



Oral component

GENERAL COMMENTS

All the students who were assessed in 2005 for Hungarian appeared better prepared than in previous years. They were more mature and confident during the examination. Students' knowledge in terms of grammar and linguistic skills was generally of a higher standard.

SPECIFIC INFORMATION

Section 1 – Conversation

Criteria 1 and 5

The students performed with differing degrees of proficiency, varying between fluency and hesitancy. The hesitant ones lacked promptness in their interaction with assessors, but there were no serious gaps or lulls in the conversation. Students generally responded well to prompting by the assessors.

Students in the middle levels tend to slur the *R* sound, and the *T* sound is often 'swallowed'. Some students had a tendency to use an ascending intonation in their sentence patterns; however, this is only used for questions in Hungarian, and the tendency of the language is towards a descending pattern.

Criterion 2

As most students had plenty of information about family, school, recreation and the future, there was, in most cases, good opportunity for them to elaborate on their ideas. Assessors did not need to undertake a laborious 'extraction' of ideas or comments in the 2005 cohort of students.

Criteria 3 and 4

A variety of vocabulary emerged during the interaction with assessors, and in most cases was satisfactory. Listed below are some of the common errors.

- *Kicsi* and *kis* were usually confused. *Kis* is used as an adjective (for example, *kis család*, *kis baba*, etc.), whereas *kicsi* is usually used as an adverb (for example, *Kicsit késtem*). However, it can be used as an adjective if it is not immediately preceding the noun (for example, *Kicsi a házuk*), or more in terms of tiny (for example, *Kicsi volt a kis cica amikor megtaláltam*).
- *Nem együtt* sounds odd – *Külön* is the word that students should use.
- *Pár* governs the singular (for example, *pár haverral*) not *haverokkal*.
- *Féltette* means being anxious, not being afraid, which was the sense of the students' sentence.
- Correct expressions were sometimes elaborated on when it was not needed. For example, *egyórás időként* should be *óránként* – the 'egy' is implied.
- *Mind* was often confused with *minden*, which is 'everything' or 'anything'. It governs the singular (for example, *minden diák átment a vizsgán*, *minden üzlet be volt zárva*). *Mind* governs the plural (for example, *a diákok mind jól vizsgáztak*). *Az üzletek – kivétel nélkül – mind be voltak csukva*.
- Comparisons caused some problems, but they are simple when using the *olyan mint*. *A helyzet olyan rossz mint egy harmadik világban*.
- Clauses of intention or purpose are usually clumsy (for example, *próbálok hogy találni*). *Próbálok megtalálni* is better, (omit the 'hogy') or *célom, hogy jó eredményt érjek el*.
- There were problems, mostly of omission, with the *T* of the objective case.



Section 2 – Discussion

Criteria 6 and 7

Most students had taken care to prepare well for the Discussion section and were able to carry on an effective discussion. Topics included historical persons, traditional customs according to calendar years (*naptári év*), and folk customs and traditions.

Some students repeated a lot of information, and treated their background references superficially. In some cases, assessors needed to provide extra support in order to bring ‘life’ into the discussion.

On the whole, expression and clarity was better when students had prepared their topic well. A greater involvement with ideas and texts also had an effect on students’ animation and enthusiasm.

Students’ ability to present ideas, associated evidence and well-founded opinions often depended on the topic chosen. Students who chose historical persons usually completed the task well as there was a great deal of material, implications and ramifications to draw on; for example, Petofi’s patriotism had an active role in the revolution and war of 1848-49, King Mathias’ manifold talent in statecraft and warfare as well as his humanity and justice gave opportunity to explore his life and talent, or students could have discussed the overall significance of St Stephen, the first King of Hungary.

The mainly descriptive topics, as opposed to analytical ones, usually dealt with traditional customs of the calendar. These topics offered the opportunity to compare the customs themselves, or invite comments, however brief, on current day Australian customs (for example, the absence of the carnival [*farsang*] celebration here). Students who had not prepared well often had trouble in commenting on or showing evidence of deeper involvement with their selected tradition.

Criteria 8 and 9

The advantage of preparing the chosen topic well is the subsequent growth of vocabulary. Students who don’t prepare adequately often use incorrect word forms, which can sometimes be quite amusing; for example, *vendégfogadó* instead of *vendéglátó* industry. The language concerning the immediacy of tradition provided well chosen expressions, but *csinálni* often still prevailed. Students should use words such as ‘*készíteni*’ and ‘*előkészülni*’. ‘*Ünnepek*’, ‘*ünnepnap*’ and ‘*ünnepelni*’ come in very handy when talking about workday life. ‘*Kazettát nézni*’ could be ‘*szalagot tanulmányozni*’. ‘*Lehetőség*’ was a pleasing, well-used expression; however, ‘*tojásoknál*’ was wrong in the context – it should have been ‘*tojásokat*’.

There were concerns about repeatedly occurring grammatical shortcomings such as the absence of the ‘*T*’ of the objective case, numerals that did not have plurals (‘*két nap*’ not ‘*két napok*’), and verb errors (for example, what suffix governs what verb: *beszélek valakivel várok a barátomra* or *várom a barátomat*). The classical hybrid occurred this year: ‘*Nem nagyon arról foglalkoztunk*’ should have been ‘*azzal nem nagyon foglalkoztunk*’, or simply ‘*arról nem beszélünk*’.

Simple structures must be stressed and practised with examples, and idiomatic usage should be pointed out.