2020 Hungarian (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 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.

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 quality of student learning.

Students were able to successfully demonstrate their knowledge, skills and understandings with the support of skilful task design.

Assessment Type 1: Folio

The folio is made up of three different assessments: Interaction, Text Analysis, and Text Production. Schools have the choice (as stated in the Learning and Assessment Plan) of requiring students to complete between three and five assessments for their Folio, including at least one assessment of each of the above assessments listed.

The more successful students commonly:

* engaged in spontaneous oral interactions, discussing a range of topics and demonstrating a depth and breadth of knowledge
* created texts which responded to the context, audience, and purpose, adhered to the conventions of the text type and 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 students 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 students 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 students 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 incorrect pronunciation.

External Assessment

Assessment Type 3: Examination

Oral Examination

Section 1: Conversation

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 a 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 high degree of independence.

Section 2: Discussion

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

Written Examination

Section 1: Listening and Responding – Part A

Responses in English

Text 1

The more successful responses commonly:

* explained the full reason for the telephone call – the caller has seen on the news that some flights have been cancelled and wants to know if her flight the following day has been affected
* demonstrated comprehensive understanding of how the customer service operator addresses the caller’s concerns:
* tells her that there are no plans to cancel her flight
* because the snow will be cleared during the night
* and that she will receive an SMS if her flight is cancelled.

The less successful responses commonly:

* did not identify the setting or purpose of the conversation
* did not identify that the caller’s concerns were raised because of the extreme weather conditions
* identified only some relevant information.

Text 2

The more successful responses commonly:

* described in detail the situation that Beata is facing – Beata received a phone call from the school saying that her daughter, Szilvi, is unwell and needs to be collected, but Beata is at work and has a meeting with her boss that she will have to postpone
* demonstrated a comprehensive understanding of the school’s attitude towards the problem. Possible answers include:
* helpful, caring — ‘we will do our best to help her to feel comfortable’
* informative — gave details about Szilvi’s symptoms
* reassuring — ‘…your daughter is in good hands’.
* supported answers with examples from the text.

The less successful responses commonly:

* missed the information that the mother is at work and will have to postpone a meeting and that she will have to discuss the situation with her boss before she can leave for the school to pick up her daughter
* did not provide adjectives to describe the school’s attitude towards the problem.

Text 3

The more successful responses commonly:

* described why the husband loved shopping at the market using evidence from the text, for example:
* he loves the scents
* the bustling
* talking to other people
* the produce is fresh and delicious.
* described how the wife feels about going to the market, for example:
* she is happy that they came early, so they don’t have to queue as much
* she is glad she came with someone else, so that she has some help carrying all the bags
* she doesn’t enjoy shopping at the market.

The less successful responses

* provided some or no reasons why the husband loves the market
* provided some or no reasons for the wife’s mixed feelings regarding the outing.

Section 1: Listening and Responding – Part B

Responses in Hungarian

Text 4

The more successful responses commonly:

* identified the four main characteristics of a quality kindergarten education, according to both parents:
* supporting independence
* developing skills
* respecting different personalities
* and child-centred pedagogy.
* identified two non-educational factors the parent(s) consider when choosing a kindergarten:
* the length of the commute
* and whether the kindergarten served healthy, gluten-free and lactose-free food.
* understood why the parents take this decision so seriously — they have heard that the early years of education are very important to the child’s personality and development.

The less successful responses commonly:

* were not able to list all the characteristics of a quality kindergarten mentioned in the conversation
* mixed up the educational and non-educational factors.

Text 5

The more successful responses commonly:

* demonstrated a comprehensive understanding of how Lili and Áron felt about the upcoming event:
* they are both looking forward to it
* Áron is looking forward to cheering on world champions, would love to see Katinka Hosszú swim as she is an Olympic champion
* Lili is hoping to improve her knowledge of Hungarian swimming
* she’s excited about getting the best seats
* Áron is happy to share his knowledge of the swimming scene with his friend.

The less successful responses commonly:

* did not provide sufficient information from the text to describe how Lili and Áron felt about the upcoming event.

Text 6

The more successful responses commonly:

* understood the purpose of the conversation as:
* to discuss the end of high-school celebration trip between two friends but representing the opinion of a bigger group of students attending
* to agree on a location/activities that will suit everyone who is coming on the trip.
* identified the activities planned and the reasons for those:
* ‘jetski or surfing’ or ‘tree obstacle course’; adrenalin-boosting activities which some would like to do
* relaxing forest walks and chatting on the beach for those who want peace
* parties in the evenings with a DJ and party games that everyone will enjoy.

The less successful responses commonly:

* misunderstood the reason for the trip and that it is planned for a larger group of students at the end of their high school
* did not list all the activities being considered.

Section 2: Reading and Responding

Part A

Text 7

The more successful responses commonly:

* identified the purpose of the article as to:
* inform people about the current food situation in developed countries.
* provided advice on how to live healthier and longer lives
* fully explained what the author means by referring to the saying, ‘Ami az egyik embernek táplálék, a másiknak méreg’ — that what may be a suitable diet for one person may not be appropriate for someone else. We are all different — genetically and culturally — and are at different stages of our life, and our diet should reflect that
* identified all or most of the techniques used by the author:
* gives examples of diets
* starts with a question in the title to trigger interest
* provides facts
* references science to give the information validity
* provides interesting historical reference to explain why we eat what we eat
* appeals to our desire to take the easy way out by saying ‘the answer is simpler than we think!
* supported answers with evidence from the text.

The less successful responses commonly:

* did not provide enough examples of techniques the author used.

Part B

Text 8

You read this blog on your school’s website. Write an email to your friend, suggesting a possible ‘life path’ for them and explaining why you think they will be successful based on the information in the blog.

The more successful responses commonly:

* included the information mentioned in the blog the students read when suggesting a possible ‘life path’ for their friend and gave reasons why they think they will be successful
* used the correct register and vocabulary
* gave detailed explanation of why they suggested a certain career to their friend
* used correct sentence structures to convey ideas.

The less successful responses commonly:

* did not use the information provided in the reading text
* did not give enough reasons for their career suggestions to their friend.

Section 3: Writing in Hungarian

Question 9 and 10

Students chose the questions in a similar ratio.

Questions 9 — Expressing views on wall graffiti — was the more successfully answered question and all students who chose this task were able to produce successful responses by giving detailed explanations why graffiti should be chosen to decorate the new construction project. It was obvious from the quality of the responses that students had experience in persuasive writing and the informal style.

Those students who chose to write a story inspired by the saying ‘A friend in need is a friend indeed’, often did not understand the secondary meaning of the saying, which resulted in stories that were built on an irrelevant idea. On the other hand, occasionally there were some very creative and moving elements included.

The more successful responses commonly:

* demonstrated depth of treatment of information, ideas, and/or opinions
* wrote text appropriate and relevant to context, purpose and audience
* manipulated language structures and vocabulary correctly in Hungarian.

The less successful responses commonly:

* used a narrow range of vocabulary and less complex grammatical structures with mistakes, which sometimes made it difficult to understand the ideas the student was trying to express
* misunderstood the deeper meaning of the saying.