2022 Hungarian Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

The Moderation process confirmed the teachers’ successful application of performance standards. It was clear from the evidence provided that teachers applied performance standards appropriately and accurately when deciding about the students’ quality of learning.

Students were able to successfully demonstrate their knowledge, skills and understandings through the use of skilful task designs.

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking have been uploaded correctly
* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible.
* ensuring task sheets and texts for text analysis tasks are included.

Assessment Type 1: Folio

As for previous year, the Folio (50%) included at least 3 assessments: interaction, text production and text analysis. Interactions included oral presentations and discussions; text productions included articles and diary entries.

The more successful responses commonly:

* engaged in spontaneous oral interactions, discussing a range of topics and demonstrating a depth and
* created a text which responded to the context, audience, and purpose, adhered to the conventions of the text type and displayed the required kind of writing
* interpreted the meaning of text(s) and analysed both the cultural and linguistic elements of the text(s), as well as reflecting on how cultures, beliefs, values, practices, and ideas are represented and/or expressed.

The less successful responses commonly:

* used formulaic expressions and provided limited information in responses to questions asked in the oral interaction
* demonstrated little or no depth of analysis and reflection.

Assessment Type 2: In-depth study

Topics presented included a wide range from all three prescribed Themes: The Individual, Hungarian-Speaking Communities and The Changing World.

The more successful responses commonly:

* demonstrated comprehensive evidence of research and used a wide of variety of sources
* showed their understanding of the interdependence of language, culture, and identity related to the chosen topic of the in-depth study
* delivered an oral presentation that was natural and not over-rehearsed, and included strategies, such as rhetorical questions, to engage the audience, as well as using appropriate humour
* displayed evidence in the reflection of thorough analysis of the topic, as well as the student’s own learning in relation to the language and cultural aspects of the subject studied.

The less successful responses commonly:

* often used formulaic and repetitive responses with limited vocabulary
* frequently paused for extended periods of time when speaking and presented information orally with limited fluency and correct pronunciation.

External Assessment

Assessment Type 3: Examination

Oral Examination

Section 1: Conversation on general topics

All students were well prepared for their oral examination. Ideas were all well elaborated as well as opinions supported and justified. All opinions were consistently relevant to context, purpose, audience and topic. Students used an extensive range of complex linguistic structures with high degree of accuracy. A few minor errors were made which did not impede meaning. Ideas and information were organised logically and coherently. Students interacted fluently and with great degree of independence.

Section 2: Discussion based on the in-depth study

All students were extremely well prepared with their topics, proving genuine interest in them. All topics for the discussion were related to Hungarian history, they were well researched, with values relevantly argued and reflected upon in the context of the culture. Students communicated with high degree of fluency and independence and demonstrated a genuine interest in their topic. Some of them demonstrated critical thinking while doing their research, which gave them a broader perspective instead of looking at their topic only from the Hungarian viewpoint.

Written Examination

Section 1: Listening and Responding

Part A

Responses in English

Text 1

The more successful responses commonly:

* recognised where the announcement can be heard and provided at least 4 pieces of information mentioned. (e.g. 10:30 train from Budapest to Vienna is delayed by 1 hour due to technical reasons; passengers should check for updates on the timetable display screens; how to get a refund; free drink as compensation for the delay; passengers should not lose sight of their luggage)

The less successful responses commonly:

* did not recognise that it was a railway station
* were not able to list enough key information the announcer provided.

Text 2

The more successful responses commonly:

* identified the three programmes Zsuzsi and Feri planned:
* visiting the Hungarian National Art Gallery
* walking around the Buda Castle
* have lunch in the downtown.
* were able to explain Zsuzsi and Feri’s different motivation and interest in observing the paintings and techniques of Pál Szinyei Merse:
* Zsuzsi is writing an essay on the artist’s work and would like to get a deeper understanding of some of his pieces
* Feri is interested in this artist because he paints as a hobby; he loves getting inspiration and learning new techniques from original works of art.

The less successful responses commonly:

* were not able to list all programmes planned
* misunderstood the friends’ different motivation to see the exhibition.

