# 2023 Hungarian Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

If a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

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.

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking that all assessment tasks have been uploaded correctly
* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible
* ensuring task sheets and texts for text analysis tasks are included.

Assessment Type 1: Folio

As for previous year, the Folio (50%) included at least 3 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), 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, 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

Students were well prepared for their oral examination. Ideas were well elaborated and opinions supported and justified. 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

Students were well prepared to discuss their chosen topic of study and demonstrated genuine interest in them. Topics chosen for the IDS were more versatile and reflective of student’s individual interests compared to previous years. Topics chosen showed evidence of detailed research, with values relevantly argued and reflected upon in the context of the culture. Most students communicated with high degree of fluency and independence and demonstrated a genuine interest in their topic. Some students demonstrated critical thinking while doing their research which gave them a broader perspective instead of looking at their topic only from the Hungarian viewpoint.

Assessment Type 4: Written Examination

Section 1: Listening and Responding – Part A

Responses in English

Text 1

Question 1(a)

The more successful responses commonly:

* fully identified the two reasons why the father and daughter plan to order dinner
* the father was tired and did not feel like cooking at that late hour. It was already 8pm.

The less successful responses commonly:

* partially identified the reasons they planned to order dinner but lacked detail.

Question 1(b)

The more successful responses commonly:

* correctly identified the father’s reason for wanting to try a vegetarian Indian dish as being that he wanted to eat something they were not able to cook at home. Mentioned the name of the chosen dessert.

The less successful responses commonly:

* partially identified the reasons but lacked detail.

Question 1 (c)

The more successful responses commonly:

* correctly identified that they decided to have crepes with home-made apricot jam (typical Hungarian dessert choice).

The less successful responses commonly:

* partially identified the desert.

Text 2

Question 2 (a)

The more successful responses commonly:

* fully identified at least two reasons why the speaker wanted to make an appointment:
  + cleaning of her teeth
  + check-up
  + replacement of a filling
  + for her daughter’s braces.

*The less successful responses commonly:*

* partially identified the reasons.

Question 2 (b)

The more successful responses commonly:

* fully identified three reasons why the caller may not decide to make the appointment:
* a long wait time – 4 weeks
* if she wants an evening slot, she will have to wait for 5 weeks
* wait for 1 hour for her daughter’s appointment
* she has to come from far away.

*The less successful responses commonly:*

* identified some of the reasons or lacked detail to support their answer from the text.

Text 3

Question 3 (a)

The more successful responses commonly:

* fully identified at least two reasons why the speaker considered artistic freedom important:
* it is essential to the growth and development of our culture and society
* it helps the creativity of human mind to flourish
* it allows different views to be heard
* it is a basic human right.

*The less successful responses commonly:*

* identified some of the reasons or lacked detail.

Question 3 (b)

The more successful responses commonly:

* displayed comprehensive understanding of features through three examples of stylistic and/or linguistic features used by the speaker to persuade listeners:
* **Assertion**:
* It is essential to the growth and development of our culture and society
* It is a powerful tool that we must protect at all costs
* It is one of the most powerful ways in which we can communicate our thoughts and feelings.
* **Emotive language or hyperbole**:
* Artists are the visionaries and dreamers who inspire us and challenge us to see the world in a different light.  Powerful ways, visionaries, and dreamers. Self-expression can flourish.
* **Imperative voice**:
* Join me in supporting artistic freedom today!
* **Repetition**:
* Repeats key phrases – artistic freedom
* **Offering strong personal opinions**

The less successful responses

* struggled to identify stylistic and linguistic features
* struggled to demonstrate deeper understanding of the message expressed by the speaker.

Section 1: Listening and Responding – Part B

Responses in Hungarian

Text 4

Question 4 (a)

The more successful responses commonly:

* correctly identified at least one characteristic of the intended audience of this advertisement:
* people who are unsure if they should use this website or not
* people who have never used this website
* people who are interested in buying clothes online.

The less successful responses commonly:

* could not identify the intended audience.

Question 4 (b)

The more successful responses commonly:

* fully identified four benefits of using this website for customers:
* express delivery
* size charts for different countries
* free returns for customers
* website can resend correct size at no cost.

The less successful responses commonly:

* identified only some of the relevant information.

Text 5

Question 5 (a)

The more successful responses commonly:

* fully explained the importance of this vacation for the caller:
* the caller spent holidays here with his family when the children were young
* and returning with them as adults for a vacation will be special.

