

Hungarian (continuers)

2014 Chief Assessor’s Report

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## 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.

## External Assessment

Assessment Type 3: Examination

Section 1: Listening and Responding

Part A: Responses in English

Question 1

Generally students handled this text well and the questions were answered appropriately and with sufficient detail.

Question 2

Most students had difficulties in recognising and naming the language features used in the advertisement and tended to only write about descriptive language. This may suggest a lack of understanding of the language features that are characteristic of advertisements.

Question *3*

Although some students had difficulties in understanding the notion of housing estates in Hungary (referring to them as ‘commission housing’ or ‘small houses’), they still managed to identify the issues created by living in high-density housing. This is an important and relevant feature of daily life in Hungary.

Part B: Responses in Hungarian

Question 4

Some students found it difficult to interpret the real meaning of the proverb in the context of the text.

Question 5

Generally the first question was well handled by students. However, the second question posed difficulties for some, as they were unable to correctly interpret the meaning of the expression used by the father in the context of the text.

Question 6

Although an age-appropriate topic, the majority of students lacked the skills either to identify personality traits or to name them in Hungarian.

Section 2: Reading and Responding

Part A: Responses in English

Question 7

This text was generally well handled by students. However, only a few were able to identify the second purpose of the text, which was to invite the school community to respond on the blog section of the school’s website.

Although some students didn’t understand the meaning of the saying in the second question, they still earned some marks for listing the advantages of replacing textbooks with tablets.

Question 8

Students generally understood and responded comprehensively to the question related to this text.

Part B: Responses in Hungarian

Question 9

Students generally coped well with this task. Responses were relevant to context, purpose, audience, and the topic, and included appropriate ideas. Some students had difficulty expressing themselves appropriately when addressing the principal using formal language.

Section 3: Writing in Hungarian

Question 10

Question 10 was the most popular question. The majority of students organised their ideas logically and coherently and observed the conventions of the text type. They mentioned food, clothing, and language. However, only a few discussed traditions, music, festivals, and religion as further representations of multiculturalism. Some students did not know how to write an article.

Question 11

Question 11 was the second-most popular question. Students produced good quality writing using a wide range of complex vocabulary and sentence structures, and logically sequenced information.

Question 12

Question 12 was the least popular question. Most candidates found it difficult to demonstrate learning at the highest level in responding to this question.

## General Comments

Markers felt that the majority of students needed more writing practice in order to better express themselves. Spelling was generally well handled, but poor sentence construction was evident in some responses.

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