the works of art presented. Recognition and differentiation of the artistic techniques presented. **2b**	Knowledge of the generic characteristics of painting, sculpture, and graphic arts. Recognising and naming at least three works of art that have been seen.
Techniques Sketching with brush, felt-pen and pencil. Producing a picture with mixed techniques. Planned and eventual effects in the creation. Simple impression *(paper-print, monotype).* Space formation, animation *(paper-plastics, textile-plastics, wire compositions, objets trouvés).*	Ability to produce plane and spatial works. Familiarity with the use of a few techniques chosen by the student. Ability to evaluate the quality of the technical execution. **2.c**	Knowledge of the processes of creating a piece of work. Knowledge of the essence of the techniques learnt. Familiarity with one of the techniques learnt.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Visual Communication		
Creation Representational study of images. Drawings explaining the spatial structure and division of objects, spatial models, as well as preparation of models through the analysis of the relations of mass and space. Preparation of pictures showing change, development, and process. Visual condensing of thoughts and information, reduction of form and colour.	Familiarity with the preparation of explanatory drawings; with the reduction of form and colour, with highlighting of certain characteristics. **3a**	Understandable drawing of an object imagined by the student from front-, rear, and side perspective. Preparation of architectural drawing. Preparation of an understandable sign through the use of letters and pictures.
Reception and cognition Direct visual communication *(gesture, sign language)*. Recorded communication *(writing, work of art, object)*. Reproduced information *(book, reproduction, poster, magazine, film, video)*. Study of rules and conventions of visual communication in illustrations, in well-known signs, symbols, images of letters and texts, in simple motion picture units.	Knowledge of the most important methods and characteristics of communication. Familiarity with the analysis of forms of visual communication. **3d**	Orientation in the important abstract information of the environment. Correct understanding of the characteristic explanatory drawings of various objects.
Techniques Producing spots with pencil and drawing pen. Techniques of compiling and arranging texts and pictures *(with pictures, letters and photos collected from newspapers)*.	Familiarity with the production of spots and lines . Familiarity with the preparation of construction drawings. **3c**	Producing even tone on a given surface graphics and painting.
Culture of Objects and Environment		
Creation Getting to know the process of planning through the conceptualisation, planning, and representation of experiences and desires *(story, object prepared for oneself)*.	Attention in the recognition of the situation, creativity in planning, perseverance and preciseness in execution. **4a**	Choice of form and structure adequate for the theme.
Reception, cognition Understanding the purpose and form of the wider environment.	Ability to recognise the relationship between the lifestyle and the object, and the style and form of furnishing, too. **4b**	Having conscious criteria for making decisions as customers.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Techniques Handicraft techniques *(felting, batik work).* Modelling.	Familiarity with one branch of handicraft. Ability to prepare spatial models. 4c	Knowledge of one handicraft technique.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(examples in italics)

Visual Language

Creation Light *(natural and artificial lighting, luminous intensity, quality of light)* Knowledge of the study of colours. "Way of expression", individual style, formal features of styles in works of art, and objects.	Knowledge of the role of light in modifying colours and the importance of light and shade in the expressive representation of the form. Knowledge of the most important perceptual illusions, understanding the importance of the viewpoint in the evaluation of the image. Understanding the concept of style. Recognition and understanding of stylistic features. **1A**	Independent analysis of a chosen work of art (and justifying the choice). Knowledge of the most important perceptual illusions. Ability to talk about the stylistic features of one period on the basis of works regarding it's art and objects.

Expression, Fine Arts

Creation Visual and plastic adaptations of images and works of arts. Expression of atmosphere and emotions in processing certain themes *(tranquillity, dream.)* Representing events, expression of movements *(with exact and abstract forms, sequences, series and montage).*	Ability to choose formal and technical methods, and creativity in accordance with the student's personality. Ability to express time and movement. **2A**	Preparation of a composition on a given theme with a chosen technique.
Reception and cognition History of arts. Development of branches of arts, and genres of fine arts, types of works of art, conventions of representations and expression, the rules of art in different cultures and ages. The most outstanding works and artists. Special artistic techniques.	Ability to understand works of art, as well as the differences and similarities of works of arts created at different times in different cultures. **2B**	Ability to summarise the characteristic features of the periods of history of arts and branches of the art studied, knowledge of a few outstanding works of art.
Techniques Drawing with pen, reed and coal.	Familiarity with the techniques learnt.	Familiarity with the techniques practised.

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	Reproduction techniques *(printing, moulding, photography).* Experiments with different techniques.	Learning of a chosen technique as a skill. Ability to chose the appropriate technique. 2C	
	Visual Communication		
	Creation Drawings explaining spatial situations, relations and functions, preparation of models from image and from imagination. Understanding the structure and construction of complex forms *(using axis, section, plane and derivation).* Linking textual and visual information.	Ability to visualise non-visual information. Familiarity with the conscious application of visual effects. Ability to connect textual and visual information, and to apply them together. 3A	Ability to prepare an explanatory drawing on the functioning of simple mechanical tools *(pruning shears, pliers).* Preparation of illustration showing quantitative relations. Designing pictograms.
	Reception and cognition Conventions of the representation of space in different ages and cultures. The most important forms of mass media *(book, press, poster, magazine, film, video, television, radio).* Categorisation of programmes and publications according to different criteria *(scientific, documentary, fiction, art).* The connections between content, intention and form *in books, newspapers and posters.*	Knowledge of the most important methods of conventions regarding the representation of space. Familiarity with the most important forms of the mass media. Ability to recognise the connections between purpose and means of communication. 3B	Ability of the most frequent conventions for the representation of space. Understanding the explanatory illustrations of course books. Knowledge of the most important forms and features of the mass media.
	Techniques Mixed techniques *(simultaneous application of painting, drawing, photography and photocopying).* Techniques of writing texts *(in ink, letterset, with stencils, and cut-out letters).*	Ability to chose the most appropriate and effective technique in accordance with the purpose. 3C	Familiarity with work in ink and felt pen Preparation of a small sign.
	Culture of Objects and Environment		
	Creation Knowledge of basic elements and relations of complex systems *(house).*	Ability to collect and arrange data and sources, to prepare and formulate plans, and models. 4A	Knowledge of the relationship between the object and it's environment through an example *(modelling a house).*

Attainment Targets		
Knowledge	Skills	Minimum Competency
Reception, Cognition Understanding the purpose and message of an imagined environment *(objects and buildings of the past).*	Ability to recognise the relationship between the lifestyle and the object, the style and form of furnishing of certain ages, too. **4B**	The knowledge of the great stylistic periods in history of art and their stylistic features through the example of a building and object.
Techniques Modelling and construction *from metal, textile, wood, and plaster.*	Ability to construct, using simple structural materials. **4C**	Knowledge of several processes of material-forming and construction.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(examples in italics)

Visual Language

Characteristics of visual language (and relationship with other ways of communication – *verbal, musical).* Context.	Knowledge of the common and individual characteristics of the visual language, verbal and musical communication. Understanding the relativity of the meaning of visual effects and motives. **1A**	Ability to talk about the common features of the visual language, verbal and musical communication.

Expression, Fine Arts

Creation Attempts to express moods, emotions, and abstract ideas in different themes and with different means of representation *(in colours only).*	Ability of creative and individual application of the means of expression learnt. The functioning of inner vision in the creative and perceptive activities. Ability to evaluate aesthetic quality. **2A**	Attempts to express onese. If in personal themes and genres through a personal technique.
Reception and cognition History of art: reflection of the view of the world of different ages in the arts; the relationship of fine arts to other branches of arts. Important methods of analysing works of art.	Familiarity with great periods of history of art, recognising and naming works of art representing a given period and trend. Understanding the connection between the age and the work of art studied. Knowledge of the creative process and methods of creation. Ability to analyse a work of art in an independent way. **2B**	Ability to list the most characteristic features of the ages, periods, and trends, that have been studied in history of art and knowledge of a few outstanding works of art.
Techniques Experimenting with a few unique techniques and methods of creation.	Familiarity with a few unique technical solutions. **2C**	Recognition of unique technical solutions of artists in some typical examples.

	Attainment Targets		
	Knowledge	Skills	Minimum Competency
	Visual Communication		
	Creation Monge projection; Kavallier-axonometry; dual vanishing point perspective. Reconstruction *(from drawings indicating projection space).* Representation of abstract, non-visual information of different visual effects. Simultaneous use of movement, sound, light and static images. Visual scenario of an event planned, or a fictional story.	Familiarity with the basics of industrial representation through the use of the descriptive geometric systems learnt. **3A**	Ability to read the language of geometry (as used in industry). Axonometrical representation of a given object, constructing it's projections and sections.
	Reception and cognition The analysis of the visual information of the mass media. Characteristics of the effects of the mass media. Figures in print.	Knowledge of the most important features of the mass media. Ability to understand and critically evaluate the visual information transmitted by the mass media. **3B**	Familiarity with the analysis of advertising visual forms and films.
	Techniques Techniques that have not been used so far, depending on the given task *(pulp, illuminating engineering, electronic media).* The technique of industrial drawing.	Familiarity with the technique of industrial drawing. **3C**	Getting familiar with the technique of industrial drawing.
	Culture of Objects and Environment		
	Creation Recognition and specification of real needs *(for the students or for their families),* preparation of plans based on research; execution and evaluation.	Empathy in the recognition of the problem, familiarity with choosing a plan, expertise in execution. **4A**	Conscious planning of everyday objects *(dress, presents)* appropriate to the given purpose.
	Reception, cognition Understanding, describing, and evaluating unusual objects *(futuristic plans, works of art of other cultures).*	Ability to recognise the relationship between the way of thinking, the cultural environment, and the quality of the given object. **4B**	The knowledge of a few unusual objects and buildings.
	Techniques Material forming, construction, building.	Familiarity with the safe handling of tools and machines. **4C**	Choice of the technique appropriate to the purpose.

