

Accreditation Period

Units 1 and 2

**2002–2023**

Units 3 and 4

**2002–2024**



Victorian Certificate of Education

# HUNGARIAN

STUDY DESIGN



[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023.  The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

### **Hungarian**

The following agencies have contributed to this document:

Board of Studies, New South Wales  
Board of Studies, Victoria  
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Northern Territory Board of Studies  
Senior Secondary Assessment Board of South Australia  
Tasmanian Secondary Assessment Board

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Edited by Scott Robinson  
Designed by Geoff Coleman  
Desktop publishing by Julie Coleman

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.



# Introduction

## THE LANGUAGE

The language to be studied and assessed is the modern standard/official version of Hungarian.

## 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 provides access to the culture of Hungarian-speaking countries and communities, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Hungarian develops students' ability to understand and use a language which is spoken in Hungary, in neighbouring countries which have Hungarian-speaking populations, and, as a result of migration, in communities in Europe, North and South America, Australia, and New Zealand.

The ability to communicate in Hungarian may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as interpreting, translating, community welfare, and the diplomatic service.

## AIMS

This study is designed to enable students to:

- use Hungarian to communicate with others;
- understand and appreciate the cultural contexts in which Hungarian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Hungarian and English, and/or other languages;
- apply Hungarian to work, further study, training or leisure.

## STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**INTRODUCTION****ENTRY**

Hungarian is designed for students who will, typically, have studied Hungarian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

**DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

**CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the [VCE Bulletin](#). The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

**MONITORING FOR QUALITY**

The Board of Studies will, from time to time, undertake an audit of Hungarian to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the [VCE Administrative Handbook](#). Schools will be notified during the teaching year of schools and studies to be audited.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION TECHNOLOGY**

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

**COMMUNITY STANDARDS**

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

**VOCATIONAL EDUCATION AND TRAINING OPTION**

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).



The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One\**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 50–52.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

\**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

# Assessment and reporting

## SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's [VCE Administrative Handbook](#) for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

**Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Hungarian the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

# Areas of study

## Units 1–4 Common areas of study

The areas of study for Hungarian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The individual
- The Hungarian-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the 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 are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 22 and 23.

**PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS**

The individual	The Hungarian-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, self, home, family and friends, personal memories.</i></li> <li>• <b>School life and aspirations</b> <i>For example, school experiences, future plans, future education.</i></li> <li>• <b>Leisure and interests</b> <i>For example, holidays and travel, sport, hobbies, keeping fit and healthy.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Daily life and lifestyles</b> <i>For example, Hungarian cuisine, celebrations and festivities, traditions.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, famous Hungarians, music and songs, literature.</i></li> <li>• <b>Historical perspectives</b> <i>For example, historical events, historical figures, national identity expressed through celebrations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social and contemporary issues</b> <i>For example, migration in the past and present, environment, youth issues.</i></li> <li>• <b>Tourism and hospitality</b> <i>For example, travel in Hungary, interacting with visitors in Australia.</i></li> <li>• <b>World of work</b> <i>For example, jobs and careers, unemployment, the effect of work on family life, the impact of technology.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

**TEXT TYPES**

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Invitation*	Postcard*
Announcement	Map	Presentation
Article*	Menu	Recipe
Brochure	Narrative account/story*	Report*
Conversation*	News item	Review
Diary/journal entry*	Note/message*	Song
Discussion*	Personal account*	Survey
Editorial	Personal profile*	Table
Film	Play	Text of a speech*
Informal letter*	Poem	Timetable
Interview		

**KINDS OF WRITING**

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 30.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

<b>Nouns</b>	number: singular, plural	<i>asztal/asztalok</i>
	adjectival nouns	<i>nagyság/szépség</i>
	types of nouns: proper nouns, collective nouns	
	cases	
<b>Articles</b>	definite	<i>a, az</i>
	indefinite	<i>egy</i>
<b>Adjectives</b>	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>
<b>Pronouns</b>	personal	<i>én, te, ő, mi, ti, ők</i>
	demonstrative	<i>ez/ezek, az /azok</i>
	interrogative	<i>ki?, mi?, melyik?</i>
	reflexive	<i>magam, magad, magatok</i>
	possessive	<i>enyém, tiéd, övé</i>
	relative	<i>aki, amelyik, amennyi</i>
	indefinite	<i>valaki, senki, semmi</i>
<b>Verbs</b>	conjugation	
	definite	<i>Írod ezt a levelet</i>
	indefinite	<i>Írsz egy levelet</i>
	irregular	
	special verb form expressing the object of the second person –ik verbs (different in singular first and third person)	<i>- lak, lek, szeretlek, csókollak eszem- eszik tanulok tanultam</i>

