

Hungarian Continuers

Stage 6 Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction to Hungarian in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the modern standard or official version of Hungarian. Students should be aware of different levels of language, for example, formal, informal, some colloquialisms, and slang. It is important to be aware of and acknowledge the place of regional dialects, which are a part of the living Hungarian language.

2.2 Description of Target Group

The *Hungarian Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Hungarian for 400 to 500 hours by the time they have completed Year 12. Some students with less formal experience than this will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

The study of Hungarian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. It gives access to the culture of Hungarian-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

Hungarian belongs to the Finno-Ugrian family of languages. It therefore differs in both grammatical structure and vocabulary from the other European tongues, which belong for the most part to the vast Indo-European group of languages.

Hungarian is spoken not only in Hungary, but also in neighbouring countries which have Hungarian-speaking populations. As a result of migration there are Hungarian-speaking people living in Europe, North and South America, Australia, and New Zealand.

Hungarians have been involved with Australia from the middle of the nineteenth century, and people of Hungarian origin have made a significant contribution to Australia's cultural development in many fields, for example, science, technology, sociology, and the arts.

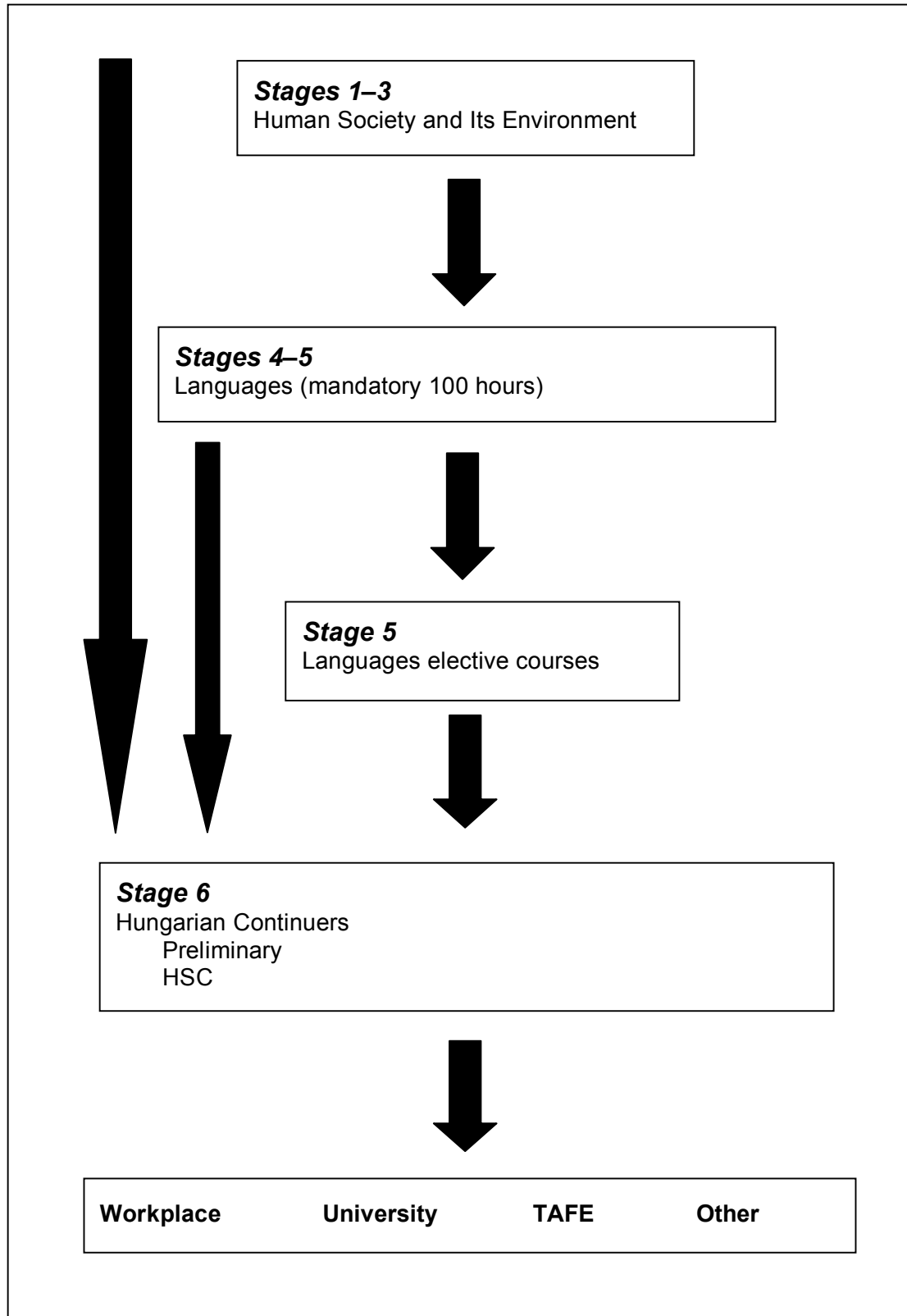
The Hungarian language has been linked to outstanding achievements of Hungarian people in music, science, technology, social sciences, visual arts, cinema, and sport. Knowledge of Hungarian gives access to these traditions.