MOTION PICTURE AND MEDIA

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Description and Reading of Motion Pictures Use of the "standard language" motion picture, from home VCR to television. Practical introduction into the basic tools of expression in the motion picture: in space and time	Learning the elements of sensible expression and good interpretation. **1a** *Designing sequence of pictures and dialogue.* **2a**	Identification of the forms of the motion picture. Simple methods of articulation and construction of a picture sequence.
Knowledge of Arts Familiarity with some examples of arts: typical solutions in story telling, construction of a dramatic situation and in the creation of a picture. Story, narration, plot. Identification, suspense, orientation of the attention of the viewer. Documentary and fiction – the double heritage.	Recognising the basic tools of expression of the motion picture. **2b** Awareness of the mechanism of the effects of a film. **2c**	Basic knowledge of interpretation. Recognising the difference between plot and story.
History of Civilisation Development of technical means of producing pictures (photography, silent and sound motion picture, television and digital picture). The cultural effect of the spread of the techniques of reproduction and telecommunication.	*The use of the simple tools for technical production of a picture (e.g. photograph).* **2A**	Demarcation of personal intercourse, communication via a technically transmitted means.
Systems of Communication Types of public media (printed press, radio, television, information, and interactive networks) The effect of messages transmitted by mass communication systems (news, opinion, personality, plot, advertisement).	The student has to acquire the ability to use the means of mass communication in a conscious way. **3B**	Understanding the difference between the effectual mechanisms of the cinema and television. The student has to be able to make a distinction between specific methods of mass communication.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

	ATTAINMENT TARGETS		
	KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
	Description and Reading of Motion Pictures How a motion picture is composed: the means through which meaning is created. The arrangement of vision and sound in space and in time (montage).	*Improvement of abilities for fixation of picture, representation of process and composition through role plays, role exercises.* **1A** *Exercises in composition: representation of events, opinion, personality.* **2A; 3C**	Description, evaluation of an event, situation, experience of the tools of expression of the motion picture *(according to the access to technical means, series of photos, use of camera, cartoon, etc.).*
	Knowledge of Arts The double nature of the motion picture: technical reproduction and communication. The most relevant stages in the development of arrangement of space and time (montage), linked to the development of technical procedures. Art in the age of technical reproduction: the original and the duplicate.	Analysis of pieces of art. Recognising the connections between the represented world, style, and the intention of the director, the form and sense, style and view of the world. **2B** Improving strategies for selection of the programmes. **3B**	Simple methods of film analysis.
	History of Civilisation Fields of application of the motion picture (arts, entertainment industry, science, education, mass media). Some of the distinguished periods, authors and works of the Hungarian and world cinema. The connection between film and the related arts (literature, theatre, music, fine arts, photography). Film art and movie industry: media and mass culture.	Ability to distinguish between the fields of application of the motion picture. **2B**	The student has to be familiar with some of the significant works of the Hungarian and world cinema.
	Systems of Communication The composition and message of the sequence of programmes. The role and mechanisms of effects of some types of programmes: (news, advertisement, coverage, film, series, show): information, trend setting in public opinion, entertainment, education. The effect of the multiple channel television broadcasting on the	The student has to be familiar with the changing of the role of the performer and the viewer by virtue of the influence of media, with the transformation of the time and space experience (simultaneity, virtual presence), with the changed role of the public media. *The student has to be familiar with the way a media personality is created.* **1A**	The student has to be familiar with the influence of watching television on our every day life style, it's importance and the specific mechanisms for forming lifestyle. The difference between public service and commercial television broadcasting.

Attainment Targets		
Knowledge	Skills	Minimum Competency
method of expression of the motion picture. The influence of the media on the orientation and formation of communities and human communication. Unilateral communication and manipulation. Information superhighway – interactive media (multimedia etc.).	The ability to employ means of technical communications individually (acquiring information, establishment of relationships). 3C	

INFORMATICS

COMPUTER STUDIES

LIBRARY USE

In our everyday practice, the role of information has increased and the ability to acquire information is at a higher value. It is in the scope of interest of the individual to reach information for work, to shape his/her life and also to be able to convert and use the information for his/her own goals. For this they have to acquire proper techniques to obtain, process and transmit information as well as the institutional and ethic rules for handling information (information reception, confidential management).

In this rapidly changing and developing cultural domain our knowledge is quickly out of date. For this reason, it is particularly important to develop a need in the students for a continuous renewal of their knowledge in informatics.

The main areas of preparation are:

- Computer Studies
- Library Informatics
- The technical aspect of information handling (physical implementation of acquiring processing, storing and transfering information, see at cultural domain *Technology*)
- Mass Communication (see at chapter *Arts, Film and Media*)

The revolution of information technology in the recent decades has a profound impact on our everyday life. The development of electronic information, data treatment and their spread has widened the scope of human means and tools and the field of resolvable problems. Outstanding among these new tools is the computer with it's complexity and high accessibility. Machines standing separately but mainly linked to a computer network provide new methods of problem solving. The main part of the knowledge and skills listed above is considered to be a part of our fundamental cultural domains. The related knowledge is summarized in the *Computer Studies* part.

In the modern education system the school library becomes a centre of activities. Its collection contains the information and media, which are utilized in the education of the institution in a way of incorporating, using the different capturing, storage and search systems. Library use is essential in all study fields, since its information service assists the whole range of the school activities. For individual information gaining, the students have to acquire it's techniques and methods. This cultural area is called *Library Informatics.*

COMPUTER STUDIES

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Student should acquire the basics of computer operation	
a) To get acquainted with the computer environment	A) To feel at ease at the computer environment.
b) Ability to keep an interactive relation with the computer.	B) To be able to use the computer and its peripherals at a user level.
c) To know that the student works with an equipment of higher value than the everyday objects, which it needs reseanoble behavior and respect for all operation orders.	C) To know the computer directory structure. To be able to use the operating system and its utilities.
d) To respect the work safety regulations.	D) To respect the rules of the program and data protection.
2. Student should be able to express information in different way and to recognise it in different appearance	
a) To express information orally, in writing, in drawing and with signs.	A) To use the different forms with their characteristic utilisation.
3. Student should gain experience in the use of computer tools, media based on both traditional and modern techniques	
a) To know how to acquire information from libraries and computer programs.	A) To acquire independent orientation, the basics of acquisition of knowledge, to be able to evaluate and use the gained information.
	B) To apply computer techniques which help the demonstration, interpretation and analysation of the information.
	C) To know the possible ways of information gaining from databases and computer networks.
4. Student should have the capacity for computerised realisation of the most often used important written formats, also to present a layout reflecting the essence of the meaning	
a) To know the basic document formats.	A) To be able to create small documents with the computer.

GRADES 1–6	GRADES 7–10
5. Student should be able to choose the appropriate materials for problem solving from the known methods and tools	
a) To meet problems which can be solved with the calculator and (educative) computer programs.	A) To be able to formulate the problem precisely enough to use the computer for solving it. To work alone and effectively.
6. Student should recognise and to formulate in different ways the algorithmical details of the activities in everyday life and in the school	
a) To know the basic algorithms.	A) To be able to formulate and use algorithms for given tasks.
7. Student should be able to model simple processes and to alter parameters	
a) To observe the control tools of the computer games.	A) To observe the effect of the parameter alternation. To be able to formulate the observation.
8. Student should apply classified and library databases. Student should be able to search in a databases	
a) To have the opportunity to see library catalogues.	A) To be able to search in the catalogue (manually, by word processor or database). To be able to interpret the answers provided by the program. To recognise correlation between relating data (according to the student's age).
9. Student should become acquainted with the interaction between information and society	

DETAILED OBJECTIVES AT THE END OF GRADE 6

(examples in italics)

Attainment Targets		
Knowledge	Skills	Minimum Competency
Computer Knowledge		
The computer and its environment.	*Logic games and drawing with computer.* **1b; 7a** *Use of skill-developing programs for specific teaching subjects.* **1a-d; 3a**	To know the operation of the computer, the health safety and accident protection regulations. To run programs.
Preparation of the basic terms of computing.	To interpret signs *(Morse, cryptography, music notation, sol-fa).* **2a**	To see the relation between the different forms information appears in.
Deduction of algorithms, their textual and visual formulation.	Structure and execution of algorithms. **6a; 9** *Phoning with coins and cards.* *Making tea.* *Number guessing game, selecting out fake coins.* *How to look up a word in the dictionary?*	
Counting with a calculator. The perception of real magnitudes.	The use of a calculator. **5a** *Competition (in time or precision) to count something by heart, in writing and with calculator.* To convert between the non decimal scales *(hour/minute, inch/cm).* **5a; 6a**	The precendence of operations made by a calculator.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(examples in italics)

The Basics of Computer Studies		
Use of computer equipment.	*The use of the keyboard, monitor, disk drives, floppies, printer, mouse* **1A,B**	To recognise the main parts of the computer.
Basic concepts of computer science.	*Bit, byte, code, program, files* **1A**	Data, signal.
The history of the computer (machine, automatic machine, computer). To know the Hungarian aspects of computing.	To collect information about the history of the computer and informatics from lexicons and handbooks. **2A; 3A ;9**	

Attainment Targets		
Knowledge	Skills	Minimum Competency
The Use of the Operating System		
Basic knowledge of the operation system used in the school.	*To copy used memories, to create a library structure on floppy, formatting floppies.* **1C,D**	To know and to use the goal of the basic functions.
Use of utilities.	*Searcher, virus checking programs* **1C,D**	
Running Educative Programs		
The use of computer in studying and acquiring information.	The use of demonstrative, practising, skill developing and modelling programs. **7A** The use of the menu (in Hungarian) **1A; 3A**	To have practice in running programs, in the essential data input and in the interpretation of the output information. Use of software, with the help of documentation, and on-line help.
Algorithmisation		
Description of an algorithm in text, drawing.	*How to switch on a computer?* **1A,b** *Quiz game, Euklidean algorithm.* **6A**	The concept of algorithm.
Coding of simple algorithms.	*To write programs in connection with text and graphics, to prepare simple diagrams and value tables.* **6A**	To design and code simple algorithms containing iteration and selection constructs.
Computer Aided Problem-Solving		
Logic games Simulation of accidental events. Models of simple natural and economic events.	*Number scale.* *1–2 dice simulation.* *For how much to sell the school's newspaper?* **5A**	To gain practice in experience based observation as well as in feed back activities.
Word Processing, Illustration Making.		
The meaning of word and illustration processing. To know the basic functions of a word processor and a drawing application.	To design and format a small document: *invitation, letter, visit card, poster.* *Margins, fonts, search, replace, copy, paste, justify.* To draw illustrations, modifying ready drawings. **2A; 3B; 4A**	To open ready documents, correction; to save and print the altered document.
Preparation for the Use of Databases and Spreadsheet		
Simple searching exercises. Relations between figures in tables.	*Quiz (without the computer!).* To collect data, to manually elaborate them *(family, school library, address list recording)* **2A; 3A-C; 8A; 9**	Grouping, systemizing. To use databases relating to different teaching subjects.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(examples in italics)

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
BASICS OF COMPUTER STUDIES		
Different hardware and their characteristics (monitor, scanner, printer, resolution, storage capacity)	To use the mainstream peripheries **1B**	To know the main terms used in computing.
Textual and pictorial aids for man-machine relation.	To use the menus *(not only in Hungarian)* **1A; 3A**	Use of menu in native language.
News, information, data(types)	**3A-C; 9**	
USE OF THE OPERATING SYSTEM		
Solving problems at operation level, use of utilities.	To start programs (installation) Co-ordinated use of programs. **1C,D** Undo accidental deletes. Compression, decompression, creating back up copies *(floppy, directory)*.	To be expert in the basic functions.
To know the role of the network. Basics of network knowledge.	To get acquainted with network and information protection **1D** *E-mail* **3A-C**	Login, logout.
ALGORITHMISATION		
Description and coding of the algorithm. To know some instructions of a programming language.	To compose simple algorithms and to write their programs *(surface measuring; to prepare the value table of a function, graphing the function, to find the greatest element, ordering; prime number, divisibility)*. The process of planning, coding testing correcting. **6A**	To interpret short programs. Debugging, modification.
PROBLEM-SOLVING AIDED BY COMPUTER		
Process modeling. Optimalization. Altering existing programs, detailing for better problem-solving.	Feed back activities, analysing the relation between the parameters *(average velocity; projections, possibly with taking air-resistance into account; calculating instalments of bank loan, populations' co-habitance, life simulation games)*. **5A; 7A**	The use of feed back method *(structured tries, analysing)* in solving a given problems.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Word and Illustration Processing		
To deepen the terms of word and illustration processing programs. To know the main functions of a word and drawing application.	*Border, header, footer, page numbering.* *Spelling check, hyphenation.* *Inserting illustration, table.* **2A; 3B; 4A**	Changing of text. Find, replace Use of different fonts and font size. To prepare and print a curriculum vitae and a short official letter.
Using a Spreadsheet Program		
The basic functions of spreadsheet. The terms of function, chart, diagram, histogram; their relations and differences.	To prepare a header for a given task. What does the particular formats select from data lines? To prepare several types of formatting *(numbers, diagram, chart).* To select the adequate format in a situation. Counting in the tables with the help of simple functions, formulas. **3C; 5A; 9**	To summarise and interpret the information from a given aspect. To prepare diagram, chart. To recognise simple connection between correlating data.
Using a Database		
Search and querry exercises. The maintenance of the database.	*To examine the data of class mates or the data of certain European countries with the database program.* **3C; 8A**	Database. Basic query functions on the monitor and in printing.