	tense	
	present	<i>tanulok</i>
	past	<i>tanultam</i>
	future	<i>tanulni fogok</i>
	mood	
	indicative	<i>mész</i>
	imperative	<i>menjél</i>
	conditional	<i>mennél</i>
	verbal prefixes: definition and rule	<i>(fel-, le-, meg-, be-, ki-)</i> <i>Bemegyek</i> <i>a szobába/menj be a szobába.</i>
	formative suffixes	<i>mosakodik, törülközik</i>
	reflexive verbs	
<b>Adverbs</b>	place	<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>
	time	<i>ekkor, mikor?, amikor,</i> <i>valamikor, bármikor.</i> <i>Tegnap három órákor.</i>
	manner	<i>így, hogyan?, ahogyan,</i> <i>valahogyan, bárhogyan.</i> <i>Szépen zenélek.</i>
<b>Numerals</b>	cardinal	<i>egy, kettő, három</i>
	ordinal	<i>első második, harmadik</i>
<b>Sentence types</b>	statement	<i>Hazafelé megyek.</i>
	question	<i>Hová igyekszel?</i>
	exclamation	<i>Jaj de szép!</i>
<b>Sentence structure</b>	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>
<b>Negation</b>	single	<i>Nem eszem meg.</i>
	imperative	<i>Ne edd meg.</i>
	use of double negatives	<i>Nincs itt senki.</i>

# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of the study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of the following outcomes.

### Outcome 1

On completion of this unit the student should be able to initiate and maintain a spoken or written exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- use vocabulary and expressions appropriate to the topic area;
- use a range of question and answer forms;
- link and sequence ideas for information;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- self-correct/rephrase to maintain communication;
- recognise and respond to turn taking;
- deal with unfamiliar vocabulary and structures, for example ask for repetition and clarification;
- communicate in a range of text types, for example letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and hand shake;
- use appropriate tone and register, for example *Ön, Maga, Te*.



**Outcome 2**

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary, structures and content related to topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- identify key words, main points and supporting ideas;
- apply knowledge of the conventions of relevant text types;
- order, classify and link items from various parts of the text;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using glosses, diagrams, and referring to dictionaries.

**Outcome 3**

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example review, article;
- use structures related to describing, comparing and commenting on past, present and future events or experiences;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and actions;
- identify main ideas, events and sequences of action from the text;
- provide a personal comment or perspective on aspects of the texts;
- respond appropriately to the context, purpose and audience described.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

**UNIT 1**

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Hungarian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/email/fax.

**Outcome 2:**

- listen to spoken texts (e.g. conversation, interviews, broadcasts) to obtain information to complete notes, charts or tables in Hungarian or English

*and*

- read written texts (e.g. emails, advertisements, letters) to obtain information to complete notes, charts or tables in Hungarian or English.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article

It is expected that the student responds in Hungarian to all assessment tasks that are selected to address Outcome 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Hungarian, and the other a response in English.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement in three outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for clarification, seeking advice, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to topic areas;
- apply the conventions of relevant text types;
- make arrangements, complete transactions, and reach decisions;
- obtain and provide goods, services, and public information;
- link and sequence ideas;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use examples to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types;
- infer meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;

**UNIT 2**

- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

**Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the following knowledge and skills to:

- apply the conventions of relevant text types, for example literary text, story or personal account;
- use structures related to describing, recounting, narrating or reflecting upon past, present or future events or experiences;
- use a range of vocabulary and expressions appropriate to the text type(s);
- use stylistic techniques such as short phrases and onomatopoeia;
- structure writing to sequence main ideas and develop ideas logically;
- vary language for audience, context and purpose.

**ASSESSMENT**

The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of all of the outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Hungarian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, news reports) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story.

It is expected that students will write responses in Hungarian to all assessment tasks selected.

## Units 3 and 4

### AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

### DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Hungarian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Hungarian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

### **Language and culture through VET**

This detailed study allows the student to explore and compare aspects of the language and culture of the Hungarian community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 8.

# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create a personal, or imaginative text, focusing on an event or experience in the past or present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose using a range of text types;
- organise and sequence ideas;
- simplify or paraphrase complex expressions, ideas;
- use simple stylistic techniques such as repetition and contrast;
- use a range of relevant text types.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers, and stylistic features such as repetition and tone.



**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- link and sequence ideas and information;
- use a range of question forms;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

**UNIT 3**

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
<b>Outcome 2</b> Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 3</b> Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
<b>Total marks</b>		50

\* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of different texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- infer meaning from cognates, grammatical markers and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Hungarian-speaking communities.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Hungarian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

**UNIT 4****ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Hungarian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
<b>Total marks</b>		50

\* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

### ***End-of-year examinations***

The end-of-year examinations are:

- an oral examination
- a written examination.

### **Oral examination (approximately 15 minutes)**

#### *Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Hungarian.

#### *Specifications*

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Hungarian-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

### **Written examination (3 hours including 10 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

#### **Section 1: Listening and responding**

##### *Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Hungarian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

##### *Specifications*

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Hungarian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

**UNIT 4**

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

**Part B**

There will be one short text and one longer text.

Questions will be phrased in English and Hungarian for responses in Hungarian.

**Section 2: Reading and responding***Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Hungarian to information provided in a text.

*Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

**Part A**

The student will be required to read two texts in Hungarian of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

**Part B**

The student will be required to read a short text in Hungarian of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Hungarian. The task will be phrased in English and Hungarian for a response in Hungarian.