The less successful responses commonly:

* partially identified the importance of the vacation but lacked supportive evidence from the text.

Question 5 (b)

The more successful responses commonly:

* displayed a comprehensive understanding of how likely it would be that the caller would make a reservation at Orgona Apartment House and supported their answer with three pieces of evidence from the text:
* an accessible room is available in the time frame requested
* the hotel is wheelchair accessible with an elevator
* the available room has a large accessible outdoor area to enjoy
* there are views of the lake from the accessible dock and the hotel lobby
* the mountain views are wonderful.

*The less successful responses commonly:*

* identified some relevant information but lacked detail or failed to identify reasons why the caller might make the reservation.

Text 6

Question 6 (a)

The more successful responses commonly:

* were able to explain the meaning of the expression ‘javában dúl’ in the context of the text:
* the wedding season is in its busiest period during this time of the year, with summer approaching and weather getting better.

The less successful responses commonly:

* identified a limited understanding of the expression.

Question 6 (b)

*The more successful responses commonly*

* explained *four* differences in the way that weddings are held in countryside and city and supported their answers with examples from the text:
* the high cost of large, elegant locations makes city weddings more expensive
* country locations are often more romantic and intimate
* the number of guests is often less at country weddings which lowers the cost
* city weddings tend to use expensive service providers because of the location and expectations of the guests
* country weddings reduce the expense by using smaller local providers
* music is often more personal to the couple in country weddings, rather than a formal band or DJ at a city wedding.

The less successful responses commonly:

* did not provide detailed responses of the differences in locations.

Section 2: Reading and Responding - Part A

Responses in English

Text 7

In this section students were evaluated based on how well they understood general and specific aspects of the text (for example, by comparing, contrasting, summarising, and/or evaluating) and conveyed the information appropriately.

Question 7 (a)

The more successful responses commonly:

* fully identified the facts Kati used to support her argument:
* according to researchers, non-verbal cues make up 65 per cent of communication
* with the remaining 35 per cent being verbal communication.

The less successful responses commonly:

* partially identified the facts.

Question 7 (b)

The more successful responses commonly:

* identified techniques of how Balázs uses language to engage readers:
* rhetorical questions – are you not forgetting? Who is to say that using emojis, stickers and gifs to communicate isn’t effective communication?
* hyperbole – this is crazy!
* personal story
* inclusive language – Come people we need to move with the times!

The less successful responses commonly:

* identified some techniques and gave some examples.

Question 7 (c)

The more successful responses commonly:

* demonstrated thorough understanding of how Balázs’s and Zoltan’s personal experiences impact their opinions on this issue and supported their answer with six examples from the text:

Zoltán

* more negative as they find digital communication to be too impersonal
* has a new job working from home but has not made real connections with co-workers despite them being friendly
* thinks they are too cautious and neutral in their self-expression
* we are concerned about the possibility of misinterpreting each other through digital communication
* so, people never get to know each other better.

Balázs

* positive. “As an international student, I was able to continue studying during the pandemic.”
* many people were able to keep their jobs by working from home using video conferencing
* maintained important social connections with friends and family back in Hungary during COVID
* lives alone so without it would have been cut off and completely isolated during COVID
* “When I got sick, the same technology meant I could consult with my doctor without having to leave my house.”

The less successful responses commonly:

* struggled to identify language techniques
* mixed up Zoltán and Balázs opinions
* lacked detailed examples from the text.

Section 2: Reading and Responding - Part B

Response in Hungarian

Text 8

The more successful responses commonly:

* demonstrated an excellent understanding of the stimulus text
* provided responses which were text appropriate and relevant to context, purpose, and audience
* were logically structured and sequenced information and ideas
* manipulated language structures and vocabulary in Hungarian.

The less successful responses commonly:

* responded to some of the questions, statements, comments, and/or specific information in the text
* demonstrated a basic knowledge and understanding of vocabulary and sentence structures
* demonstrated limited ability to link information and ideas or structure text
* did not use the information provided in the reading text
* did not organise their reasons in a logical order.

Section 3: Writing in Hungarian

There were a similar number of students which chose each question.

The more successful responses commonly:

* demonstrated a strong ability to manipulate language elements and structures
* were creative in their language use
* followed the conventions of the text type
* were relevant to context, purpose, and audience
* were well structured and ideas were sequenced effectively.

The less successful responses commonly:

* lacked the depth of treatment of ideas required at this level
* were not able to effectively manipulate language to fit the purpose
* were not able to demonstrate the range of vocabulary required at this level.