LIBRARY USE

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Student should use regularly the facilities of the school library. They should gradually develop habits and attitude in library use	
a) To distinguish the different functional parts of the library and to use the main holdings.	A) To have an orientation in other libraries as well. To be able to orient in all holdings.
b) To know and observe the main regulations of the library, to accept the norms of behaviour in it.	B) To develop a confident user's attitude by regular and varied library use.
c) To be able to use the basic services of the school library.	C) To be able to use all services of the school library.
2. To chose the right documents for his/her school assignments and own problems, also to develop skills in their practical use	
a) To distinguish the main document types by their contents and form subdivision.	A) To select the appropriate document for solving the problem and to use its information apparatus.
b) To find information by given aspects from printed and audiovisual documentation, also from mass media programmes.	B) To see clearly the information values of the different document types and the mass media.
c) To see that because of technical development, information appears in constantly changing media.	C) To gain practice in the use of technical information sources.
3. To select the appropriate library references for problems set within the school and be able to find information and information carriers in them	
a) To formulate questions for solving problems.	A) To interpret the task according to the characteristics of the study field and to use properly the terms.
b) To find information in handbooks according to the students' age.	B) To choose and use individually the appropriate handbooks for the problems.
c) To search in alphabetical catalogues according to writer and title.	C) To find information materials in the library catalogues.
d) To use the bibliography of textbooks and handbooks.	D) To use the suggested bibliographies of different teaching subjects.

GRADES 1–6	GRADES 7–10
4. To develop effective learning methods and independent learning habits by regular library use	
a) To find information for the given task from simple structured handbooks, alphabetical descriptive catalogues, and from some given documents.	A) To relate the given task to certain library type, informative handbooks and document types according to the subject and problem. To use, with assistance, the tools and method of thematical information collection.
b) To select, note facts, to name the main coordinates of the sources from the textual and pictural information of the material.	B) To evaluate and classify the collected information, to select and elaborate those adequate to the given task. To prepare a bibliography from the used sources.
c) To prepare short summary about readings and other documents, and to present it orally, in writing, with the assistance of an outline. To be able to evaluate the fulfilled task.	C) To analyse, interpret, classify the gained information and to present the work orally or in writing on the basis of an outline.
d) To quote precisely from the used text.	D) To fulfill the ethical requirements of the intellectual work.
5. To understand the role and importance of the library. Library use should become a need	
a) To recognise the practical advantage of library use through experience.	A) To understand the role of libraries in the information, self-education, and free time activities.
b) Apart from the school library, to have experiences in the use of the library in the students' neighborhood.	B) To know the different library types, the user advantages based on the library network.
c) To know information sources other than the library (TV, radio, museum, etc.).	C) To know that libraries are parts of a global information system and they are in complex relation with it's institutions.
d) To know that the modern technical information tools extend traditional library information.	D) To know the possibilities of gaining information from library databases, and computer networks.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
GENERAL KNOWLEDGE OF LIBRARY USE		
The service of the school library, its order and regulations. To become acquainted with local libraries.	To use regularly the school and the local library. **1b-c; 5a,b** To have an orientation in open libraries, to be able to use it. **1a; 5a**	To know the regulations of the library and to have an orientation there.
DOCUMENT KNOWLEDGE		
Printed and non-printed documents *(book, periodical, record, tape, slides, video)* and their characteristics. The textual and non-textual parts of the printed documents. The formal and contextual parts of a book *(introduction, chapters, contents)*. The formal and structural characteristics (children's, teenager's periodicals, dailies and program leaflets) of the newspapers (daily, weekly, periodical).	To find information in the textual and non-textual parts of the printed materials *(picture, illustration, table)* and from non-printed materials. **2a,b** To have an orientation in the printed documents from the content and by running through them. To prepare a short summary from the readings and also to prepare an inscription for his/her generation. **4a-c**	To gather information from material (with help).
AIDS IN LIBRARY ORIENTATION		
Direct information materials: encyclopediae, lexicons, dictionaries. Indirect information materials: alphabetical catalogue.	To search for information from handbooks *(children encyclopaedia, general lexicon, dictionary)*. **3b; 4a** To search in alphabetical catalogue after author and title. **3c**	Utilisation of the alphabet for the use of lexicon and encyclopaedia. To be able to search (with assistance) in descriptive catalogues after author and title.
TECHNIQUES OF THE INTELLECTUAL WORK, INDIVIDUAL KNOWLEDGE ACQUISITION		
To elaborate certain topics with the use of supplementary devices and documents.	For solving school problems to be able • to formulate exact questions; **3a** • to use given supplementary materials from the library **3b; 4a** • to find information from some shorter source, making notes, to refer to the sources **4b** • to report, by using an outline, about the result orally or in writing; **4c-d**	To solve a simple exercise with given sources.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
GENERAL KNOWLEDGE OF LIBRARY USE		
Information centers, libraries, databanks. Main library types (national, specific, school, public) and their main characteristics.	To know to which library to turn to with problems and demands *(professional, public information, cultural, entertaining)*. **1A-C; 4A; 5A-C**	To know the library in of the neighbourhood (or the nearest).
DOCUMENT KNOWLEDGE		
The role of different document *(books, newspapers, audiovisual documents, magnetic media)* types in the special subject matters and in everyday life. The importance of the regular use of periodicals *(dailies, weeklies, magazines, annuals)* in gathering information. Mass media programs (TV and radio programs on tapes) in the library.	To be able to use the needed documents to fulfil tasks both within the school and in the private sphere; to be able to use them in practice. **2A, C; 4A** To be able to use information of the printed documents. *(index, bibliography)* **2A** To see the differences between the content and the role of information in newspapers and in other mass media *(radio and TV programs)* **2B.**	To be able to choose (with assistance) and use documents according to given tasks.
SUPPLEMENTARY INFORMATION MATERIALS IN THE LIBRARY		
The role of the reference library in the information and it's usage. Main book types: • lexicon (general, specific, bibliographical); • encyclopedia; • dictionary (monolingual, bilingual, general, specific); • handbook; • other devices *(database, statistics, chronology)*; Catalogues: classified catalogue, subject catalogue. Public information sources *(telephone directory, timetable).*	To be able to select (with assistance) the adequate materials from the reference library for school assignments. **3A,B; 4A** To be able to make distinction between a catalogue and a bibliography, to see the role of the later in the information process. **3D; 4B** The use of the alphabetical descriptive catalogue. To be able to search with assistance in the classified catalogue after a given topic. **3C; 4A** To be able to use skilfully the useful information sources. **3B; 5D**	To recognise and use the main handbooks (lexicon, dictionary). To be able to use public information provided for everyday life.
TECHNIQUES OF INTELLECTUAL WORK		
The main steps and methods of information gathering in the library, the ethical and formal requirements of references and quotation.	To be able to choose, with assistance, sources for the given tasks, with the use of the supplementary information materials. **3A-C**	To gain information (with assistance) from documents to fulfil school assignments, to present them in brief.

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
	To be able to interpret different texts and non textual elements. **4B** To be able to gain and register information from the selected materials *(note taking, making card index)*. **4B** To systemise the acquired knowledge, to be able to present it with an outline orally or in writing. **4C**	

DETAILED OBJECTIVES AT THE END OF GRADE 10

(examples in italics)

LIBRARY KNOWLEDGE

To structure the knowledge already acquired about the library, according to the interest of the students *(professional and ethical problems, choice of career)*.	To be able to use the library (libraries) for their studies, for personal problems and also in their free time. **1A-C; 5A** To know about the possibility to reach other libraries' services through the use of school library. **5B-D**	To be able to use the library individually. To have an orientation in the school library and in the local public library. When changing school, be able also to switch to the requirements of the new school library.

DOCUMENT KNOWLEDGE

To fix and extend the already gained document knowledge by the individual use of sources for specific teaching subjects.	To have the capacity for a simultaneous and appropriate use of different types of document. **2A-C** To realise that the value of the documents are rather based on their role in the information access and not on their technical modernity. **2B**	To select the appropriate information sources for problem solving and to gain information from them.

INFORMATION DEVICES IN THE LIBRARY

To fix the knowledge about the use of reference, handbooks, bibliographies and catalogues and to extend it during specific and useful information gathering. Modern forms and techniques of data storage and information transfer. Computerised catalogue, bibliography and other library databases.	To be able to distinguish supplementary library devices according to their content, length, collection time limits and their elaboration level; to gain information from them. **3B-D** To orientate, with assistance, according to the topic and to collect material. **4A** To get acquainted with, be introduced to and possibly use the computerised information supplementaries. **2C; 5D**	To use individually lexicons and dictionaries. To use, with assistance, the different library catalogues.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Techniques of Intellectual Work		
To fix the previous knowledge about the use of library and research work, also its complex usage in the form of problem solving.	The practical knowledge of the phases *(data collection, information processing, structuralization, publication, evaluation)*, techniques *(to prepare bibliography, notes, outlines)*, methods and ethical rules of the information handling and elaboration. **4A-D**	To be able to search and use the library media to fulfil tasks within the school and to solve problems in everyday life.

LIFE MANAGEMENT AND PRACTICAL STUDIES

TECHNOLOGY

HOME ECONOMICS

CAREER ORIENTATION

The content of cultural domain *Life Management and Practical Studies* is an essential component of modern education. The teaching and learning of this cultural domain shapes knowledge, skills, competencies and attitudes which help the rational use of modern technology and economy and also protect students from their harmful effects.

Activity-based *Technology* focuses on realisation and function. Instead of reproduction, it prepares students for creation and independent problem solving, thus substantially contributing to the development of flexible thinking.

The education of technology makes it possible for the students to follow the up-to-date technological changes with the help of well-chosen and motivating examples, it also develops the creativity of students. The development of manual skills is the main objective on the beginners' level. As a result of the nature of the activity, there is a good chance to develop the senses purposefully, to increase preciseness, rapidity and integrity of work.

Modelling activity gains an increasing importance in the teaching-learning proccess, since it renders possible to express the essence of any system. It also enables us to observe the main charactersitics of any system by experimenting.

Education has an important function to prepare students for independent participation in *traffic*. Students learn to apply traffic rules, to show the right behaviour and to avoid dangerous situations.

In accordance with local demands schools can incorporate the basics of *agriculture* and *gardening* into their curricula which are useful for everybody in daily life.

Teaching *Home Economics* holds great responsiblity in the preparation of students for self-management and family life and daily activities. At the same time it can also stimulate students to form their interest and motivation in the area of rational management, additional income generation or independent enterprising.

Career Orientation helps develop students' maturity in career choice and job selection in order to make them able to meet the challenges of external requirements and expectations of the chosen career and to realise the personal responsiblity of career choice. It also prepares students for the potential flexible changes in career in their life time.