Since the events of the late 1980s, opportunities for trade and travel, and for cultural, sport, educational, and artistic exchanges between Hungary and Australia have increased greatly. People who know both Hungarian and English have an enormous advantage in such contacts and exchanges.

The study of Hungarian is valuable for increasing all students' cultural understanding. It also enriches the sense of cultural identity of students from a Hungarian-speaking background.

The ability to communicate in Hungarian may, in conjunction with other skills, give students from a Hungarian-speaking background and those learning Hungarian as a second language increased vocational opportunities in the fields of interpreting, in translating, in community welfare, and in the diplomatic service. It may also increase students' opportunities for tertiary studies in Australia and abroad.

3 Continuum of Learning for Hungarian Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Continuers level. Students may also begin the study of a language in Stage 6.

4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Hungarian to communicate with others;
- understanding and appreciation of the cultural contexts in which Hungarian is used;
- ability to reflect on their own culture(s) through the study of other cultures;
- understanding of language as a system;
- ability to make connections between Hungarian and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Hungarian to work, further study, training, or leisure.

5 Objectives

The student should be able to achieve the following objectives:

Objective 1 — exchange information, opinions, and experiences in Hungarian

Objective 2 — express ideas through the production of original texts in Hungarian

Objective 3 — analyse, process, and respond to texts that are in Hungarian

Objective 4 — understand aspects of the language and culture of Hungarian-speaking communities

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Hungarian and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. The student's skills in, and knowledge and understanding of, Hungarian will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. The student will also gain an insight into the culture and the language of Hungarian-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. The student will gain a broader and deeper understanding of Hungarian and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Hungarian-speaking communities will develop further.

7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
<p>The student will:</p> <p>1. exchange information, opinions, and experiences in Hungarian</p>	<p>The student:</p> <p>1.1 uses a range of strategies to maintain communication</p> <p>1.2 conveys information appropriate to context, purpose and audience</p> <p>1.3 exchanges and justifies opinions and ideas on known topics</p> <p>1.4 reflects on aspects of past, present and future experience</p>
<p>2. express ideas through the production of original texts in Hungarian</p>	<p>2.1 applies knowledge of language structures to create original text</p> <p>2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future</p> <p>2.3 organises and sequences ideas and information</p>
<p>3. analyse, process, and respond to texts that are in Hungarian</p>	<p>3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information</p> <p>3.2 infers point of view, attitudes or emotions from language and context</p> <p>3.3 summarises, interprets and evaluates information</p> <p>3.4 compares and contrasts aspects of texts</p>
<p>4. understand aspects of the language and culture of Hungarian-speaking communities</p>	<p>4.1 recognises and employs language appropriate to different social contexts</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance</p> <p>4.3 reflects upon significant aspects of language and culture</p>

7.2 Key Competencies

The Hungarian Stage 6 Continuers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Hungarian Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

8 Content of Hungarian Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Hungarian-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The theme *the individual* enables the student to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables the student to study topics from the perspective of other individuals.

The theme *the Hungarian-speaking communities* explores topics from the perspective of groups within those communities or the communities as a whole, and encourages the student to reflect on their own culture and other cultures.

The theme *the changing world* enables the student to explore change as it affects aspects of the world of work and other topics, for example, social and contemporary issues, and tourism and hospitality.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Hungarian-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – self – home – family and friends – personal memories • education and aspirations, eg: <ul style="list-style-type: none"> – school experiences – future plans – future education • leisure and interests, eg: <ul style="list-style-type: none"> – holidays and travel – sport – hobbies – keeping fit and healthy 	Topics: <ul style="list-style-type: none"> • daily life and lifestyles, eg: <ul style="list-style-type: none"> – Hungarian cuisine – celebrations and festivities – traditions • arts and entertainment, eg: <ul style="list-style-type: none"> – famous Hungarians – music and songs – literature • historical perspectives, eg: <ul style="list-style-type: none"> – historical events – historical figures – national identity expressed through celebrations 	Topics: <ul style="list-style-type: none"> • social and contemporary issues, eg: <ul style="list-style-type: none"> – migration in the past and present – the environment – youth issues • tourism and hospitality, eg: <ul style="list-style-type: none"> – travel in Hungary – interacting with visitors in Australia • world of work, eg: <ul style="list-style-type: none"> – jobs and careers – unemployment – the effect of work on family life – the impact of technology

8.2 In-depth Study

The student will be required to undertake one in-depth study in the HSC course. The in-depth study has been designed to enable the student to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table above, or to explore links between two or more of these topics or sub-topics.

