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Hungarian (continuers)

2016 Chief Assessor’s Report

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## Overview

Chief Assessors’ reports give 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, the quality of student performance, and any relevant statistical information.

This report provides general information and feedback for external assessment.

For general information and feedback on school assessment, 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

Oral Examination

**Section 1: Conversation**

Students performed well in the conversation part of the oral examination, providing mostly relevant answers, opinions, and arguments. Open-ended questions were well managed and, in most cases, led to extended answers.

**Section 2: Discussion**

Most students were well prepared to discuss their in-depth study topic.

In some cases, examiners felt that the in-depth study topic was too broad and loosely defined. When this was the case, students found it difficult to reflect on and share their personal learning.

Written Examination

**Section 1: Listening and Responding, Part A**

Responses were required in English.

*Question 1*

**The more successful responses**

* identified a doctor’s surgery or some sort of health clinic as the location where the conversation took place
* were supported with evidence from the text (weight and blood pressure check, prescription for high blood pressure medication)

For part (b):

* some students opted for changing jobs (as Mr Kovács’s problem could be caused by eating too much chocolate because it is free, and having to pay for his sweets in his new workplace might deter him from overeating)
* other students opted for *not* changing jobs (as coffee is also bad for high blood pressure)
* another possible and correct answer could have been the recognition that Mr Kovács’s problem is not only overeating, but self-discipline; that is, it is not certain that having to pay for sweets and cakes at his new workplace will stop him from overeating, unless he works on his self-discipline first.

**The less successful responses**

* did not identify the context of the conversation
* did not provide the required supporting evidence from the text.

*Question 2*

**The more successful responses**

* described the teachers’ attitudes and their reasons, as well as how these attitudes are translated into their teaching styles.

**The less successful responses**

* correctly stated the differences in attitude but did not provide the required supporting evidence from the text

*Question 3*

The majority of responses correctly stated four emotions conveyed in the broadcast (i.e. any four of hope, disappointment, happiness, pride, admiration, national pride). The majority of students also supported their answers with evidence from the text.

**Section 1: Listening and Responding, Part B**

Responses were required in Hungarian.

*Question 4*

**The more successful responses**

* identified the boy as showing three of the following four personality traits: disorganised, careless, irresponsible, and worried about his self-image
* contained the required justification by providing evidence from the text
* noted that the mother wants to teach her son a lesson by charging interest on the money.

**The less successful responses**

* did not identify the personality traits of the boy and/or did not know the Hungarian words for them
* did not provide the required evidence for the personality traits from the text.

**General comment**

Bilingual dictionaries are permitted to be used in the examination, and should be consulted when students are unfamiliar with the Hungarian equivalent of an English word (for example, a specific personality trait).

*Question 5*

**The more successful responses**

* identified that Attila was embarrassed about his poor English and was concerned that he could be ridiculed for his English pronunciation
* pointed out as reasons for an apology: the fact that Kati’s sister could have used the ticket; Kati and Mary missed part of the concert while waiting for Attila; he thought that Kati (a good friend of his) would ridicule him because of his English pronunciation; and he lied to Kati about his reasons for not attending the concert.

**The less successful responses**

* did not clearly explain why Attila did not attend the concert
* identified only some of the reasons for Attila needing to apologise to Kati.

*Question 6*

**The more successful responses**

* identified traditional Christmas aspects, such as:
* poppyseed cake and Christmas lollies
* István grinding the poppy seeds
* Christmas lollies as handmade edible decorations used as presents for István
* grandmother and grandson (family) baking together

as similarities between this Christmas and the traditional Christmases described by István’s grandmother

* pointed out that Istvan and his grandmother are very close because:
* István would like to visit more often
* he cheekily teases his grandmother
* István respects his grandmother (he is interested in her stories and is willing to help by grinding the poppy seeds).

**The less successful responses**

* provided only some of the information from above
* failed to list sufficient evidence from the text.

**Section2: Reading and Responding, Part A**

Responses were required in English.

*Question 7*

**The more successful responses**

* identified:
* participation in the Young Translators competition
* a possible trip to Brussels
* finding out what translation work is all about, in case they would like to become professional translators, which would provide them with secure employment opportunities in the future

as means used by the principal in encouraging students to enrol in the new ‘language’ course

* clearly explained the connection between the EU motto of ‘United in Diversity’ and the language of translation. The language of translation is the means by which the EU motto is enacted. Through translation each culture/language is preserved, diversity is assured, and mutual cultural understanding is facilitated.

**The less successful responses**

* provided evidence of partial understanding of the above.

*Question 8*

**The more successful responses**

* identified that a good translator needs to be well read in both languages; be knowledgeable of cultural backgrounds in both languages; be patient, creative, and a perfectionist; and possess good drafting and composition skills.

**The less successful responses**

* contained sentences copied from the text without summaries of the skills and qualities required to be a good translator.

**Section2: Reading and Responding, Part B**

Responses were required in Hungarian.

*Question 9*

**The more successful responses**

* gave a creative description of the days spent in Torockó
* used language of persuasion to entice and convince the friend to come on a trip next year.

**The less successful responses**

* contained diary-like listings of activities
* lacked the persuasive elements required by the task.

**Section3: Writing in Hungarian**

*Question 10*

This question proved to be the most popular of the three choices for Section 3.

**The more successful responses**

* described the purpose and the intended outcome of the project, why was it important for the local community and how it impacted positively on local environmental issues.

**The less successful responses**

* superficially described the project, but did not give details of the how was it done and why it was important for the local community
* included descriptions of general global environmental problems without reference to a local context.

*Question 11*

This was the second-most popular question.

**The more successful responses**

* imaginatively projected students into their successful future self
* used motivational language as required by the task.

**The less successful responses**

* discussed high school or Year 12 experiences
* did not use motivational language.

*Question 12*

**The more successful responses**

* contained a well-thought-out plot and narrative to connect the narrative to the required phrase.

**The less successful responses**

* contained the required phrase, but the connection between the phrase and the narrative was loose and unconvincing.

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