Career orientation (in different extent) is the task of the whole school and every cultural domain. Career orientation and other lessons are not enough to accomplish the above described objectives. School should provide an overall view on the world of work, enabling students to try their abilities, to deepen their knowledge in their chosen field in order to develop their knowledge on careers and on themself as well.

TECHNOLOGY, HOME ECONOMICS

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Students have to recognise the necessity of technology, understand its significance, usage and dangers in the life of mankind	
a) Getting acquainted with the artificial environment. Recognition of technical problems.	A) Students should be able to orientate in a technical surrounding comparing the human requirements and possibilities.
b) Collecting interesting technical things.	B) The important periods of Hungarian and international technology.
c) The discovery of the relationship between technology and environment in real situations.	C) The significance of the environmentally friendly technology, formation of that environment by playing an active part.
d) Orientation in the world of technology.	D) The recognition of the advantages and beauty of technology when applied in a cultivated way.
2. Skills in recognising and analysing problems	
a) Observing the technical environment from different points of view, searching causes and relations.	A) Finding connections between needs and possibilities.
b) Phrasing technical problems in words.	B) Recognition of technical problems and their formulations orally and in writing.
c) Searching for solutions.	C) Choosing models for problem solving, taking into account the characteristics of the material and its connection to the processing.
3. The ability to plan technical solutions	
a) Preparing simple, realisable plans, practical activities.	A) The examination of a solution's consequence and its practical realisation.
b) Estimation of conditions and choosing the required solution.	B) An easily intelligible formulation of the solution with technical design.
c) Skills for technical planning; imagination, underlining the essence, developing the perception of three-dimensional space, drafting designs.	C) Planning skills, sense of reality and modelling ability.
d) Experience in estimating by sight of length and measuring. Measuring precisely in cm, then in mm.	D) Experience in using drawing instruments in simple construction problems. Measuring in mm.
e) Solving a given project.	E) Searching for more solutions in designing. The detailed description of a plan.

GRADES 1–6	GRADES 7–10
4. Preparing and realising simple objects, functioning models, structures and furnishings. The students should be able to argue and discuss those basic estimating principles by which they can evaluate the realisation, results and effects of their own and of others' plans	
a) Recognition of shapes through proportions.	A) Choosing the best project through knowledge of material and techniques.
b) Getting experience about the inner structure of materials.	B) Getting experience about the inner structure of the materials by using elementary methods of material examinations.
c) Finding connections between materials and the characteristics of the objects made of them.	C) Recognising connections among materials, shapes, functions and aesthetic quality.
d) Choosing the materials and tools needed for execution.	D) Professional usage of tools and instruments.
e) Accommodation to the algorithms of the work process.	E) Professional application of algorithms. Making functioning models of furnishings by precise, aesthetic execution.
f) Evaluation according to given points of view.	F) Drawing conclusions after the finishing of the project complete. Student should evaluate the applied operations, techniques and methods, and suggest further development.
5. Working and learning habits for studying technology	
a) Observing the order of operations in the process of planning and realisation (execution).	A) The professional observation of the operational algorithms in the process of the execution.
b) Expected experience in the given level of usage of tools and instruments.	B) Professional usage of tools and instruments, adjusted to the plan.
c) Elementary working habits: correct body posture, tidiness, precision, economy, prevention of accidents.	C) Use a number of techniques with certainty, creatively and precisely while making high quality work. Maintaining a suitable rhythm of work and observing sanitary rules consciously.
d) The suitable working rhythm for finishing the work in the given time.	D) Students should work persistently, purposefully, dutifully.
e) Special attention to the economical use of material and to the indulgent use of instruments.	E) The application of techniques with least possible waste.
6. How to handle documents	
a) Students should use the most important documents in technology, carpentry, traffic (technical lexicons, dictionaries, books on carpentry and hob-	A) The student should study books belonging to libraries, books which can be used in everyday life, technical and carpentry books, popular informative

GRADES 1–6	GRADES 7–10
bies, household and technical books, technical professional books, pocket books and summaries).	serials, magazines. Prevention of accidents and Highway Code publications.
7. Traffic rules and their observance	
a) Knowing the rules, applying them in traffic.	A) The rules for pedestrians (in town, by tram, by roads, by water and by air) and the traffic rules in cycling.
b) Analysing traffic situations suggesting practical solutions.	B) The right and quick recognition of traffic situations, a reliable understanding of traffic signs.
c) Suitable behaviour habits and polite rules applied in traffic.	C) Students should be aware of positive behaviour.
8. Preparations for self-sufficiency, practice in household tasks, purposeful economy in everyday life	
a) Requirement of personal hygiene.	A) Body care, conscientious hygienic behaviour.
b) The basic activities and habits concerning body and clothing care.	B) Conscious desire to maintain cleanliness and care of body, clothing and immediate environment. They should be able to look after their clothes and mend them.
c) The application of basic rules for keeping healthy.	C) Skills in treating the sick.
d) Students should acquire experience in carrying out simpler household tasks and in doing things for themselves that are appropriate to their age level.	D) Students should be able to carry out household tasks, and know how to share in the household work.
e) Responsibility in the execution of everyday tasks. Orientation in using elementary services.	E) Organising housekeeping and methods of execution. Making use of services *(washing, lending).*
f) Recognising basic elements of home economy. The role of money in the household economy.	F) The household income composition, origin. Planning receipts and expenses. Skills for starting enterprise.
g) Openness to modern diet.	G) Students should employ good eating habits, make them a cultivated habit.
h) Purposeful establishment of playing and learning areas.	H) Students should furnish simple dwelling space, to make it homelike.
i) Recognising the necessity of energy-saving.	I) Exploiting opportunities to save household expenses.
j) Civil, polite behaviour with those of the same age and with adults.	J) Students should be in conformity with the rules of life in families, at school, formal situations and in the streets.
k) Presentation of family roles.	K) Students should be aware of the fact that intelligent love, patience and responsibility are the foundation of sound child rearing.

GRADES 1–6	GRADES 7–10
9. Preparing for planning, keeping indoor, ornamental, and kitchen gardens, in accordance with the space	
a) Observation of the phenomena of nature while nursing plants.	A) Recognising the possibilities of protecting the environment at home, at school and in the neighbourhood. Application of environmentally friendly methods (bio-production).

TECHNOLOGY

DETAILED OBJECTIVES AT THE END OF GRADE 4

(examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
MODELLING		
Planning Plans, sketch drawings. Basic plan, drawing of simple objects. Delineation for three-dimensional space perception, for modelling. Measuring and the role of dimensions, the importance of estimation in technology. Planning the work process; essential work phases (algorithms).	Stressing the essential facts, acquire the line-drawing technique. **3c** Experience in the estimation of length and distance in measuring and using drawing instruments. **3d** Attempts to execute individual executions. **2c; 3b** Elaboration of different kinds of solution projects.**2b-c;3a-b**	Basic plan, drawing view and object correspondence. Measuring accurately to cm. Registering the measuring results, reading dimensions from drawings.
Materials and modelling The acquirement of practical knowledge of natural materials *(clay, wood, rock, crops, leaves, straw, reed)* and processed materials *(paper, textile, plastics)* and the examination of their features while modelling them. Grouping materials according to their recognised characteristics. Object making from the known natural and processed materials *(local, hand-crafted objects, toys, presents)*. Objects made in folk art tradition. Tools and instruments necessary for processing. The knowledge of tools usage and labour devices. Comparing the plan and the finished work, critical analysis.	Observing materials on the basis of outward appearance and inward structural *(fibrous, flexible, rigid, soft, extensible)* characteristics. Recognising correlation among the functions, material, shape and size of the objects. **1c; 4a** Making objects after one's own ideas and plans more and more independently, according to the labour process. **4e; 5d** Purposeful and economic use of materials. **5c,e** Choosing the suitable tool for the execution of the planned object. **4d** Experience in regularly effectuated operations with tools. **5b,d** Finished works compared to the plans. **4f**	Taking part in object making activity. Keeping order and cleanliness during the work process. Selective gathering of waste. The proper use of working tools, their appreciation and accident-free usage. Trying-out the finished piece of work.
Construction Construction of models (from building elements). Construction of "buildings" *(flat, detached house, housing estate)*. The inner spaces of the dwelling; their function.	Preparing simple models by using personal ideas supported by teacher's help, individual or collective work. **3e; 4a-f; 5a-e**	Making a simple "construction" after a common preparation (individually or together with others). Naming the inner spaces and their function.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Traffic		
The features and rules of pedestrian traffic. The role of local and long distance public transport (urban, on roads, by railways, by water, by air) its devices, their proper usage. Rules of conduct concerning travelling. The cyclist's traffic rules. The causes, consequences of accidents, the possible ways of preventing them.	Experience in observing traffic rules. **7a** Listing rules for accident free usage of vehicles, their explanation. **7b** Describing and applying suitable conduct when travelling, and application in real situation. **7c**	Traffic rules for crossing the road, practical application. Recognition of dangerous situations in using vehicles, and accident prevention.
Hygiene		
Elementary knowledge of healthy diet, clothing and daily routine. The physiological and mental effects of physical exercise. The elementary rules of preventing the most common contagious diseases. Accidents among children during play and in free time; possibilities of preventing. The dangers of harmful substances *(nicotine, alcohol, drugs)*. Making use of health care services.	Need for movement, being in open air and regular physical activity. **8a** Extended knowledge of illness prevention. **8c** The recognition of the importance of prevention, the avoidance of harmful effects. **8c** Proper conduct when using health care services (*at the dentist*). **8j**	Knowing the elementary rules for a healthy lifestyle. Things to be done in case of illnesses and accidents, knowing the ambulance service telephone number.
Suitable posture, personal cleanliness *(body, hair, nails, teeth)* hand washing (compulsory occasions). Protection of our organs of perceptions *(spectacles, hearing aids)*. Keeping clothing clean; the use of handkerchief, tissues.	Hygienic habits and the necessity for their use, acceptance, co-operation in habit-formation. **8a,b**	Elementary hygienic habits.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(Examples in italics)

Modelling		
Planning Gathering and describing the knowledge acquired during observation.	Technical correlation understanding from descriptions. **1a** Argue on a given technical problem. **2a,c; 3b**	Systematising descriptions and observations. Making simple plans and drafts. Writing the results of measuring,

Attainment Targets

Knowledge	Skills	Minimum Competency
The examination of a concrete object, underlining its essential marks *(from the point of view of shape, purposefulness, function, structure and features).* Drafting (sketch-drawing). Simple drawing depiction. Basics for technical description. The role of measuring and precision of dimensions in technology. Measuring to mm precision. Projection representation. Correspondence between projection representation and the object.	Seeing in three-dimensional space, imagination and ability in model creating. **3c** Experience in using drawing instruments. **3a,d** Recognition of objects in their projection representation. **3c**	their reading from drawing descriptions with mm precision. Understanding of projection representation.
Materials and their forming Getting acquainted with natural *(wood)* and processed *(transformed)* materials *(paper, textile, plastic, metal)* through their examination and operational phases. Object modelling and decoration with different natural material following the folk tradition *(straw, twing, bulrush, reed, raphia).* Purposeful order of working steps. Getting acquainted with handtools for working materials and machines during the work performance.	Choosing the elementary methods of material examinations. **4b** Recognition of correlation among material, shape, function and aesthetic quality. **4a,c** Doing the job professionally, application of a proper rhythm of work. **4d,e; 5a-e**	Main characteristics of our direct environmental basic materials *(paper, wood, metal)* Making useful objects and their decoration with natural materials. Description of simple, short algorithm. Purposeful, safe and accident-free use of tools *(wood work tools).*
Constructed, assembled models The role and differences between model and models. Aesthetic and ergonomic requirements of established spaces, shapes and space forming elements achieved by human natural creation. Knowing, analysing and modelling the town, village, dwelling place, home as parts of the direct environment *(flat, house, district, village modelling).*	Student should analyse the role of models and model while getting acquainted with the environment. **2a; 4f** Modelling space and environment from the point of view of structure, function and dimension. **1a,c; 2a,c; 4f**	The objects and instruments from the environment, understanding their functioning and modelling.
Learning of the means of transport, their history, functioning and modelling *(vehicle model, ship model, steam engine, aeroplane model)*	Recognition of essential features while modelling. Modelling means of transport. **1a; 4c** Knowing the basic functioning of simple mechanisms and recognition of similarities *(steering and suspension of car).* **1c,d; 4a,e**	Elementary orientation in the functioning of vehicles.

