

Hungarian (continuers)

2012 Chief Assessor's Report



Government
of South Australia

SACE
Board of SA

HUNGARIAN (CONTINUERS)

2012 CHIEF ASSESSOR'S REPORT

OVERVIEW

This report provides general information and feedback for the written examination.

For general information and feedback regarding Stage 2 school assessment and the oral examination, please refer to the Nationally and Interstate Assessed Languages at Continuers Level Chief Assessor's report on the subject minisite.

Written Examination

Section 1 Listening and Responding

Part A

Generally, students demonstrated a good understanding of the texts, and were able to identify and analyse information. Students were able to convey the information accurately and appropriately. Despite differences in students' abilities the questions were answered satisfactorily.

Question 1

Most students missed that Andrea asked Emese to respond to her call; students are advised always to give attention to the full text.

Question 2

Some students did not recognise the significance of the tradition.

Question 3

Students demonstrated an understanding of the purpose of the text.

Question 4

Students had difficulties understanding the complex meaning of the text. Few students mentioned that Kati was concerned about her father losing his favourite pastime.

Question 5

Students answered this question appropriately.

Part B

Generally, students' ability to understand the questions and to convey the answers was at a high level this year. Most students responded very well to the contrasting texts.

Question 6

All students understood the meaning of the saying, but some missed the statement about why Sanyi could not work.

Question 7

All the students gave answers at a very high level despite the fact that this was a quite challenging text.

Students are advised to practise analysing complex texts, paying close attention to detail.

Most students were able to use correct grammatical forms in their answers. Students had the capacity to transfer, for example, from first person to third person in verb conjugation. However, verb tenses need to be given more attention. Students are advised to practise how

to structure sentences, as some responses used no verbs, which left the sentences without meaning.

Students are also advised to practise constructing complex sentences.

Section 2 Reading and Responding

Part A

Generally, students responded to these questions at a high level. Some students found it challenging to identify relevant information and use this in their answers.

Question 8

Students answered this question appropriately.

Question 9

Most students were able to demonstrate understanding of how Zoltan's attitude changed, and were able to compare and describe concepts and comment on them without simply copying the answer from the text.

Part B

In this section, most students identified relevant information from the text, followed the letter format well, and appropriately used the conventions of the text type.

Some students started their response with questions that suited the text very well. Some students used persuasive writing very successfully.

Section 3 Writing in Hungarian

Most students chose question 11 as environmental issues are relevant to their own future and it was an interesting task for them. Some responses included individual practical advice, and some responses linked local and global issues.

A few students chose question 12. This question required some knowledge of Hungarian history. These students seemed enthusiastic about the topic as it is relevant to their everyday life. Some responses provided a contrast between a historical and a contemporary figure.

Most responses successfully followed the structure required by the text type.

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