2022 VCE Hungarian oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In 2022, most students were well prepared and performed very well in both sections of the Hungarian oral examination.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

All students spoke confidently and politely. They handled the open-ended questions well in the conversation, volunteering more information without prompting.

Communication

Students communicated their information, ideas and opinions about their personal world well. They were able to engage with the assessors effectively, and when needed, use good repair strategies..

Content

Students gave an interesting account of their studies, current lives, and future aspirations. Most students were able to express their ideas and opinions clearly and engage appropriately with the comments made by the assessors.

Language

The students used a range of vocabulary and grammar appropriate to the task and audience. However, there were a few grammatical and syntactical errors.

Verbal prefixes were often used haphazardly, and not enough attention was given to correct case endings and idiomatic expressions.

Students should note the following language issues.

|  |  |
| --- | --- |
| **Incorrect use** | **Correct use** |
| első világháború kezdett | első világháború elkezdődött (the First World War began) |
| csomó terem | sok terem, sok helyiség (many rooms, many rooms) |

Section 2 – Discussion

Each student gave brief 1-minute introduction of their subtopic to their assessor, who then engaged in a discussion with the assessor exploring their subtopic. Students also alerted assessors to any objects, such as photographs, maps or diagrams, that they had brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Hungarian is spoken. Students were expected to make reference to the texts studied in preparation to the oral examination.

Students covered a variety of subtopics, ranging from famous Hungarians like Ernő Rubic and Monica Szeles, to customs like Easter and special festivals.

Communication

Students had prepared well for the discussion section of the examination and t were able to discuss their chosen subtopic and express ideas and opinions clearly and convincingly. It was obvious that the teachers did a very good job covering a rich curriculum. All the criteria were covered very well.

Content

The information on the chosen subtopic was relevant and contained sufficient breadth and depth to enable students to interact with assessors effectively.

Language

Students used a range of vocabulary, grammar and sentence structures appropriate to the chosen subtopic and audience. They made similar grammatical and syntactical errors that occurred in the conversation section of the oral examination. They also used few anglicisms. Students should avoid using literal translations from English.

Students should note the following language issues.

|  |  |
| --- | --- |
| **Incorrect use** | **Correct use** |
| komunikálni | beszélgetni (to talk) |
| tárgyalni, inspirál | lelkesít (inspires), buzdít (encourages) |
| stresszelek | izgulok (I’m stressed) |

More information

Refer to the [VCE Hungarian study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/hungarian/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/hungarian.aspx) for full details on this study and how it is assessed.