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Learning and working habits Preparing operation projects. The tools and instruments for processing the materials, their accident-free usage.	Acquiring algorithmic thinking. **4e** Students should be experienced in the usage of the learned tools. **5b,e** Student should be able to collect information and data from suggested children's reading, in the fields of technology, home economics, traffic and draw conclusions. **1b; 6a**	Designing the process of creation, including the choice of necessary materials and tools, too. Independent sketch drawing.
TRAFFIC		
Pedestrian traffic in smaller and larger settlements. Public transport (urban, on roads, railway, on land, by sea, by air). Bicycle traffic. Traffic rules. The safety equipment of the bicycle.	Analysing the differences between urban and rural traffic. **7a-b** Students should be able to apply pedestrian, public and cyclist's traffic rules. **7a-b** Acquiring the proper conduct during travelling. **7c**	The rules for pedestrian, public and bicycle traffic. The safety equipment of the bicycle.
THE BASICS OF GARDENING (IF GARDENING OPTION IS POSSIBLE)		
Cultivating the plants that decorate our homes and school *(street, balcony, window plants).* Samples of soil *(colour, structure, binding).* The characteristics of seeds. Preparing the soil. Methods of sowing *(vegetables for leaves, vegetables for roots).* Taking care of plants.	Students should be able to get information about environmental conditions. **1c; 9a** The examination of the soil for plant growing. **9a**	Indoor plants as part of the home. Cultivating and taking care of indoor plants. Weeding and loosening the soil. Plant propagation by sowing seeds.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

MODELLING		
Planning Creating sketches by realising individual ideas. Drawing models by using projections, symbolic representation. Standards. Understanding drawings of processes *(gears, leading mechanism, electric circuits).*	Argue on a given technical problem. **3A,C** Searching for different kind of solutions in planning. **3E** Students should be experienced in reading and making drawing views and projections. **3B** Experience in simple problems in designing. **3D** Application of standards. **3D**	Understanding finished plans. Suitable sketch preparation for simple design by using projections.

Attainment Targets

Knowledge	Skills	Minimum Competency
Materials and modelling Examining the used materials, characteristics and their purposeful modelling. The technology of processing *(aluminium production).* The pollution caused by technologies and their falling out of use. Using the proper material in making handtools.	Choosing the most suitable material, method and means for the purpose. **1D; 4A-B** Setting up an active policy of environmental protection and economy (the reprocessing of wastes and their handling). **1C-D; 5E** The characteristics of materials and their possibilities in usage. **1D; 4C; 5E**	The elementary methods of material examination and their application *(examination of metals).* Purposeful shaping of materials for a given problem.
Constructed, assembled theoretical models The machine as a technical system and its constituent parts *(force transmission systems, internal combustion engine).* The typical machines in the environment. The electric mains of the environment, the household energy supply and its modelling. Prevention of and protection against accidents. The energy requirements of mankind and the environmental problems related to them.	Acquiring experience of familiar appliances *(household appliances, internal combustion engine, power machines).* **1D; 5B** Designing execution and organising, realising. **4A,E,F; 5A-D**	Machine modelling *(assembling kit).* Purposeful use of technical systems in our immediate environment *(the electric mains of the flat, household appliances.)* Accident prevention in the use of electricity (avoid touching electric wires) First aid. Assembling household machines and mains elements *(e.g. electric settings).*
Control engineering Machine control by use of commanding circuits (logical circuits). Automatic systems, control. regulating. Governing modelling. The basis of computer control.	Modelling logical circuits. Control after preparation and execution *(electrical control and regulation).* **4F; 5A-D**	The computer and the principle of system functioning.
History of technology Remarkable Hungarian and foreign inventors. History of transport.	*Students should collect data on remarkable events in the history of technology, inventors, using handbooks and other resources.* **1B,D; 6A** *Historical review of means of transport (on land, by sea, by air).* **1B,D; 6A**	The names of some relevant Hungarian and foreign inventors.
Traffic		
Further extending knowledge of cycling rules. Traffic rules on public roads.	Proper, quick estimation of traffic situations. Recognition and avoidance of dangerous situation.	Factors affecting the safety of road traffic. Knowing the Highway Code. First aid.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Urban and rural traffic. Technical details of the engine of motor-cycle, Highway Code.	Recognising the differences between rural and urban traffic. **7A** Safe understanding of traffic signs. **7B** Appropriate conduct. **7C** Public transport. **7C**	

The Basics of Gardening Economy (if gardening option is possible)

Soil examination *(stratification, heat and water economy)*. Nutritive aliment supply *(chemical manure, making compost)*. Select wastes gathering. Harvesting plants. Methods and means of storage. The living conditions of plants and their examination. Layering, cutting, planting. Plant nursing (plant protection).	Students should observe the phenomena of nature and take them into account in gardening. **1C; 9A** The recognition of the significance of environmentally friendly agro-technology and its alternatives. **1C; 9A**	Preparing the soil for sowing. Sowing plants, cultivating, taking care.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(Examples in italics)

Modelling

Planning Planning complex systems. System plans and execution plans, taking into account the necessary theoretical bases *(e.g. house building, designing the technical processes)*. Planning savings and marketing *(e.g. product design from its beginning to the selling)*.	Preparing the sales plan of a product. **1A; 2A; 3A,E** Students should know that for a successful creation both the object (product) and the working process are important in the same way. **2A-C**	Making a detailed structural and executive design according to the technical rules.

Realisation accomplishment Technical systems making compound models. Producing energy, transformation of energy power plants. The main form of pollution, means of avoiding them. Producing the most characteristic elements of microelectronics and their function. Networking computers and microelectronic systems. Proper tools for the given material and element.	Students should collect information about major technical systems *(traffic, production)*. **1A-B** Making functioning models. **4A-F** Students should know the problems of energy producing. **1A-D; 4F** Discussing on the unsolved technical problems of today's life *(new energy resources)*. **1A,C,D; 2A** The construction of simple microelectronic circuits and setting them into systems *(universal switch, alarm)*. **1A,C,D; 2A,C; 5A-D**	Students should be familiar with technical systems. The knowledge of basic forms of energy production and transformation. The characteristic features of microelectronics. Avoiding minor household defects (WC, basin, etc.).

Attainment Targets

Knowledge	Skills	Minimum Competency
Technology history Correlation between history of technology, society and science. Great names in the history of Hungarian technology. The main periods in the history of technology and their influence.	Collecting data on noteworthy events in the history of Hungarian inventors. **1B,D**	Some important technical inventions.
Traffic		
Traffic rules governing motor-cycles. Traffic rules for motorcycles, their technical system. Measures in case of accidents. First aid. The conditions governing the driving licence test. (A driving licence can be obtained by learning the regulations prepared and published by the Chief Traffic Department, taking courses approved by authorities and an exam at the end.)	Quick recognition and averting of traffic situations. **7B** Defensive driving. **7A** Good road manners. **7C**	High speed traffic, its dangers, rules. Forming good road manners.
The Basics of Gardening (if gardening option is possible)		
Protection of fruit trees. The live and lifeless constituents of the soil. Fruit harvesting, preparing for market, storage principles and methods. Chemical manure and its technical use. Planting arborescents, pruning, nursing. Garden design and construction, garden types. Shaping street and town views by planting trees. Shoot producing (settings, foil tents), assuring favourable conditions. Crop harvesting. Agricultural production and its concordance with environmental economy.	Recognition of environmentally friendly and harmful activities and materials. **1C,D; 9A** Information about plants' role in forming an aesthetic and healthy environment. **1C-D; 9A** Students should apply environmentally friendly methods *(bio-production)*. **1C; 9A**	Basic operations with soil, supply of nutritive elements in an environmentally friendly way. Planting and cultivating arborescents, nursing. Methods of garden design Biological and chemical knowledge of plant protection (advantages, damages, dangers).

HOME ECONOMICS

DETAILED OBJECTIVES AT THE END OF GRADE 4

(Examples in italics)

Knowledge	Skills	Minimum Competency
Housework. Appliances and objects, tools used in house-keeping. Household chores and procedures which can be carried out by children, too. Sharing housework in the family *(shopping, cleaning, receiving guests, taking care of the sick).*	Basic skills and task awareness needed around the house. **8d,e,h,k**	Self service activity suitable for the age group.
Economy Family budget, receipts, expenses, savings, pocket money.	*Presentation of working places, jobs.* Learning about types of income. Understanding the simple correlation between receipts and expenses. **8f**	Name and describe jobs of parents, relatives, listing some of their characteristics.
Savings Elementary concepts in connection with shopping, market, shops, selling buying, money, imported goods. The significance of savings in everyday life. How can we save? What are we saving? *(money, time, energy, consumer goods)*	Recognition of the role of money. Elementary orientation concerning the price of basic provisions *(milk, bread, flour, sugar, washing substances)* what and where can one buy them cheaper? **8f** The protection of environmental values, respect for personal belongings. **8b,i**	Examples of savings taken from everyday life.
Services The role of services in people's life. Making use of services which can be found on the housing estate.	Experience in the usage of elementary services *(post office, traffic).* **6a; 8e**	Presentation of some services available near the student's home *(place, role, usage).*

DETAILED OBJECTIVES AT THE END OF GRADE 6

(Examples in italics)

The health of the family Personal hygiene in adolescence. Cleanliness is the basic condition of healthy life (daily washing, tooth brushing, weekly hair washing). Keeping the environment clean.	Students should be aware of the fact, that cleanliness is the basic condition for a healthy life. Students should keep themselves and their environment clean. **8a-c**	Consequent and regular body care.

Attainment Targets

Knowledge	Skills	Minimum Competency
Diet Healthy diet and drinking water: • Foods containing enough energy and nutritive content for the age level. • Healthy nutrition. • Menus. Eating regular meals. Different cooking methods, storage of meals. Laying the table, serving, washing-up.	*Students should name some nutrition which assure the healthy functioning of the organism.* **8g** Students should be able to lay the table, serve food in an appropriate way. **8d,e**	Healthy nutrition. Regular meals (eating). Knowing simple methods for preparing meals.
Household The income background of the family (incomes derived from work and their usage). Where do we spend our money (markets, shops, services)? Pocket money.	*Student should discuss the consequences of wasteful and destructive life-style for the household's economy.* **8f,i**	Realistic assessment of financial possibilities *(making pocket money stretch).*
Clothing The origin of textile. Traditional and modern methods of obtaining textiles. Kinds of textile materials, their characteristics (examination of material). Purposeful choice and care of clothing Simple things made of textiles *(sewing, embroidery)*; how to make them. Types of stitches. Folk costume.	Students should be able to apply the simple methods of textile examining *(absorbing ability).* **4b** Simple care of clothing. **8b, e** *Purposeful usage of stitch varieties. Acquiring the most important embroidery techniques.* **5b,c**	Taking care of clothing. Knowing one or two types of stitches.
Home School and home as artificial human environment. Home and school hygiene: • well aired, light, dry home; • school with large spaces. Historical and modern home types. The function and structure of the home, the need for space. Looking after the home, its maintenance.	Students should be able to make the flat homelike, to set one's room according to one's own personality. **8h**	Knowing how to air properly. Designing one's own room. The safe handling of cleaning materials.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
The health of the family Keeping body clean, personal hygiene. Taking care of teeth. Well groomed appearance. Clean clothing. Hygiene of students' environment (healthy school, healthy home). Good family environment. Good relationship with parents. Good social relationship. Good sanitary prevention. Proper daily routine, lifestyle.	Body care. Have a well-groomed appearance! **8A,B** Feel the need to have a clean home. **8D** Establishing a good daily routine. **8D,E**	Modern body care. Keeping clothing and environment clean.
Diet The importance of nutrition. Healthy diet. The constituent elements of food (albumin, carbohydrates, lipids, oils, vitamins, mineral salts). The necessary nutritive material (changing with age). The necessary energy. Eating habits. The dangers of fibre-poor eating. Menu – culture of having meals. The importance of vegetables, fruits and vegetable dishes. Cooking traditional Hungarian and other nations' meals.	Students should observe the rules of healthy eating. **8G** Students should tolerate different types of food provided because of illness. **8G** Students should handle kitchen waste and leftovers and they should know how to use them. **8I** Eating a varied menu. **8G** Students should collect traditional Hungarian and other nationalities' recipes. **6A**	Students should eat properly and reject bad eating habits and fashions. Harmful foods, the dangers of certain products. Setting up daily menus offering justification.
Work in preparing meals The place of preparing meals: working place in the kitchen, equipment. Making menus. Methods used in cooking (preparing, cooking and finishing works). Cooking methods which can preserve the nutritive value of the food. Conservation of food *(preserving, freezing)*. Storing food.	Students should be able to use the kitchen purposefully. **8H** *Students should know how to keep account of nutritive and energy amounts.* **8G** Kitchen techniques. **8E**	Planning weekly family menus to a given budget. Preparing simple dishes.
Flat and neighbourhood The planning of the home environment.	Students should know how to furnish their future residence. **8H**	Flat design. Purposeful, aesthetic furnishing of the residence.

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Types of flats and houses, construction building method, healthy flat *(the materials of the building, isolation).* Airing, heating (types of heating). Energy saving in the household, the energy problem in the home budget. Cleaning (cleaning textiles). Gathering waste and rubbish, their storage and render harmless.	*Students should discuss how to furnish the rooms, kitchen, bathroom and other rooms of their homes.* **8H** Students should organise household refuse. **1C**	The average household appliances' technical and energy-saving functioning.
Clothing Basic materials of the textiles. Knowledge of material, critical estimation of market supply, its qualification. Proper, sensible clothing according to personalities and occasions. Taking care of textiles.	Students should know how to differentiate textiles *(wool, cotton, artificial fibre).* **4B-C** Students should know how to choose and care for their clothes, *(e.g. hand and machine washing and ironing)* and do simple mending. **8B**	Differentiating the natural and artificial textiles. Simple methods of clothes care and mending.
Organisation of work Different kinds of house work. Planning daily, weekly, yearly work. Checking housework. Getting housework automated. Environmentally friendly work. Receiving guests. Differences between rural and urban lifestyles. How the family shared work in the past and now.	Students should use purposeful methods of organising housekeeping chores (daily, weekly, periodical major cleaning). **8D** Students recognise the pollutants used in the household environment and know how to use environment protecting methods. **1C**	Observing work processes, analysing: measuring roads and time. The methods of organising household chores.
House keeping budget. The origin and constituents in the household incomes. House keeping expenses. Planning the budget. Receipts - expenses their account. Opportunities for savings (food money, work, time).	Students analyse the market prices, compare prices and quality and make a reasonable decision. **8F** *Students should keep a home accounts book.* **8F** Students could apply the possibilities of the consumers' safeguarding interests in practice	The family budget. Savings. Receipts and expenses accounts.
Knowing the garden Indoor plants, cultivating a small garden.	Students can use green principles in the care of plants. **9A**	The role of plants and indoor plants in our environment.

DETAILED EXAMPLES AT THE END OF GRADE 10

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Life in the family The value of family life. Aims of the family. The life cycles of a man, of a family. Child in the family. The relation between generations, helping each other. The preconditions of reaching one's goal in life: co-operation, systematic arrangements. Family traditions, holidays.	Students should create an aware lifestyle. **8D** Students should have a disciplined lifestyle, ready to help, socialising. **8J**	Knowledge of family values. Knowing family tasks, sharing in the family work. Keeping in touch with elderly people, helping them. Planning holiday, organising.
Family free time planning The value and importance of free time. Planning and organising free time activities for the family. The role of play in the parent-children relation. The outer factors effecting free time habits.	Students should make use of free time in a cultivated, healthy manner. Students should know and observe the expected rules of behaviour. **8J** Students should observe national, state, religious and family celebrations and should behave according to traditions. **8J**	Proper active-passive use of free time. Avoiding harmful free time activities. Organising individual and common free-time activities in the family and at school.
Family health Connection between health and natural environment. The individual and social importance of keeping and caring for health. The preconditions of accepting children. Preventing harmful passions (drinking, cigarettes). Life saving, first aid. Home pharmacy.	Students should be responsible for themselves and others. **8K** Students should be patient and unselfish in care taking. **8C** Students should know the methods of harmless contraception. **8K**	Health keeping lifestyle, responsible way of life. Experience in caring, nursing sick people and first aid. The most frequent child diseases, prevention. The causes of accidents in the home and ways of preventing them.
Organising, planning residence Settlements. The infrastructure, dwelling stocks, public utilities, road system, refuse collection. Housing estate, traffic area, industrial area, greenbelt, suburb. The possibilities of getting a home (building, buying, changing, renting). Legal financial, architectural etc. conditions. The enforcement of requirements in house design.	Students should have a many sided orientation in choosing the home and carefully search for solutions. **2A;8H**	Skills in gathering information about the local possibilities of getting a home. Using local allocations in steps.

ATTAINMENT TARGETS		
KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
Household and environment protection. Outer environmental effects (pollution of air, soil, water and noise). Possibilities of prevention and defence. Inner environmental dangers. Household environmental protection. Environment protecting car usage and taking care.	Students should analyse the danger sources within a household. Discuss the possibilities of avoiding danger. **1A,C,D; 2A**	Knowing and avoiding dangerous substances, harmful preparations and working methods.
Meal making exercises Modern methods of meal making. Measuring the requirements of cost, energy and time . Costing.	Students should individually make designs and technically execute them. Students should know how to make up a weekly menu considering the given points of view. **8D,E**	Meal preparing methods. Setting the modern weekly menu.
Housekeeping techniques, energy economy Energy-types in housekeeping. Tender environmental treatment and economical use of energy, mechanisation *(heating, light, hot water, cooking, cleaning, storage)*. Registering the energy use in housekeeping.	Recognition of the limits of resources of nature, individual responsibility in using energy saving devices. *Registering the dates referring to energy savings.* The knowledge of types of renewable energy. **8I**	The household machines and their energy need. Identifying simple defects in household appliances.
Household management Points of view in budget making. The market formation, comparing prices. Household management.	Students should know to plan income and expenses. The exploitation of saving possibilities. **8F** Ability for family enterprise activity. **8F** *Students should use computers in organising budget and household.* **1D**	Budget making. Receipts and expenses, savings. Skill in household management.
CULTIVATING PLANTS (IF THE OPTION IS POSSIBLE)		
Designs of utility and ornamental gardens. The sequence of cultivation work and work tools. Preparing a production plan *(material, cost, income, demand, given possibilities for producing)*. Selling garden products, possibilities of processing, storage. Enterprise possibilities on local basis.	Students should know how to carry out productive activity. **4D; 5C,D; 8F** Business-like way of thinking. Experience in production planning, in keeping accounts. **4F; 8F** Understanding the importance of bio economy. **1C; 9A**	Knowledge of working tools and work procedures. Regular work performance.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Production Practice		
Making products from textile and non-textile materials *(leather, straw, wood)*. Ornamenting methods *(dying, pressing, leather creasing)*. Organising product sale, registering. Business correspondence.	Students should know how to work with textiles and how to sew. **5C; 8B** Preparing suitable textile and other objects and organising their sale. **8F**	

CAREER ORIENTATION

GENERAL DEVELOPMENT OBJECTIVES

1. Psychological components of successful career choice

A) Students should recognise the importance of harmony between career and personality.

B) Students should be able to recognise the role of self-knowledge in the right career choice; they should also be able to know their own abilities and to try them in real life situation.

C) Students should understand the importance of interest and motivation in career choice.

D) Students should be able to consider their own possibilities in career choice.

E) Students should be able to accept the necessity of potential changes in career.

2. Career information

A) Students should be able to systemise their experiences and knowledge concerning the world of work.

B) Students should know how to compare the characteristics (similarities, differences) of different careers, and to recognise some clusters of careers replacing each other.

C) Students should be able to orientate independently in the publications helping career choice.

3. Orientation in the labour market

A) Students should understand the changes of life roles.

B) Students should be able to clarify the functions and requirements in a job.

C) Students should know how to apply the various techniques of job seeking.

D) Students should understand the relationship between job opportunities and socio-economic situations and the employment trends emerging from these.

DETAILED EXAMPLES AT THE END OF GRADE 8

(Examples in italics)

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
THE PSYCHOLOGICAL COMPONENTS OF SUCCESSFUL CAREER CHOICE		
Knowing the key abilities: • *spatial thinking,* • *ability of linguistic expression* • *arithmetical ability* • *physical fitness* • *manual skills* • *inventiveness* • *interpersonal skills;* The relation of abilities and achievement. Self-knowledge from physical, mental, social and intellectual viewpoints. Work harms and stress. The state and process of being unemployed, retraining.	*Describe some activities that are usually done with pleasure.* **1A,B,C** *Mention jobs in which the development of some abilities is essential.* **1A** *Rank abilities according to your own strengh and weakness in them.* **1B** *Interview an unemployed person.* **1E**	Minimum competency Main characteristics of abilities The role of physical abilities, social circumstances and lexical knowledge. Assessment of own abilities at career orientation and career change.
Fields of interest: • *working outdoors;* • *attending animals, plants;* • *working among people;* • *displaying physical power;* • *working with shanpes and lines;* • *working with tools and hands;* • *performing technical jobs;* • *working in an office;* • *helping people;* • *selling, buying;* • *working in clean surroundings;* • *assembling and repairing machines;* • *working on automatic machines;* • *working with metals;* • *working with electric appliances;* • *working in the building industry;* • *working in a lab.* The role of emotional attitude and motivation in career choice.	*Collect those activities which you have pursued gladly recently, then explain why.* **1A,B,C** *Collect examples for your fields of interest in the recent years. Explain why your interest has changed.* **1D,E** *Search for connection between your career ideas and fields of interests.* **2B**	The knowledge of fields of interest. The role of interest in career choice. The recognition of the changing nature of interest.