The in-depth study may provide the student with opportunities to make comparisons between their learning and personal experience. It is expected that at least three different texts will form the basis of the in-depth study, so that the student is able to explore their chosen subject in sufficient depth. The student may refer to the Hungarian resources list published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

The texts chosen to support the in-depth study will depend upon the availability of appropriate resources. Texts could include, for example, film, newspaper article, documentary, short story, song, or oral history, either in their original form, or adapted.

The in-depth study texts may involve some reference to text in English, such as sub-titled films, or supporting articles and/or information. However, the student will be expected to present and discuss the in-depth study in Hungarian. Refer to the HSC External Examination Specifications for further information.

8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.4 Text Types

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

advertisement	invitation*	postcard*
announcement	journal entry*	presentation
article*	map	recipe
brochure	menu	report*
conversation*	narrative	review
discussion*	narrative account/story*	song
editorial	news item	survey
film	note/message*	table/timetable
formal letter	personal profile*	text of a speech/talk*
informal letter*	play	
interview	poem	

8.5 Vocabulary

Although there is no prescribed vocabulary list, the student should be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist the student to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are published with the resources on the Board of Studies website (www.boardofstudies.nsw.edu.au). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Hungarian Continuers Stage 6*.

8.7 Grammar

Grammar can be described as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Hungarian through prior knowledge or study of Hungarian.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability to apply and adapt this knowledge.

The following grammatical structures are those that students studying Hungarian in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Linguistic elements	vowel harmony which affects the suffixes	<i>kert/kertek</i> <i>ház/házak</i>
	pronunciation and writing of short and long vowels	<i>öt, üt</i>
	double consonants	<i>cs, gy, ly, ny, sz, ty, zs</i>
	assimilation of final consonant: with certain suffixes with certain sibilants the assimilation of double consonants	<i>kanállal, késsel</i> <i>hozza, keresse</i> <i>kalapáccsal, könnyel</i>
Nouns	Number: singular, plural	<i>asztal/asztalok</i>
	Adjectival nouns Types of nouns: proper nouns collective nouns Cases	<i>nagyság/szépség</i>
Articles	Definite	<i>a, az</i>
	Indefinite	<i>egy</i>
Adjectives	Common adjectives	<i>szép, nagy, ügyes, okos</i>
	Plural formation	<i>szék, székek</i>
	Agreement with noun	<i>az asztal nagy/az asztalok nagyok</i>
	Comparative and superlative forms	<i>nagy, nagyobb, legnagyobb</i>

Pronouns	Personal Demonstrative Interrogative Reflexive Possessive Relative Indefinite	<i>én, te, ő, mi, ti, ők</i> <i>ez/ezek, az /azok</i> <i>ki?, mi?, melyik?</i> <i>magam, magad, magatok</i> <i>enyém, tiéd, övé</i> <i>aki, amelyik, amennyi</i> <i>valaki, senki, semmi</i>
Verbs	Conjugation Definite Indefinite Irregular verbs: special verb form expressing the object of the second person 'ik' verbs (different in singular first and third person) Tense: present past future Mood: indicative imperative conditional Verbal prefixes definition and rule Formative suffixes: reflexive verbs	<i>Írod ezt a levelet.</i> <i>Írsz egy levelet.</i> <i>lak, lek, szeretlek, csókollak</i> <i>eszem- eszik</i> <i>tanulok</i> <i>tanultam</i> <i>majd</i> <i>tanulok/tanulni, fogok</i> <i>mész</i> <i>mennyél</i> <i>mennél</i> <i>(fel-, le-, meg-, be-, ki-)</i> <i>Bemegyek a szobába/menj be a</i> <i>szobába.</i> <i>mosakodik, törülközik</i>
Adverbs	Place Time Manner	<i>hol?, itt, ahol, valahol, bárhol.</i> <i>A konyhában van.</i> <i>A konyhába megyek.</i> <i>A konyhából jövök.</i> <i>Az asztalon.</i> <i>ekkor, mikor?, amikor, valamikor,</i> <i>bármikor</i> <i>Tegnap három órákor.</i> <i>így, hogyan?, ahogyan,</i> <i>valahogyan, bárhogyan</i> <i>Szépen zenélek.</i>
Numerals	Cardinals Ordinals	<i>egy, kettő, három</i> <i>első második, harmadik</i>

Sentences	Types:	
	statement	<i>Haza felé megyek.</i>
	question	<i>Hová igyekszel?</i>
	exclamation	<i>Jaj de szép!</i>
	Structure:	
	simple sentence	<i>A kutya ugat.</i>
	compound sentence	<i>A kutya ugat mert hallja, hogy jön valaki.</i>
	Use of conjunctions	<i>és, is, meg, pedig, de, vagy stb.</i>
	Negation:	
	single	<i>Nem eszem meg.</i>
	imperative	<i>Ne edd meg.</i>
	use of double negatives	<i>Nincs itt senki.</i>

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes and topics are prescribed for study.

10 Post-school Opportunities

The study of Hungarian provides the student with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Hungarian Continuers syllabus is contained in *Assessment and Reporting in Hungarian Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Hungarian Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc