Gymnázium sv. Moniky, Tarasa Ševčenka 1, 080 01 Prešov

MATURITNÉ ZADANIA

Z MATEMATIKY

(BILINGVÁLNE ŠTÚDIUM)

Školský rok 2022/2023

Schválil:

Riaditeľ školy: Dátum: ..... Podpis: .....

Predseda PMK: Dátum: ..... Podpis: .....

Each graduation assignment consists of three tasks. The tasks of any graduation assignment cannot be from only one subject area. All thematic units of the curriculum requirements must be represented in the school leaving examination assignments.

Characteristics of graduation assignment tasks:

It is given in the table.

General aids:

- A list of formulae for the regular term of the external part of the mathematics school-leaving examination (current for the school year).
- A calculator that is not part of a mobile phone cannot plot graphs, simplify algebraic expressions containing variables, calculate roots of equations.
- Drawing utensils - ruler, compass, protractor
- Wired models of solids figures.

Assessment:

(a) Each task of the graduation assignment is marked with a grade of 1 to 5.

(b) The weight of the assessment of each task is 1 : 2 : 2.

The formula used to calculate the weighted average is $z = \frac{z_1+2.z_2+2.z_3}{5}$, where *z* is the final grade after rounding and z_i is the grade for task *i*.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Sets

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Planimetry - areas of plane figures

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions - linear function

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Planimetry – circle, straight line

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Numbers, variables, expressions – equations

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions - graphs

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Equations, inequations.

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Planimetry – triangle, circle

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Analytical geometry – line and circle

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Number sections

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Planimetry – triangle, goniometry

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Stereometry – metric problems

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Numbers, variables, expressions - equations

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Equations, goniometry

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Stereometry – metric problems

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Sequences

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Stereometry – cross sections

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions – graphs, equations, inequations

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Functions - properties

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Planimetry – areas of plane figures

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Numbers, variables, expressions - inequalities

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Functions – graph, properties

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Numbers, variables, expressions - sequences

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Equations

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Functions – graph, properties

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Planimetry – properties of plane figures

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Equations

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Planimetry – triangles

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Number sections, logic, logical reasoning

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Numbers, variables, expressions - equations

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Functions

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Stereometry – surface areas of solids

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Planimetry – construction problems

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Functions – properties

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Functions - graphs

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Planimetry – similarity of figures

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Sequences

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Number sections, logic, logical reasoning

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Combinatorics

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Functions – graphs, properties

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Numbers, variables, expressions

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Stereometry – volumes and surface areas of solids

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Logic

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Sequences

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions, equations and inequations

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Logic

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Stereometry – metric problems

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Equations, inequations

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Planimetry – circle, straight line

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Goniometry, expressions

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions – properties, graphs

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Planimetry – construction, properties

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Combinatorics

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions, graphs, equations, analytical geometry

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Stereometry – positional properties

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Functions – linear function

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Analytical geometry

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Numbers, variables, expressions, number sections

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Planimetry - triangle

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions - graphs

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Functions

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Stereometry – metric problems

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Equations

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Stereometry – angles

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Numbers, variables, expressions

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Sequences

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Statistics

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Sequences

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions – linear function

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Combinatorics

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Analytical geometry

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Sequences

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Combinatorics

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Sequences

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Stereometry- cross sections

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Logic, logical reasoning

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Stereometry – volumes and surface areas of solids

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions - graph

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Numbers, variables, expressions – system equations

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Planimetry – right-angled triangle

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions, equations, inequations

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Analytical geometry

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Functions – properties, graphs

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Statistics

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Functions

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Combinatorics

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Sequences

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

Graduation assignment for the internal part of the school leaving-exams in mathematics

Topic orientation of the tasks:

Task 1

Probability

The student clarifies (defines) the given concepts, gives their examples and counterexamples, formulates their properties and relations between the given concepts. The dominant form is a monologue.

Task 2

Planimetry – areas of plane figures

The task focuses on argumentation and reasoning. The dominant form is a dialogue with members of the subject final examination committee.

Task 3

Functions – analytic line geometry

The task focuses on the process of solving a given problem with different alternatives. Any additional questions prepared in advance focus on alternatives to other numerical problems.

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MATURITNÉ ZADANIA Z INFORMATIKY

(BILINGVÁLNE ŠTÚDIUM)

Školský rok 2022/2023

Schválil:

Riaditeľ školy: Dátum: ..... Podpis: .....

