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Hungarian (continuers)

2015 Chief Assessor’s Report

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## Overview

Chief Assessors’ reports give an overview of how students performed in their external assessment 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, the quality of student performance, and any relevant statistical information.

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

For general information and feedback on 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.

## EXTERNAL ASSESSMENT

Assessment Type 3: Examination

Section 1: Listening and Responding

Part A: Responses in English

Question 1

Almost all responses to this question correctly identified the reasons why Peter’s mother disliked mobile phones. However, the majority of students had difficulty explaining fully why her behaviour was hypocritical.

Question 2

This question was generally successfully answered by the majority of students, but some failed to justify their answer with examples from the text.

Question 3

This question required students to analyse and summarise information from the text. This proved difficult for students, with only a few able to answer it successfully.

Part B: Responses in Hungarian

Question 4

Although most students understood the text well, some responses indicated that they had difficulty fully identifying and/or conveying the reasons behind Marie’s success.

Question 5

Students received marks for this question when they could specifically name personality traits in Hungarian.

Question 6

This question was handled well by the majority of students.

Section 2: Reading and Responding

Part A: Responses in English

Question 7

The most successful responses to this question connected the blog about shopping to the wider topic of the environment, and identified the ways in which purchasing habits impacted on waste.

Question 8

Responses in this section were generally poor. For this question, students needed to compare and contrast texts by looking at the similarities and differences between them. The similarities were that both texts focused on helping the environment: Text 7 encouraged people to stop over-purchasing, while Text 8 looked at prolonging the life of a product. The differences were that Text 7 informed and persuaded and had an informal tone, while Text 8 only informed, using the formal style of a letter.

The majority of students lacked the skills to identify key information in the texts and use this to compare and contrast the two texts. Teachers are encouraged to give students the opportunity to develop skills that will enable them to make inferences of texts and identify information used to compare and contrast connected texts.

Part B: Responses in Hungarian

Question 9

In general, this question was handled well. The majority of answers were relevant to the context, purpose, and audience and provided depth and breadth in the treatment of the topic. Language structures and vocabulary appropriate to the cultural and social context were also correctly expressed. The strongest responses used an extensive range of complex linguistic structures and features with a high degree of accuracy. When errors were evident, they did not generally impede meaning. The high number of successful responses suggests that students found this topic age-appropriate and relevant.

Section 3: Writing in Hungarian

Question 11 was the most popular question. Few students chose Question 12 and even fewer chose Question 10. Answers were generally relevant to the question. The most successful responses demonstrated a very good control of vocabulary and language conventions, coupled with appropriate structure for the text type. Spelling was generally well handled.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

## General Comments

Markers felt that students could benefit from practising listening/reading and responding, focusing not only on comprehension, but also on analysis and synthesis.

Teachers are encouraged to familiarise their students with a range of vocabulary and language conventions in their formative work throughout the year. A broad range of vocabulary relating to a variety of topics and themes will give students the opportunity to achieve at the higher levels when completing their external assessment.

It may be useful for students and teachers to make use of former external examination papers, as well as the Chief Assessor’s Report, to prepare for the external assessment.

Markers also felt that some students would have benefited from more formative writing exercises throughout the year in order to develop their ability to express information, ideas, and opinions.

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Chief Assessor