2021 Hungarian Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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

As for previous year, the Folio (50%) included at least three 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, Hungarian-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

Section 1: Conversation on general topics

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 based on the in-depth study

All students were extremely well prepared with their topics, proving genuine interest in them. All topics for the discussion were related to Hungarian history, 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. Some of them demonstrated critical thinking while doing their research, which gave them a broader perspective instead of looking at their topic only from the Hungarian viewpoint.

Written Examination

Section 1: Listening and Responding

Part A

Responses in English

Text 1

The more successful responses commonly:

* outlined how the man plans to spend his holiday:
* go to City Park, visit the castle, walk around and if time permits, go to the spa in the park.
* outlined how well the woman knows Budapest by giving evidence from the text:
* she knows it very well. She has a good understanding of the underground system as she confidently tells the man which line to catch, which station to get off at and how long it will take. She also refers to City Park’s spring flower displays.

The less successful responses commonly:

* did not recognise that the man’s first planned destination was to visit City Park
* did not include in their answers the reference to the spring flower display as indicator that the woman knew Budapest very well
* mistook the yellow subway for a bus.

Text 2

The more successful responses commonly:

* identified three Christmas traditions of this family, like:
* decorating the Christmas tree on the morning of Christmas Eve
* opening presents on Christmas Eve after dinner
* having godparents over for Christmas Day lunch.
* described the relationship between the mother and her son and provided evidence:
* a good relationship where both are respectful, supportive, cooperative and considerate towards each other (e.g. he offers to clean up pine needles, she offers to let him have his friends over, they speak nicely to each other, e.g. when the mother asks her son politely if he has time to talk)

The less successful responses commonly:

* mistook Christmas Eve (the 24th of Dec) for the 21st of Dec as the Hungarian pronunciations are very similar. Some students did not pay attention to the dates, which was significant in light of the Hungarian tradition of opening Christmas presents on Christmas Eve as opposed to on Christmas Day in Australia.
* lacked variety of adjectives (e.g. not many answers contained the sample answer in terms of describing the relationship apart from being ‘good’).

Text 3

The more successful responses commonly:

* described why the woman called the removalist company:
* parking arrangements
* protection of furniture.
* described how the removalist supports the woman with the move, for example:
* reminds her about labelling boxes
* he confirms details for access in the new place
* he refers to his preparation and experience and that of his work colleagues
* he uses polite, pleasant and reassuring language.

The less successful responses

* most responses were correct, however some focused only on actual words and actions that were mentioned instead of behaviours like ‘reminds, confirms, refers to or polite’.

Part B

Responses in Hungarian

Text 4

The more successful responses commonly:

* identified why Kata does not accept Oliver’s invitation:
* she thinks staying at home every weekend is boring
* if they want to watch a movie, she would rather go to the cinema because of the big screen, with lots of people around and eating popcorn.
* described kata and Oliver’s plans for the evening:
* see a romantic comedy at 6pm
* eat out afterwards.

Text 5

The more successful responses commonly:

* identified six techniques that are used in the advertisement to encourage people to join:
* personalising
* listing achievements
* exaggerating
* offering special deals
* creating a positive atmosphere
* listing advantages of taking part in the course
* offering extra benefits
* using informal tones.

The less successful responses commonly:

* failed to identify the techniques themselves. The examples given were generally good, but the techniques were either not identified or identified in very generic terms.

Text 6

The more successful responses commonly:

* were able to comprehensively compare Áron and Éva’s opinions about learning another language:
* Áron thinks it is too hard and not worth it. He thinks English is enough, but he will sign up to another language as his parents would like him to
* Éva has many reasons related to brain function, such as enabling faster decision-making, keeping the brain young and improving use of the mother tongue.
* identified why Áron decides to enrol in Spanish:
* he is convinced by Éva’s comment that Spanish is a widely spoken language
* he also enjoys Spanish music, and he has a Colombian friend who could help with learning.

The less successful responses commonly:

* only partially compared the opinions about studying a language.

Section 2: Reading and Responding

Part A

Responses in English

Text 7

The more successful responses commonly:

(a) Identified the purpose of the article as to:

• make readers aware that they need to be careful of how they use time

• our use should be based on our own values. This approach will make us happier during our lives and leave us with no regrets at the end.

(b) Explained the significance of the title of this article:

The title is ‘Our Most Treasured Possession’. Time is a resource that we can never get back, the article reminds us. We can’t go back in time yet, even if theoretically possible, therefore we need to use our time wisely, says the article. That is why it is ‘treasured’ in the title. We often hear older people voicing their regrets about not using time well. Time is a ‘possession’ because we have it: ‘We all have the same amount of time in a day.’, says the article.

(c) Identified five techniques that the author uses to engage the reader and they provided evidence from the text:

• opening with a riddle to draw in the reader – ‘What is the thing that we all have too little of these days?’

• using capital letters for emphasis – ‘TIME’ in first paragraph

• discussing scientific aspects – ‘Physics has already proven….in theory, we would be able to move backwards and forwards through time.’

• referring to popular culture – mentioning Christopher Nolan’s movie, Interstellar

• developing inclusivity – using the word ‘we’ repeatedly to include the reader

• appealing to emotions – examples about older people, such as grandparents

• promoting benefits – ‘Our lives will be happier and fulfilled and we will end our days with no regrets.’

The less successful responses commonly:

(a) A couple of students misunderstood the question and thought the article was about happiness and doing what one wants.

(b) At times, some supporting examples were missing (e.g. the example in the article that talks about how older people regret not spending their time wisely).

(c) Compared to listening, students were generally better at describing the techniques of the author of the article. Students were unable to translate the title of the movie Interstellar from Hungarian to English.

Part B

Response in Hungarian

Text 8

The more successful responses commonly:

* included the information mentioned in the advertisement when convincing the friend to join
* used the right register and vocabulary
* gave detailed explanation why their friend should join
* used correct sentence structures to convey ideas.

The less successful responses commonly:

(d) did not use the information provided in the reading text.

(e) did not give enough reasons to their friend to join.

Section 3: Writing in Hungarian

Number of students choosing each question:

Question 9: Only 1

Question 10: Only 1

Question 11: everyone else

Student Responses: Question 11 enjoyed overwhelming popularity. Most responses were of high quality. All students followed the conventions of the text type.

The depth of treatment of ideas differed in students’ responses. All responses were relevant to context, purpose and audience. All responses were structured, and ideas were sequenced well. Students’ responses deferred in their ability to manipulate language and the level of vocabulary in Hungarian.

Based on markers’ feedback, students missed the opportunity to demonstrate higher order thinking in the target language by not choosing questions 9 and 10 in greater numbers.