Predseda PMK: Dátum: ..... Podpis: .....

Zadanie 1

1 Algorithmic problem solving - working with strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Software and hardware - work in a computer network and on the Internet.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 2

1 Algorithmic problem solving - working with text files and strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – working with multimedia.
Software and Hardware – Storage.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 3

1 Algorithmic problem solving - working with text files and strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – working with graphics.
Software and hardware – working in a computer network and on the Internet.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 4

1 Algorithmic problem solving – image.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – working with graphics.
Software and hardware - computer and peripherals.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 5

1 Algorithmic problem solving - working with text files and strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Communication and collaboration - presenting information through a website.
Software and hardware - working in a computer network and on the Internet.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 6

1 Algorithmic problem solving - working with text files and strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – information.
Communication and collaboration - presenting information through a website.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 7

1 Algorithmic problem solving - working with text files and strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Software and hardware - computer and peripherals.
Communication and collaboration - web search.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 8

1 Algorithmic problem solving - working with text files and tuples.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – sound.
Communication and collaboration - web search.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 9

1 Algorithmic problem solving - working with text files and strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Software and hardware - anti-virus and anti-spyware work.
Communication and collaboration - web search.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 10

1 Algorithmic problem solving - working with text files and strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Information society - security and risks.
Communication and collaboration - working with tools for collaboration and sharing information.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 11

1 Algorithmic problem solving – applying mathematical operations.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representation and tools - working with spreadsheet.
Information society - security and risks.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 12

1 Algorithmic problem solving - working with strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – encryption.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 13

1 Algorithmic problem solving - working with strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – information.
Communication and collaboration - web search.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 14

1 Algorithmic problem solving – working with graphics and tuples.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Software and hardware - work in a computer network and on the Internet.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 15

1 Algorithmic problem solving - working with a text file and strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – working with text files.

Communication and collaboration - working with tools for collaboration and sharing information.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 16

1 Algorithmic problem solving - working with graphics.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Software and hardware - work in the Operating System.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 17

1 Algorithmic problem solving - working with strings, selections (if, else, elif).
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Software and hardware - computer and peripherals (Input and Output devices).

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 18

1 Algorithmic problem solving - working with strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Software and hardware - work in the Operating system.

Communication and collaboration - web search.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 19

1 Algorithmic problem solving - working with strings, loops (for, while).
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – information.

Communication and collaboration - web search.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 20

1 Algorithmic problem solving – working with strings and slices.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Communication and collaboration - presenting information through a website.

Communication and collaboration - working with tools for collaboration and information sharing.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 21

1 Algorithmic problem solving – working with strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Communication and collaboration - web search.
Information society - legality of use.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 22

1 Algorithmic problem solving – working with strings, user input.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representation and tools – information, conversions of number systems.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 23

1 Algorithmic problem solving - working with graphics, conditions.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Software and hardware - work in the Operating System.
Information society - security and risks.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 24

1 Algorithmic problem solving - work with graphics, conditions, loops (for, while).
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Communication and collaboration - web search.
Information society - security and risks.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 25

1 Algorithmic problem solving – working with strings, user input.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Communication and collaboration - web search.
Software and hardware - computer and peripherals.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 26

1 Algorithmic problem solving - working with strings, loops (for, while).
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Communication and cooperation - working with communication tools.
Software and hardware - working in a computer network and on the Internet.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 27

1 Algorithmic problem solving – working with strings, user input.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Information society – digital technologies in society.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 28

1 Algorithmic problem solving - user input, loops (for, while).
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – working with spreadsheets.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 29

1 Algorithmic problem solving – loops (for, while), user input.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – working with spreadsheets.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Zadanie 30

1 Algorithmic problem solving – working with graphics, working with strings.
(Focus on solving the problem using the programming language Python, offering one or more solutions – explained and presented to the examination board).

2 Representations and tools – working with text files.
Communication and collaboration - working with tools for collaboration and information sharing.

(focusing on argumentation and reasoning, is implemented in the form of a dialogue with members of the examination committee).

Gymnázium sv. Moniky, Tarasa Ševčenka 1, 080 01 Prešov

MATURITNÉ ZADANIA

Z GEOGRAFIE

(BILINGVÁLNE ŠTÚDIUM)

Školský rok 2022/2023

Schválil:

Riaditeľ školy: Dátum: ..... Podpis: .....

Predseda PMK: Dátum: ..... Podpis: .....

