# Hungarian (continuers) Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s 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 students’ quality of learning.

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

Assessment Type 1: Folio

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 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), 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, Hungarain-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

Section1: 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 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

All students were extremely well prepared with their topics, proving genuine interest in them. All topics for the discussion were related to Hungarian culture, 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.

Written Examination

Section 1: Listening and Responding – Part A

Responses in English

Text 1

*The more successful responses commonly:*

identified the situation Ilona was facing:

* her flight arrived late, at the same time as two other flights
* the airport was very busy, it would take her at least 2 ½ hours to clear customs
* her father couldn’t wait that long, he had to go to work
* Ilona was suggesting that the father doesn’t wait; she will get a cab to go home
* her father should call her mum and tell her about the situation, so mum doesn’t worry for the delay.

*The less successful responses commonly:*

* didn’t identify why the father should leave
* didn’t identify what the father should do.

Text 2

*The more successful responses commonly:*

identified that

* in the first days in Australia, Erika felt like boarding a plane and returning to Hungary
* only once in Australia, she realised that maybe she has taken on too much
* learning English quickly wasn’t going to be as easy as she imagined
* nodding and smiling politely when she didn’t understand what was being said was not a helpful language learning strategy
* when one doesn’t understand what is being said it is better to ask for clarification
* one should pay attention to people’s facial expressions and reactions, as it is easy to offend using inappropriate expressions.

*The less successful responses commonly:*

* identified that Erika wanted to return home, without justifying why
* identified the importance of facial expressions, but not the reason why they are important.

Text 3

*The more successful responses commonly:*

identified that

* first the mother is upset and angry and calls her son Zoltan, not Zoli
* when she finds out that not everything is as it seems, she calls him Zoli again, acknowledging that she misjudged the situation
* she misjudged the situation thinking that her son had drank 3 coffees
* she misjudged the situation thinking that her son is lazy and doesn’t throw out the rubbish
* she misjudged her son’s personality.

*The less successful responses*

* failed to see that Zoli’s character also has been misjudged.

Section 1: Listening and Responding – Part B

Responses in Hungarian

Text 4

*The more successful responses commonly:*

* recognised that the text is an advertisement for a tour to watch the migration of cranes over the Hortobagy
* identified techniques used (description of visual experiences, superlatives, exaggeration, offering inducements)

*The less successful responses commonly:*

* identified some of the techniques used
* couldn’t name techniques, gave only examples.

Text 5

*The more successful responses commonly:*

described Attila as

* egotistic (wouldn’t compromise for others, only he is important),
* forgetful (easily forgets previous arrangements),
* irresponsible (doesn’t recognise how his behaviour is affecting others, doesn’t care if Eszter has to drive while tired),
* unreliable (cannot be trusted when promising something)

described Eszter as

* caring (worries about her mother)
* helpful (takes her grandmother to the friend’s birthday party)
* reliable (keeps her promises).

*The less successful responses commonly:*

* listed what Csaba and Eszter were doing, without identifying the relevant character traits
* showed difficulty in naming character traits in Hungarian.

Text 6

*The more successful responses commonly:*

* identified how Kati’s feelings change during the conversation and justified the answer with substantial evidence from the text
* Some of the feelings described were:
* curiosity, anticipation, impatience (hardly can wait, tell me what surprise you have planned)
* disbelief, shock, dismay (thinks it’s a joke)
* disappointment/incredulity/anger (she can’t believe he forgot their anniversary)
* frustration (annoyed being successfully teased)
* happiness (loves him for it), forgiving

*The less successful responses commonly:*

* retold the text without identifying feelings

Section 2: Reading and Responding - Part A

Responses in English

Text 7

*The more successful responses commonly:*

identified at least 5 of the following characteristics of Puskas

* intelligent: learned English in 6 months
* focused and determined: shaved his head to stop himself going out and being distracted; when he was unable to complete his degree in Budapest, he went to London, then Vienna, and finally to the USA; when he developed the telephone exchange, he went back to USA to convince Edison to invest in his invention
* businesslike/entrepreneurial: approached Edison and proposed a business partnership
* inventive: saw things others didn’t – the possibilities of the telephone combined with the telephone exchange
* ambitious: worked against the odds to achieve his degree and pursue business opportunities
* persistent: goes back to America and convinces Edison to invest; tried several countries to finish his degree
* resilient: he doesn’t give up easily, despite set-backs
* confident: approached Edison and proposed business partnership, even though he was not well known himself
* resourceful: when he was unable to complete his degree at one university, he went to another; he found ways around his disadvantages to achieve his goals.

*The less successful responses commonly:*

* translated what Pukas did from Hungarian into English, without identifying personality characteristics.

Text 8

*The more successful responses commonly:*

* identified 4 relevant impressions that Anna Horváth might have formed about Ferencz Kelemen, based on his behaviour during the interview and supported them with evidence from the text.

Successful responses included:

* the interview did not seem to be important to him: he was not punctual, dressed inappropriately, took calls on his mobile phone during the interview, used informal language to address the interviewer
* he has limited social skills (commented on the photo of the interviewer’s daughter, did not dress appropriately, did not address the interviewer appropriately, used informal instead of formal language)
* he was disrespectful: used familiar language in formal situation (Horvath Anna addressed him with respectful language, Mr Kelemen), called the interviewer Annacska (very informal)
* over-confident: (he states that he hasn’t got any weaknesses.

*The less successful responses commonly:*

* identified correctly how Anna Horváth might view Ferencz Kelemen but had difficulties in using the appropriate adjectives associated with Kelemen’s actions.

Section 2: Reading and Responding - Part B

Response in Hungarian

Text 9

*The more successful responses commonly:*

* demonstrated a good understanding of the text and the task, related to the overuse of mobile phones
* addressed all of the points raised in the blog
* provided and elaborated on advice which was appropriate
* manipulated language authentically and creatively.

*The less successful responses commonly:*

* failed to give advice
* didn’t show due attention to language structures.

Section 3: Writing in Hungarian

Question 10

Question 10 was the most popular question and all students who chose this task were able to produce successful responses.

*The successful responses commonly:*

* organised ideas logically and coherently, observing the conventions of the text type
* used vivid descriptive language
* expressed opinions and feelings in recounting the most memorable experience with the home-stay family.

Question 11

A less popular topic, with one student producing a witty, well thought-out and well written short story based on the meaning of the proverb.

*The less successful responses commonly:*

* failed to understand the proverb
* lacked depth of treatment
* failed to produce a short story which integrated and validated the meaning of the proverb.

Question 12

Was chosen by one student, who created an excellent humorous text, demonstrating very

good language and higher order thinking skills.