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
CAREER INFORMATION		
Basics of career choice: • *career;* • *profession;* • *occupation;* • *assignment;* • *duty;* • *qualification.*	*Explain the meaning of these expression in your own words, what is the difference between them, then check the meanings from a dictionary or encyclopaedia.* **2A** *Collect the professions, occupations and jobs of your family and friends all through their lives.* **1E; 2A,B**	The interpretation and explanation of basic notion related to career choice and work.
Possibilities to get acquainted with careers: • *career profiles, career files;* • *career reviews, occupational descriptions;* • *career levels;* • *career offers replacing each other;* • *career suitability;* • *possibilities for further education, vocational education.* The documents of career choice, sources of information.	*The student should be able to use the Career Handbook and the further education information booklets with guidance.* **2C** *Collect the activities, tools, physical, psychological demands, environmental conditions and school qualification requirements of the chosen career.* **2B** *Collect the sources of career guidance information.* **2C**	Ability of orientation in the possibilities of further and vocational education. Finding sources of jobs, potential helpers.

DETAILED EXAMPLES AT THE END OF GRADE 10

(Examples in italics)

ORIENTATION IN THE LABOUR MARKET		
The variation of life career and the necessity of career changes: • roles in life; • *characteristic types of life career;* • *man's work and social conditions;* • *employment conditions.*	*Collect information on the growing significance of roles in certain periods of life and why (child, student, employee, spouse, parent).* **3A** *Collect data to support the necessity of flexible career choice in Hungary.* **3D** *Draw up a list of characteristics for the open-minded and flexible employee.* **1E** *Collect data on the Hungarian employment situation.* **3D**	Recognition of • realising and harmonising different roles during our life; • necessary career changes or modification (due to different reasons); • its social and individual reasons.

Attainment Targets

Knowledge	Skills	Minimum Competency
The process and techniques of job-searching: • *sources of jobs;* • *methods of confident behaviour;* • *job searching on telephone;* • *curriculum vitae;* • *cover letter;* • *advertisement;* • *clarifying duties and demands;* • *contract, employment, adaptation.*	*List the potential sources of job advertisements.* **3C** *Try searching for a job on the telephone in a situational game.* **3C** *Write a curriculum vitae.* **3C** *Exercise confident behaviour in a situational game which could be performed with good results during a job interview with an employer.* **3B,C** *Discuss the difficulties of those starting their career in new employment.* **3B**	Information on the sources for jobs. Searching for jobs on telephone, personally and in writing. Behaviour during a job interview. Information on the institutions helping the unemployed.

PHYSICAL EDUCATION AND SPORTS

The primary function of teaching *Physical Education* and *Sports* at school is to enrich and develop children's movement through playful activities compatible with their psychosomatic maturity and interest, and make up for possible backwardness. The other objectives are to develop students' co-ordination abilities to a level which enables them to perform effective moving-acting learning and sports activities, satisfies students' needs for physical exercise, develops their security in activities involving movement as well as in their basic movement and problem solving skills.

Physical education and sports may contribute through their specific methods to the process at the end of which students will have become personalities with a positive attitude to life, for whom health represents an extremely important value; people who are aware of their motoric abilities and the methods of developing and maintaining these, and enjoy games and competitions involving movement. They respect others' performance, they are confident in acting, their movement is co-ordinated, aesthetic and refined, they recognise the health benefits and preventive values of physical education and sports, and regular physical activity becomes an organic part of their lives.

The incentive effect of the requirements will prevail only if they encourage students to make efforts, and their fulfilment is not impossible. This may only be achieved by setting differentiated requirements.

The requirements of physical education and sports have to be established in a way that discrimination should be avoided. It is desirable that even students disadvantaged through no fault of their own feel that their personality is respected, they are supported in overcoming their shortcomings, their efforts and development are appreciated. It is primarily through the development of co-ordination skills during the sensitive period (mainly of those co-ordination skills whose development takes place until the age of 12 years approximately) that students may be granted even chances.

The requirements set in the National Core Curriculum intend to moderate the practice of assigning tasks that develop skills purely for "skills development itself". The stress is laid upon those sports activities in which participation itself gives pleasure. And at the same time, the character-forming potential of fair competition is also taken into consideration.

The objectives of physical education can only be attained if extra curricular sport activities also become part of it. Requirements play a foundational role in respect of extra curricular sports activities as well.

GENERAL DEVELOPMENT OBJECTIVES

(examples in italics)

GRADES 1–6	GRADES 7–10
1. Healthy physical development. It is required that	
a) students' circulatory, motoric and respiratory system develop properly, and they do regular physical exercise;	A) students be aware at the practical application level of the role that exercising and sports play in leading a healthy life; it is required that they do regular physical exercise;
b) problems caused by abnormal posture be prevented through active and more and more conscious exercising.	B) students consciously take part in the healthy development of their body.
2. Development of erudition of movement. It is required that	
a) students be able to run fast and continuously, to adjust their speed to the distance and terrain, and to overcome various obstacles during running; students should learn basic techniques of performing types of jumping and throwing (flinging, heaving, shot putting);	A) students be able to perform basic techniques learnt in athletics;
b) students learn simple support and hanging positions, and they be able to change place and position in supporting and hanging;	B) students learn simple elements and combinations on support and hanging apparatus; they should be able to perform a coherent exercise based on the learnt elements;
c) students' activity be characterised by creativity in exercises of various types; they should be able to participate in different sports games;	C) students be able to play two sports games fairly well, be familiar with the rules, and apply different attack and defence techniques of these games;
d) students learn one type of swimming (if possible);	D) students be able to perform the basic technique of two types of swimming so that they can further develop (if possible);
e) students learn behaviour patterns to avoid danger and being threatened.	E) students learn self-defence techniques.
3. Development of motoric abilities. It is required that	
a) students' stamina, co-ordination abilities and safety in activities involving movement show a developing tendency;	A) students achieve significant development in maximum strength, speed and stamina;
b) students be able to control their body through an appropriately developed muscular system in exercises of various types;	B) students develop their motoric skills, which results in better athletic and gymnastics performance; they should be able to use techniques developing their abilities;

GRADES 1–6	GRADES 7–10
c) students be able to co-ordinate their movements.	C) students' muscle perception, rhythmic and reaction abilities, spatial orientation skill develop, and they be able to securely control their position in unstable equilibrium.

4. Maintaining the need for physical activity

a) It is required that the need for a healthy way of life and for regular physical activity be created.	A) Students should be characterised by secure motoric activities and regular physical activity.

Low-impact and special physical education

Students bound to do low-impact and special physical education should learn parts of the programme which are not contradictory to their condition. They should learn a swimming technique: the one that compensates for their disability best.	Healthy students should return to physical education lessons through learning parts of the programme which are not contradictory to their condition. They should prepare for "self-servicing" after leaving school.

It is required that physical education teachers select the customised correcting exercises of various types for the students in the light of their diagnosis. The goal to be achieved is that students be able to perform special exercises compensating for their disability independently, consciously, precisely and regularly, and get accustomed to physical activity.

Students should become familiar with the basic, functional, anatomical operations of the body, i. e. operation of major muscle groups, variation of mobilisation-strengthening, relation between the position of the spine and the pelvis. Students' inferiority complex and inhibitions springing from various disabilities have to be compensated for.

DETAILED OBJECTIVES AT THE END OF GRADE 4

(examples in italics)

Attainment Targets		
Knowledge	Skills	Minimum Competency
Drill Exercises		
Acquaintance with formal exercises and commands necessary for performing basic organisational tasks.	Ability to perform exercises answering the command. **3c**	Forming and changing formations at the level of reproduction.
Gymnastics		
Simple exercises – playful and of a defined form; free, partner and hand apparatus exercises in two and four phases.	Ability to perform gymnastics exercises at the level of reproduction. **1b**	Performing gymnastics exercises according to the teacher's instructions.
Walking and Running		
Types of walking and running. Games and competitions practising types of walking, running and quick starts.	Ability to perform types of walking and running with different purposes and modes of performance. **2a**	Ability to perform types of walking and running according to various instructions.
Skips and Jumps		
Different types of skipping under different circumstances. Skipping exercises started from running and basic position with related games and competition jumps.	Co-ordinated performance of skips and jumps (down, up, across, series). **2a**	Co-ordinated performance of jumps started from running and basic position.
Throwing		
Throwing balls of different sizes at a distance or at a target by rolling, flinging, launching and heaving, using one or two hands.	Performing different types of throws. **2a**	Selecting and performing types of throwing compatible with the purpose of the activity and the characteristics of the ball.
Supporting, Hanging and Balancing Exercises		
Supporting and hanging exercises on the *floor, bench, small box, auxiliary apparatus, wall bars, rope, rings, climbing frame.* Balancing exercises. Along with supporting and hanging exercises requiring balancing, types of walking on a line, bench, low beam with different tasks.	Learning basic elements of apparatus gymnastics. **2b** Creativity in the combinations performed on the listed apparatus. **2c** Power in compliance with weight in supporting and hanging exercises. **2b; 3b** Development of spatial orientation, and static and dynamic balancing skills. **3a**	Ability to balance under changing circumstances. Holding body weight in hanging and supporting exercises.

ATTAINMENT TARGETS

KNOWLEDGE	SKILLS	MINIMUM COMPETENCY
EXERCISES WITH BALL		
Simple modes of ball handling and the application of these in P. E. games. Ball (sports) games with simplified rules.	Dexterity with ball; basic level playing and co-ordinating skill. **2c**	Participation in ball games.
COMBAT EXERCISES AND GAMES		
Types of pulling-pushing, lifting, carrying. Getting behind the opponent, lifting the opponent.	Strength and special dexterity in pair fights. **3e**	Acceptance and performance of civilised, fair, body against body combat.
OUTDOOR ACTIVITES		
Outdoor activities in every season. Usage of apparatus developing dexterity *(rolling skates, skateboard, sledge)*. Winter games.	Ability to support unpleasant weather. **4a**	Acquaintance with special outdoor games *(hopscotch, tag, playing with ball)*. Regular physical activity outdoors.
SWIMMING (IF POSSIBLE)		
Exercises and games to get accustomed to water, safety in water and learning to swim.	Practice in one type of swimming. **2d**	Awareness of the hazards in swimming pools and natural waters. Security in water.

DETAILED OBJECTIVES AT THE END OF GRADE 6

(examples in italics)

DRILL EXERCISES		
Key exercises in respect of work discipline and simple organisation: • lining up (formations), • types of marching • changing formations • turns.	Finding the indicated place quickly in a closed formation. Quickly setting the right distance and space. Adhering to the necessary "foot pace" when starting off, marching and stopping. **3c**	Understanding the importance of drill exercises. Ability to follow commands.
GYMNASTICS		
2–4–8 phased free, hand apparatus, partner, and simple apparatus *(bench, small box, wall bars)* exercises. Application of key positions and basic gymnastic forms.	Ability to perform warming up exercises. **1b; 4a**	Acquaintance with basic technical terms and commands.