Thematic scope of the tasks

HUMAN-GEOGRAPHIC REGIONS OF THE WORLD

The task is more broadly conceived, its aim is to test the student's knowledge and skills in the given area, the way of logical preparation and presentation of the answer to the given task, the selection of facts, concepts, and relationships.

- form of monologue

GEOGRAPHY OF THE SLOVAK REPUBLIC

The task is formulated as an application task.

The student’s task is to demonstrate the most appropriate way of solving the problem, to defend the correctness of his/her approach and to be able to argue and communicate about the problem in question.

- form of dialogue

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Z MATEMATIKY

(BILINGVÁLNE ŠTÚDIUM)

Školský rok 2022/2023

Schválil:

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Thematic scope of the tasks:

Philososphy: Introduction into Philosophy, philosophical disciplines

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Law: Constitutional development

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy: Philosophical utopias

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Psychology and sociology: Dynamics of mental processes

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Economics: Factors of production and products

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy: Sophists

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Political science: Vertical division of power

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Pre-Socratic natural philosophy

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Psychology and sociology: Social inequality

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Political science: Rule of law

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Socrates

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Economics: Inflation

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Economics: Basic terms.

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Plato

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Political science: Nationality and minorities

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Psychology and sociology: Personality types

Level of knowledge and understanding.

Form of a monologue.

Examines your conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Aristotle

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Law: Convention on the Rights of a Child

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Law: Legal norms, legal force.

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Jean Jacques Rousseau

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Political science: President of the Slovak Republic

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Political science: State and its forms

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Saint Augustine

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Economics: Unemployment

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Economics: Basic economic questions and types of economies

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Thomas Aquinas

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Political science: European Union

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Law: Law and legal system

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Economics: Market, types, subjects, and market mechanism

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy: Soren Kierkegaard

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Philosophy: Medieval philosophy

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Economics: Business

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Law: System of protection of human rights

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Economics: Competition

Level of knowledge and understanding.

Form of a monologue.

Examines your conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Francis Bacon

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Political science: National Council

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Religious studies: World religions

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Law: Family law

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Economics: Monetary policy

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Political science: Pressure groups

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: John Locke

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Economics: Fiscal policy

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Law: Property rights

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Baruch Benedictus Spinoza and Gottfried Wilhelm Leibniz

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Economics: Money

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Law: Consumer rights

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Rene Descartes

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Economics: Banks and banking

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Philosophy: Modern Philosophy

Level of knowledge and understanding.

Form of a monologue.

Examines your conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Political science: Elections and electoral systems

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Psychology and sociology: Culture

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Psychology and sociology: Psychology as a science

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Friedrich Nietzsche

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Economics: Economic cycle

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Political science: State and its characteristics

Level of knowledge and understanding.

Form of a monologue.

Examines your conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Law: Criminal law

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy: Pragmatism

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Law: Legislative process

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Karl Marx

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Psychology and sociology: Deviance

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Philosophy: Mythos and Logos

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Psychology and sociology: Intelligence, motivation, abilities

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy George Berkeley

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Law: Law in real life

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Political science: Horizontal division of powers

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy: Arthur Schopenhauer

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Psychology and sociology: Learning

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Enlightenment

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Law: System of the Courts

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Psychology and sociology: Sociology

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: August Comte

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Political science: Democracy

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Psychology and sociology: Socialization and social groups

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Law: Labour law

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy Postmodern world

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Psychology and sociology: Social interactions

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Law: Human rights

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy: Existentialism

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Psychology and sociology: Feelings and emotions

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Philosophy: Georg Wilhelm Friedrich Hegel

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Political science: Political parties

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Political science: Government

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Task 2 **Philosophy:** Immanuel Kant

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Task 3 **Psychology and sociology:** Family

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Thematic scope of the tasks:

Philosophy: Renaissance

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Psychology and sociology: Family

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy: Machiavelism

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Assignment 30

Law: Civil law

Level of knowledge and understanding.

Form of a monologue.

Examines conceptual apparatus in selected social science and knowledge of relationships of the concepts.

Psychology and sociology: Stress and stress relieving techniques

Level of application and analysis.

Examines the approach to problem solving, ability to find solution and reasoning skills.

Form of a dialogue.

Philosophy: Concept of God in philosophy

Level of synthesis.

Examines the ability to see broader context and to express an opinion.

Form of a dialogue.

