# 2024 Hungarian (continuers) Subject Assessment Advice

Overview

In 2025, the new CCAFL framework will be used to teach and assess all languages at nationally assessed level. These changes are not reflected in this subject assessment advice as it is based on the 2024 assessment cycle. The subject assessment advice 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. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Across the assessment types for this subject, students can present their responses in oral or multimodal form. Students should not speed up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

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.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

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 that all assessment tasks 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 the previous year, the Folio (50%) included at least three 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 breadth of knowledge
* 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), 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, 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

Students were well prepared for their oral examination. Ideas were well elaborated, and opinions supported and justified. 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

Students were well prepared to discuss their chosen topic of study and demonstrated genuine interest in them. Topics chosen for the IDS were more versatile and reflective of a student’s individual interests compared to previous years. Topics chosen showed evidence of detailed research, with values relevantly argued and reflected upon in the context of the culture. Most students communicated with high degree of fluency and independence and demonstrated a genuine interest in their topic. Some students demonstrated critical thinking while doing their research, which gave them a broader perspective instead of looking at their topic only from the Hungarian viewpoint.

## Assessment Type 4: Written Examination

## Section 1: Listening and Responding – Part A

Responses in English

Text 1

Question 1(a)

The more successful responses commonly:

* fully identified the intended audience of the text:
* dog owners and people with dog-loving friends.

The less successful responses commonly:

* partially identified the intended audience of the text but lacked detail.

Question 1(b)

The more successful responses commonly:

* correctly identified two techniques the speaker used to persuade the listener, such as:
* rhetorical questions: ‘why not give a thoughtful gift to a dog-loving friend?’
* special offers: ‘10% off our products for one week’
* call to action: ‘place your order today’
* emotional appeal: ‘your dog’s happiness is just a click away, there is no better time to spoil your dog’

The less successful responses commonly:

* partially identified two techniques the speaker used to persuade the listener but lacked detail.

Text 2

Question 2 (a)

The more successful responses commonly:

* correctly identified the text type as a sports commentary.

The less successful responses commonly:

* partially identified the text type.

Question 2 (b)

The more successful responses commonly:

* fully identified the emotions conveyed in the text:
* tense - for example, ‘I can’t stand this! It is too much!’
* outrage - for example, ‘I can’t believe it! How did the referee not see that?’
* pride - for example, ‘You make our country proud; you make the team proud; you make me proud’
* excitement - for example, ‘running like the wind, no one can catch her; what a magnificent goal!’

The less successful responses commonly:

* partially identified the emotions but could not always provide examples to support this.

Text 3

Question 3 (a)

The more successful responses commonly:

* fully identified three recommendations made by the speaker:
* education and awareness; initiatives like language festivals and workshops
* documenting and recording dialects so they are not lost forever
* If you have relatives or friends who speak a dialect, learn from them, and engage in conversations to keep these dialects alive.

The less successful responses commonly:

* Identified only some of the reasons or lacked detail from the text to support their answer.

Question 3 (b)

The more successful responses commonly:

* fully identified at least two examples of how the speaker felt strongly about potential loss of dialects:
* they are the soul of a community
* they tell the story of a people and their connection to the land
* when we lose dialects, we lose a part of our cultural heritage.

The less successful responses commonly:

* identified some examples or lacked detail.

## Section 1: Listening and Responding – Part B

Responses in Hungarian

Text 4

Question 4 (a)

The more successful responses commonly:

* correctly identified the tone of the text as apologetic or conciliatory.

The less successful responses commonly:

* could not identify the tone.

Question 4 (b)

The more successful responses commonly:

* fully identified four aspects of the speaker’s personality, which may have included any four of the following:
* caring - stayed with child who was injured and called ambulance and mother
* community minded - volunteers to coach soccer team
* good friend - feels bad and wants to make sure the friend is okay and forgives them
* supportive – ‘I am sure you were brilliant’
* well meaning – as they obviously care about others’ feelings.

The less successful responses commonly:

* identified only some of the relevant information but often lacked examples or detail.

Text 5

Question 5 (a)

The more successful responses commonly:

* made a judgement and fully explained their judgement with examples such as:
* offers the cheapest membership in town
* no sign-up fees or cancellation fee
* discount if a person joins for at least 1 year
* has an individualised exercise plan, and offers a nutrition advice.

The less successful responses commonly:

* partially identified the importance of the vacation but lacked supportive evidence from the text.

Text 6

Question 6 (a)

The more successful responses commonly:

* were able to effectively compare and contrast the views of the speakers, incorporating a number of similar and differing perspectives that may have included evidence such as:
* Lena doesn’t want an AI learning system to replace teachers and János agrees with this.
* János is excited by the idea and is looking forward to finding out more about it. He says we are already using AI to help us learn, whereas Lena is concerned. She worries not everyone uses it responsibly, and she doesn’t use it herself even though she agrees with János that it is more convenient than having to wait until the next lesson to ask the teacher when you are stuck.

The less successful responses commonly:

* identified a limited understanding of the similarities and differences between the two speakers or focused on one speaker’s perspective.

## Section 2: Reading and Responding - Part A

Responses in English

Text 7

In this section students were evaluated based on how well they understood general and specific aspects of the text (for example, by comparing, contrasting, summarising, and/or evaluating) and conveyed the information appropriately.

Question 7 (a)

The more successful responses commonly:

* identified it would be most likely that Peter will take Tomi’s advice and supported it with evidence such as:
* One is adventurous and likes walking and cycling. Going by boat, they can still see other cities but many cruises also offer bike tours as part of the cost. This suits the active one.
* Also promises it is suitable for those seeking adventure.
* The one who doesn’t like any type of exercise would also like the cruise because when they feel like doing nothing at all, they can just relax on the boat and watch the beautiful view.

The less successful responses commonly:

* partially supported their decision with evidence from the text.

Question 7 (b)

The more successful responses commonly:

* identified three techniques used to engage readers and supported their answers with evidence from the text, such as:
* rhetorical questions - ‘why limit yourself to one (admittedly beautiful) river?’
* cliches/personification - ‘set your adventurous side free’
* metaphor - ‘more than a destination; it's a captivating journey through time, culture, and beauty’
* story telling - ‘discover the city and embark on a gastronomic adventure as you savour‘.

The less successful responses commonly:

* identified some techniques and gave some examples.

## Section 2: Reading and Responding - Part B

Response in Hungarian

Text 8

The more successful responses commonly:

* demonstrated an excellent understanding of the stimulus text
* provided responses which were text appropriate and relevant to context, purpose, and audience
* were logically structured and sequenced information and ideas
* manipulated language structures and vocabulary in Hungarian.

The less successful responses commonly:

* responded to some of the questions, statements, comments, and/or specific information in the text
* demonstrated a basic knowledge and understanding of vocabulary and sentence structures
* demonstrated limited ability to link information and ideas or structure text
* did not use the information provided in the reading text
* did not organise their ideas in a logical order.

## Section 3: Writing in Hungarian

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
* were not able to demonstrate the range of vocabulary required at this level.