Text 3

The more successful responses commonly:

* described the advantages of being part of a dragon boat team:
* real sense of community
* team sport
* it gives you a very tough cardio and whole-body workout.
* identified the reasons why Peter says: “Hogy mikre rá nem veszel!”
* Andrea convinced him to try the sport despite him saying he never understood the sport, the sport does not sound so simple and he is not a good team player.

The less successful responses

* most responses were correct, however some failed to understand the background meaning and irony of Peter’s final comment.

Part B

Responses in Hungarian

Text 4

The more successful responses commonly:

* identified the criteria for the gift that the customer specifies to the shop assistant:
* it should be a typical Hungarian kitchenware that is light enough to avoid excess luggage on the plane.
* justified whether the shop assistant is helpful by supporting the answer by evidence from the text.

Text 5

The more successful responses commonly:

* fully identified the service that the organisation provides:
* delivers hot meals to elderly people who have difficulty doing the shopping and cooking
* the non-profit organisation delivers these meals every day of the week.
* fully explained why the man wanted to work for the company:
* he heard they need new couriers because of the increased demand
* his grandmother is in a similar situation and he has seen how it helps to get a hot, healthy meal each day.

The less successful responses commonly:

* failed to identify all the reasons and the services provided.

Text 6

The more successful responses commonly:

* were able to identify the favours the friends were asking of each other:
* Alex wants Eva to come with him to choose a puppy
* Eva wants Alex to come whale watching with her.
* displayed comprehensive understanding of Eva’s attitude towards animals, supported by evidence from the text:
* she adores puppies
* she wants to be fair on pets (she does not want to have a pet because she spends very little time at home and doesn’t have a garden)
* she prefers watching wild animals in their natural habitat
* she believes that humans are responsible for protecting the habitat of animal species.

The less successful responses commonly:

* only partially understood Eva’s perspective and missed the more abstract principles behind her decisions. Very few students listed the global perspective in her attitude.

Section 2: Reading and Responding

Part A

Responses in English

Text 7

The more successful responses commonly:

(a) created a title that reflected the full understanding of the article and they also explained their choice

(b) identified at least two stylistic and linguistic features used by the author:

• rhetorical questions

• continued address to the reader with ‘you’, ‘we’ and ‘us’

• comparison and contrast

• anthropomorphism and colourful examples

• strong, confident tone/ high modality.

(c) provided perceptive evaluation of the author’s attitude towards AI technology, supported by examples from the text:

• they admit that it has good and bad aspects

• they are complimentary when they talk about ‘amazing, hard-working’ robots and the enormous benefits that AI already brings to the society

• however, they are cautious about some of the applications that AI could be used for, such as monitoring people’s everyday movements and fighting wars

• at one point, they say that AI is no different from any other technology, whether it is used for benefit or ill

• however, they talk about our lives already being subtly influenced by algorithms that help choose who gets invited to job interviews, who gets into universities, and even who gets to rent properties

• they end on a positive note, saying that medical science is saving millions of lives each day; it has also enabled online trade, which is a fundamental pillar of world trade as well as putting food on the table.

The less successful responses commonly:

* copied phrases and sentences from the text instead of paraphrasing and explaining the in-depth meaning behind some statements
* focused on factual information without thinking about the message the author intended to suggest
* did not list enough examples from the text.

Part B

Response in Hungarian

Text 8

The more successful responses commonly:

* included the information mentioned in the advertisement when asking for advice from the real estate company,
* used the right register and vocabulary
* gave detailed description of their dream lifestyle, main criteria and personality links
* used correct sentence structures and logical organisation of ideas to convey thoughts.

The less successful responses commonly:

* did not use the information provided in the reading text
* did not organise their reasons in a logical order.

Section 3: Writing in Hungarian

There were similar number of students choosing each question.

*The more successful responses commonly;*

* demonstrated a strong ability to manipulate language elements and structures
* were creative in their language use
* followed the conventions of the text type
* were relevant to context, purpose and audience
* were well structured and ideas were sequenced effectively

*The less successful responses commonly;*

* lacked the depth of treatment of ideas required at this level
* were not able to effectively manipulate language to fit the purpose
* demonstrate the range of vocabulary required at this level