Gymnázium sv. Moniky, Tarasa Ševčenka 1, 080 01 Prešov

MATURITNÉ ZADANIA

Z DEJEPISU

(BILINGVÁLNE ŠTÚDIUM)

Školský rok 2022/2023

Schválil:

Riaditeľ školy: Dátum: ..... Podpis: .....

Predseda PMK: Dátum: ..... Podpis: .....

Thematic Focus of the Questions

World War II

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Ancient Rome

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

World War II and Slovakia

(The question is focused on synthesis and evaluation of historical phenomena, processes and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Ancient Rome

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

World War II

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Formation of Slovaks as a Modern Nation

(The question is focused on synthesis and evaluation of historical phenomena, processes and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Interwar Europe

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Slavs in Central Europe

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Czechoslovakia behind the Iron Curtain

(The question is focused on synthesis and evaluation of historical phenomena, processes and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

World War II

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

The Kingdom of Hungary

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Czechoslovakia behind the Iron Curtain

(The question is focused on synthesis and evaluation of historical phenomena, processes and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Medieval Europe

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

World History after World War II

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Modern Era in Europe

(The question is focused on synthesis and evaluation of historical phenomena, processes and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Introduction to History

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

The Kingdom of Hungary

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Interwar Europe

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Thematic Focus of the Questions

Ancient Greece

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Modern Era in Hungary

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Modern Era in Europe

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Thematic Focus of the Questions

Ancient Rome

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

World History after World War II

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Slavs in Central Europe

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Thematic Focus of the Questions

World War I

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

The Kingdom of Hungary

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

World History after World War II

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Thematic Focus of the Questions

Modern Era in Europe

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World War II

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Czechoslovakia behind the Iron Curtain

(The question is focused on synthesis and evaluation of historical phenomena, processes and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Formation of Slovaks as a Modern Nation

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Ancient Greece

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Modern Era in Europe

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Thematic Focus of the Questions

Medieval Europe

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Ancient Rome

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

World War II and Slovakia

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Thematic Focus of the Questions

Ancient Greece

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World War II

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Slavs in Central Europe

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Thematic Focus of the Questions

Modern Era in Europe

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Modern Era in Hungary

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Ancient Rome

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Thematic Focus of the Questions

Medieval Europe

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Formation of Slovaks as a Modern Nation

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Ancient Rome

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Thematic Focus of the Questions

Modern Era in Europe

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Formation of Slovaks as a Modern Nation

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River Valley Civilizations

(The question is focused on synthesis and evaluation of historical phenomena, processes, and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Introduction to History

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Introduction to History

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

World History after World War II

(The question is focused on synthesis and evaluation of historical phenomena, processes, and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Ancient Greece

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

World War II and Slovakia

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Medieval Europe

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Thematic Focus of the Questions

Medieval Europe

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

The Beginnings of Human Civilization and Culture

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Modern Era in Europe

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Thematic Focus of the Questions

Formation of Slovaks as a Modern Nation

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Ancient Rome

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Modern Era in Europe

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Thematic Focus of the Questions

Ancient Greece

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Prehistory

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Modern Era

(The question is focused on synthesis and evaluation of historical phenomena, processes, and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Modern Era in Europe

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Interwar Europe

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

Czechoslovakia behind the Iron Curtain

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Thematic Focus of the Questions

Modern Era in Hungary

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Modern Era in Hungary

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River Valley Civilizations

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Thematic Focus of the Questions

Formation of Slovaks as a Modern Nation

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

World History after World War II

(The question is focused on analysis and application of student´s knowledge. A student should prove his/her ability to classify historical events, compare two historical phenomena or processes, compare more historical phenomena or processes, determine causes and effects of one, or more historical phenomena or processes, analyze political cartoon etc.)

World War I

(The question is focused on synthesis and evaluation of historical phenomena, processes, and events. A student should be able to prove the ability to approach given historical contents critically, generalize and justify his/her opinions regarding the past).

Thematic Focus of the Questions

Czechoslovakia behind the Iron Curtain

(The question is fact-based, focused on a student´s knowledge and understanding. A student is about to prove his/her knowledge regarding the given term, fact, definition, historical phenomenon or process. Monologue-based question.)

Ancient Greece

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Slovakia and Slovaks in Interwar Czechoslovakia

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Thematic Focus of the Questions

Formation of Slovaks as a Modern Nation

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Introduction to History

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Modern Era in Europe

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World War I and Slovakia

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