



Oral component

GENERAL COMMENTS

In the 2010 examination, students' competence when communicating varied between the adequate and excellent. Fluency is usually accompanied by using grammar and syntax with ease and a good grasp of the idiomatic usages of the language. However, students of lesser fluency managed to express their ideas adequately, albeit frequently including in their conversation English proper nouns, especially pertaining to subjects studied for VCE. This shortcoming occurred during the Conversation section of the examination; students were better prepared for the Discussion. During the Conversation students used more everyday language – similar vocabulary to the way they might talk at home. Students with weaker communication skills are often hesitant during the Conversation, because this part of the examination is less structured. Some students did not know the Hungarian words for the names of the subjects studied and frequently used awkward expressions transliterated from English. The most common of these was '*csinálok angolt*' or '*csinálok Englisht*' instead of '*angolból fogok vizsgázni*'.

SPECIFIC INFORMATION

Section 1 – Conversation

Students generally understood the assessors' questions and were able to carry the conversation forward. Many presented a good range of information and were able to elaborate, clarify and self-correct.

Criterion 1

- Most students were able to communicate effectively.
- Students were able to link with the assessors and respond to questions freely and confidently.
- Generally, students did not need much prompting or rewording of questions asked.
- Students were able to correct themselves on many occasions.

Content

Criterion 2

- It was clear that many students were well prepared and answered questions in detail.
- Information about school life, hobbies, interests and future plans was well covered.
- Students spoke appropriately to the assessors and addressed them correctly.
- In most instances, use of vocabulary was suitable and accurate.

Language

Criterion 3

Variety of language depends on an extensive vocabulary or, at least, a larger vocabulary than some students at the lower and middle levels possess. Well-prepared students used a variety of expressions, with consequent subtlety of expression, and shade of meaning.

Some students need to be more familiar with some concepts; for example, the difference between *tud bír*, which has a variety of meanings such as carry, endure or bear, and *ismer*, which means to be acquainted or familiar with something. These are distinct concepts, not synonyms. The negative particles *se sem* were not well understood and were often not used at all. However, sentence structures were mostly correct when the coordinating conjunctions *és*, *is* were used.

Section 2 – Discussion

Generally, students carried the Discussion forward well and responded confidently.

Please refer to the *VCE Hungarian Study Design* for more detail regarding the Detailed Study and this section of the oral examination.

Criterion 6 and 10

- Students performed well in this area. Most students were able to discuss their chosen topic in detail.



- It is recommended that students do not respond with short answers such as yes or no. They need to give an opinion and be able to carry the discussion forward.
- Students should not memorise an entire speech about their chosen topic, but rather introduce their topic and then allow the assessors to engage with them on the subject.

Content

Criterion 7

- Topics this year were generally well chosen and researched.
- Students should ensure they choose a topic that they are able to expand on and give opinions about.
- Students must use multiple sources for information, in keeping with the requirements of the Detailed Study.
- Students who elect to use supporting materials need to ensure that they incorporate them into the discussion. The materials should be relevant and support the topic.

Language

Criterion 8 and 9

- Overall the use of vocabulary was quite good, which indicated students had researched their topics thoroughly. However, when assessors sought the students' opinions or their reasons for them, some students made grammatical errors.
- Accuracy of grammar varied, depending on the student's ability and how confident they were with their chosen topic.
- Some students translated words literally from English, resulting in some quaint expressions; for example *beszavazta amit akart törvénybe* instead of *törvénybe akarta hozni*.
- Students did not know some modifying suffixes; for example, verbs from nouns, instead of *csinállok népitáncot* the simple *néptáncolok* would suffice, keeping in mind that lots of such transformations exist in the Hungarian language. Abstract nouns are easily formed from common nouns; for example, *izgalmas voltam* instead of *izgultam*.
- Some grammatical and syntactical errors that occurred in the Conversation section were repeated in the Discussion. For example, '*nincs sok*' instead of *nem van sok*, *valamit nem értek* instead of *nem értem valamit*, *változatosan dolgozom* instead of *változással csinállok*, *beszélni még szabad*' instead of *ez miatt beszélni szabad*, *feltalálták* instead of *fel volt találva*.

Topics for Discussion

There was a range of topics chosen this year, but the main focus was on historical and geographical subjects.

The resources students mentioned were generally quite good, but students should be reminded to use more than one text type. For example, students should consult books, newspapers and aural texts, not just rely on one book or website.