Attainment Targets

Knowledge	Skills	Minimum Competency
Athletics		
Types of Running Start • sprint, • continuous running, • running with tasks. **Skips and Jumps** • long jump, • high jump, • series of jumps. **Throws** Throwing, flinging, heaving at a distance and at a target depending on the type of exercise, from standing and after running 3–4 steps, using one and two hands.	Ability to react to start indication quickly, and start off quickly. **2a** Ability to adjust running speed to the task (distance) **2a** Ability to run continuously for boys: approx. 6 minutes, girls: approx. 5 minutes. **3b** Finding out the appropriate length and speed of running in case of long jump and high jump. **2a** Average lengths of standing jump for boys: approx. 132–200 cm, girls: approx. 130–190 cm. **3b** Finding out by experience that longer distance running improves performance. **2a** At least rough co-ordination level in throwing and heaving. **2a; 3a** Minimum length of throwing small ball boys: 18–24 m, girls: 16–22 m. **3b**	Performing the appropriate movements on hearing the start indication. Different types of running movement for sprint and continuous running. Ability to run for boys: 4 minutes, girls: 3 minutes. Different running in case of long jump and high jump. Minimum lengths of standing jump boys: 132 cm, girls: 130 cm. Movements in throwing and heaving attempts similar to accepted model. Minimum length of throwing small ball boys: 18 m, girls: 16m.
(Apparatus) Gymnastics		
Support positions and exercises on the floor, apparatus *(bench, small box, auxiliary apparatus).* Standing in support position (shoulder stand, headstand, handstand with help). **Support jumps:** *(box, beam, auxiliary apparatus).* Jumping over, down and up through support position (beam). **Hanging positions and exercises on rope and apparatus.** Climbing up and down. Swinging forward and backward. Swinging up into floating position.	Feeling secure in unusual support positions and simple turnovers (upside down position). **2b; 3b** Development of the first arch after take-off. Attempt to create a second arch during the jump, after support positions. **2b; 3b** Feeling secure in hanging position. Relative strength at a level that enables students to perform the listed exercises. **3b**	Ability to control body in simple, unusual positions with help. Undertaking support jumps with the teacher's help. Making an attempt of one or two grasps in climbing.
Sports Games		
Technical elements: • forwarding the ball with hands and feet, • hitting the target mark with the ball,	Ability to keep the ball in motion in standing position and during running. Precision of passing ball with hands and feet.	Ability to take part in sports games actively.

Attainment Targets		
Knowledge	Skills	Minimum Competency
• passing, receiving the ball. Tactical elements: • simplest ways of attacking, • basic defence techniques. Physical education games.	Intention to pass to a team member in better position. Acquaintance with the technical elements of one sport game. **2c**	
Outdoor Activities		
Physical education classes should take place outdoors as long as the environment and weather allow. Apart from exercises listed above, hiking, winter sports and using position-changing apparatus *(BMX, rolling skate, skateboard)* should also play an organic part in the subject programme.	Resistance to bad weather conditions. **4a** Running outdoors should become a conscious, joyful activity. **1a**	Undertaking outdoors activities.
Swimming (if possible)		
Chosen type of swimming and playing in water.	Ability to perform at least one type of swimming. **2d**	Ability to swim 10-15 metres in the same type of swimming.
Low-Impact and Special Physical Education		
Apart from basic programme elements – with the exception of those contradictory to the student's condition – students, in the light of their individual disabilities, should learn and practice correcting exercises.	Doing special exercises and swimming should become a practice.	Acquaintance with exercises developing correct posture, respiratory and circulatory system.

DETAILED OBJECTIVES AT THE END OF GRADE 8

(examples in italics)

Drill Exercises		
The whole range of drill exercises used in physical education.	Accepting the appropriateness of formality.	Ability to follow instructions orderly.
Gymnastics		
Free exercises and general partner, hand apparatus, simple apparatus exercises on a free exercise basis.	Ability to perform strengthening and stretching exercises. **1B**	Ability to warm up with 8-10 exercises without assistance.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Athletics		
Types of running Starts, sprints, medium-paced running, continuous running. Running with tasks and obstacles, running over obstacles. Relay. **Types of jumping** Long jump and high jump using the more advanced technique described in athletics. **Types of throwing** Throwing, flinging, heaving with one and two hands.	Development of starting and running skills in accordance with the character and morphological attributes of the task. **2A** Ability to run continuously for boys: approx. 10 minutes, girls: approx. 8 minutes. **3A,B** The technical execution of both jumping and throwing should approach skill level. **2A** Length of standing jump boys: approx. 180–210 cm, girls: approx. 160–200 cm. **3B** Length of throwing medicine-ball backwards boys: (3kg) 6.5–7.85 m, girls: (2kg) 6–7m. **3A,B**	Different technique of running in case of sprint and durable running. Development of jumping and throwing performance compared with previous years.
(Apparatus) Gymnastics		
Floor gymnastics Forward and backward rolling on the floor and long-fly to forward roll. Headstand. Attempts at handstand. Cartwheel. **Swings** Swinging forward and backward. Swinging hang, hang. Inverted hang. Swinging backward, arched landing position. **Beam** (bench turned upside down) Changing location and position. **Vault** Straddle jump, jumping over. Crouching jump.	Acquaintance with safety regulations of gymnastics and respect for these. Awareness of accident prevention, ability to give aid at application level. **4A** Awareness that rules learnt in mechanics apply to the performance of exercises. **3C** Learning basic elements with different apparatus at skill level. **2B** Ability to perform a floor exercise consisting of at least 3–4 elements. **2B**	Ability to perform certain elements (with help if necessary).
For girl students aerobics and rhythmic sports gymnastics.	Harmonisation of music and movement	Movement co-ordinated with the character of music.
Sports Games, Games		
Basic attack and defence elements of two sports games according to the conditions, the teacher and students' interest. P. E. games that facilitate the learning of sports games and develop motor abilities.	Ability to perform most fundamental attack variations: • *scoring a goal or point, and shooting from a free position;* • *resolving 2:1 situations;* • *performing most important variations of defence positioning.* **2C**	Ability to play together with the others through applying basic playing skills.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Outdoor Sports		
Physical education lessons should take place outdoors as long as the environment and weather allow. Apart from exercises listed above, hiking, winter sports and different position-changing apparatus *(BMX, rolling skates, skateboard, in winter: skating, skiing; and rowing, canoeing, kayaking if circumstances allow)* should form an organic part of the subject programme.	Outdoor physical activities should become natural. Awareness of most important health and accident preventing regulations. **1A,B; 4A**	Regular sports activity outdoors.
Self-Defence, Combat Sports		
Simple elements of wrestling and other combat sports. Aikido: getting free of grips.	Learning self-defence techniques at rough co-ordination level. Acquaintance with principles of evading conflicts. **2E**	Understanding that combat sports are not methods of aggression. Learning some self-defence techniques.
Prevention, Relaxation		
Inhaling, exhaling, basic forms of relaxation. Exercises preventing and compensating for the deformity of the supporting system.	Learning special breathing exercises, relaxation techniques and exercises improving bad posture. **1A; 4A**	Breath control at a standstill and under pressure.
Swimming (if possible)		
Practising chosen types of swimming.	Learning another type of swimming apart from the one the student is familiar with. **2D**	Learning one type of swimming to a fairly good level.

DETAILED OBJECTIVES AT THE END OF GRADE 10

(examples in italics)

Drill Exercises		
The full range of drill exercises practical in physical education.	Acceptable performance from the point of view of formality. **1B**	
Gymnastics		
The full range of preparatory free, partner, hand apparatus and apparatus exercises. For girls aerobics.	Ability to warm up without assistance. **1B; 4A**	Performing preparatory exercises without assistance, and understanding the effect of these.

Attainment Targets		
Knowledge	Skills	Minimum Competency
Athletics		
Types of running Start techniques. Swinging and rolling technique. Graded running. Running under difficult circumstances. Running school. **Types of jumping** The most advantageous long jump and high jump technique for the individual. Special preparatory exercises developing jumping skills. **Types of throwing** Basic techniques of throwing, flinging and heaving. Special exercises developing throwing technique.	Improving performance in sprinting, jumping, throwing, continuous running. **2A; 3B.** Result in 12 minute running should be approximately for boys: 2400m, for girls: 2000m. Approximate averages: 60 m for boys: approx. 9–10 sec, for girls: approx. 9.5–10.5 sec. Rise in gravity centre: boys: approx. 40–45 cm, girls: approx. 35–40 cm. Medicine-ball throwing backwards: boys (4kg) : approx. 8.5–9.5 m, girls (3kg) : approx. 6.5–7.5 m. Continuous running: boys: approx. 12 min, girls: approx. 10 min. **3B**	Obvious improvement of running, jumping, throwing performance as compared to the previous year.
(Apparatus) Gymnastics		
Support exercises on available support apparatus: • jumping up, down, and over; • turns and circles; • changing support positions; • swinging; • static positions. **Hanging exercises** depending on the equipment: • swinging; • changing place and position; • turns and circles; • static positions. **Support jumps.** **Beam.**	Strength, speed and stamina appropriate for the performance of exercises. **3A, B** Understanding the biomechanical principles, and aesthetic requirements of performing gymnastics exercises, and applying these in practice. **1B; 2B** Performing exercises of different elements on at least three apparatus. **2B**	Ability to perform a floor exercise of 3-4 elements. Attempting to perform one support and one hanging exercise with assistance.
Sports Games		
Indispensable elements of four basic sports games: handball, basketball, football, volleyball. Physical education games.	Ability to perform key attack and defence techniques of at least two sports games. Acquaintance with the rules of games, and respecting these. **2C**	Ability to play at least one sports game according to the rules.
Outdoor Sports		
The curriculum items of athletics, certain elements of sports games,	Awareness that health developing factors in nature increase the effi-	Physical exercising outdoors should become natural.

Attainment Targets		
Knowledge	Skills	Minimum Competency
and skills developing exercises should take place outdoors. Extra curricular teaching and practising of winter sports, cross-country running and hiking.	ciency of physical work. **1B** Learning knowledge and set of movements necessary for hiking. **4A**	Doing regular sports activities outdoors.
Self-Defence, Combat Sports		
Basic techniques of combat sports, mainly of judo and aikido: falling down, rolling, getting free of grips.	Evading dangerous situations. Learning the technical elements of defence in case of inevitable attacks. **2E**	Learning further self-defence techniques.
Prevention, Relaxation		
Breathing exercises. Simple forms of relaxation. Exercises preventing and compensating for the disabilities of the support system.	Understanding the beneficial effects of breathing exercises and relaxation techniques through experience. Conscious practising of preventive relaxation exercises. **1B**	Ability to relax and perform breathing exercises.
Swimming (if possible)		
Practising the arm and leg techniques of breaststroke, crawl and backstroke under different conditions. Respiration technique. Life-saving from water.	Swimming should be characterised by precise co-ordination, appropriate rhythm of movement and economical exertion. Ability to orientate oneself in water. **2D**	Learning practical behaviour in water. Ability to perform two types of swimming.
Rhythmic Gymnastics		
In combination with girls' gymnastics, stands, steps, types of walking, jumps, trunk and hand apparatus exercises from rhythmic sports gymnastics, and the combinations of these.	As a result of exercises with music, the movement of girl students should become feminine and expressive. **3C**	Ability to follow the rhythm of music.
Low-Impact and Special Physical Education		
Based on what has been learnt from the 6th through 8th years, students should be able to perform individual exercises with appropriate serial numbers for their age and condition and on special apparatus.		Learning a type of swimming compatible with the student's condition at skill level. Development of stamina as a result of regular swimming. Development of muscles helping to compensate for the student's disability. Preparation for "self-servicing" at home after leaving school.