

Hungarian (continuers)

2009 ASSESSMENT REPORT

Languages Learning Area



Government
of South Australia

SACE
Board of SA

HUNGARIAN (CONTINUERS)

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WRITTEN EXAMINATION

General Comments

Students were generally well prepared for the written examination and achieved pleasing results.

Students were able to understand vocabulary dealing with emotions quite well.

Students are advised to pay more attention to specific grammatical features such as nouns as objects ending with -t, and verbs in the past tense ending with -tt. Students are also advised to practise completing tables (as in Question 8 (c)).

Generally students were able to produce well-structured answers demonstrating a great deal of imagination and creativity.

Students are reminded not to sign journal entries or letters with their real names, and not to identify their school.

Section 1: Listening and Responding, Part A

Text 1 and Text 2

Students responded well to questions on this text.

Text 3

Students experienced some difficulties in describing the emotions in the text in their own words.

Text 4

Students had difficulties identifying and relating to the different moods in this text.

Section 1: Listening and Responding, Part B

Text 5

Responses to part (a) lacked detail. Few students included 'create further snow barricades'. Responses to part (b) could not describe the advice given.

Text 6

Part (b) was the most difficult question for students to answer. Many students picked up that the eye tooth was the reason for the fossil being called Gabi but did not grasp that it was the fossil of a female.

Section 2: Reading and Responding, Part A

Text 7

Students understood the concept of the text although they did not provide sufficient detail to answer the questions fully. They did not say that they felt one with nature, that Eva experienced a sense of warmth while thinking about her ancestors sitting and warming themselves around the fire exactly as she was doing.

Text 8

In answer to part (a) some students said that the title was not appropriate at all, that it should have provided more information. Teachers should encourage students to study the meaning of the titles of texts during the year.

Section 2: Reading and Responding, Part B

Text 9

This question was done very well. Good answers were clever and the opinions were justified clearly. It is obvious that students understood the text even though they did not refer directly to it.

Section 3: Writing in Hungarian

An equal number of students attempted each of the three questions. Students are reminded to allow enough time to complete this section.

Question 10

Students generally provided good, imaginative answers to this question. It is clear that teachers had prepared students well for questions such as this.

Question 11

Some students wrote that the unexpected event was a trip to Hungary.

Question 12

Students generally provided good arguments for and against either going straight to university or working and travelling in a gap year. It was obvious that students had practised this technique in class.

National Chief Examiner
Hungarian (continuers)