**Section 3: Writing in Hungarian***Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Hungarian.

*Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Hungarian. The tasks will be phrased in English and Hungarian for a response in Hungarian.

**UNIT 4**

**SUMMARY OF OUTCOMES AND ASSESSMENT TASKS**

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

**Outcomes and assessment tasks for Units 1 and 2**

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in spoken or written exchange related to making suggestions and comparisons.	1 Formal letter/fax/email. or Role-play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables. Hungarian or English. and Read written texts (e.g. extracts, advertisements, letters, brochures) to complete notes, charts or tables. Hungarian or English.	2 Listen to, read, and obtain information and ideas from spoken and written texts.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Written article.	3 Give expression to real or imaginary experience in written or spoken form.	3 Journal entry. or Personal account. or Short story.



**Outcomes and coursework assessment tasks for Units 3 and 4**

<b>Outcomes</b>	<b>Unit 3 (3 tasks)</b>	<b>Outcomes</b>	<b>Unit 4 (3 tasks)</b>
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Hungarian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

**Contribution of assessment tasks to study score**

<b>School-assessed coursework</b>	<b>%</b>	<b>End-of-year examinations</b>	<b>%</b>
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Hungarian	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Hungarian	10 5
Three- to four-minute interview.	10	Writing	7.5

**UNIT 4**

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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FOR USE IN 2024

# Advice for teachers

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 34.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

## STRUCTURE AND ORGANISATION


The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

**ADVICE FOR TEACHERS**


**USE OF INFORMATION TECHNOLOGY**

In designing courses and developing learning activities for Hungarian, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

**EXAMPLE OUTLINES**

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

**Unit 1**

Theme	Examples	Learning Activities
The individual		listen to personal accounts and use vocabulary and expressions
<b>Topic</b>		create a personal profile
Personal identity	 identify an item in a Hungarian student by describing it	
<b>Grammar</b>		describe a pleasant memory from early childhood
Present and past tenses, indicative mood, adverbs of place, reflexive verbs, adjectives		conduct interviews and record personal details in a table
<b>Text types</b>		read personal accounts about early childhood experiences and extract main points
Account, email, personal profile, interview		

Example assessment	
<b>Outcome 1:</b> Establish and maintain a written or spoken exchange in a range of areas of experience.	Take part in a conversation in which you introduce yourself to a new member of the class.

## Unit 1

### Theme

The individual

### Topic

School life and aspirations

### Grammar

Adjectives: comparative and superlative; imperative mood, adverbs of place, *-ik* verbs, irregular verbs

### Text types

Report, article, interview, discussion, survey

### Examples of learning activities

watch a documentary about school life in Hungary; note vocabulary and expressions

read an article about school life in Hungary and complete a list of main features of the system

listen to an interview about participating in a student exchange programme; complete a list of pros and cons

compare and discuss school life in Hungary and Australia

survey students about what they want to do when they finish school; use the results to write a report

using the Internet, research different tertiary courses in Hungary and record information in a table

### Example assessment task

**Outcome 3:** Produce a personal response to a text focusing on real or imagined experience

Write a response to a documentary about school life in Hungary and Australia

Explain why, in your view, the documentary is/is not a useful resource for students of Hungarian.

**ADVICE FOR TEACHERS**

**Unit 1**

<p><b>Theme</b> The changing world</p> <p><b>Topic</b> Tourism and hospitality</p> <p><b>Grammar</b> Sentence structure: simple and compound, conjunctions, negation</p> <p><b>Text types</b> Itinerary, brochure, postcard, conversation, discussion</p>	<p><b>Examples of activities</b></p> <p>watch a video about visiting Hungary and discuss the main points raised</p> <p>read newspapers, brochures and advertisements about different tourist attractions in Hungary; note vocabulary and expressions</p> <p>role-play conversation with a travel agent regarding your travel plans</p> <p>write a comment for a travel brochure about Hungary</p> <p>role-play advising someone about travelling in Hungary</p> <p>using the Internet research and compare different areas of Hungary to visit</p> <p>write a postcard from a holiday destination in Hungary</p> <p>write an itinerary for a school visit to Hungary</p>
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Examples of activities	
<p><b>Outcome 2:</b> Listen to, read and obtain information from written and spoken texts.</p> <p>Read an article about historical tourist attractions in Hungary and list the information under headings provided.</p>	<p><b>Outcome 2:</b> Listen to, read and obtain information from written and spoken texts.</p> <p>Read an article about the pros and cons of increased tourism in Hungary and list the advantages and disadvantages.</p>

## Unit 2

### Theme

The changing world

### Topic

Social and contemporary issues

### Grammar

Definite and indefinite conjugation, nouns, pronouns, compound sentences, suffixes, interrogative pronouns

### Text types

Discussion, list, song, film, interview, survey, personal profile, letter, documentary

### Examples of learning activities

in pairs, list attributes and strategies from containing relationships; discuss and rank order of importance

listen to a song such as *Széplak akar venni* or *Mély a Tisz* and explain the main theme of the work

discuss the writer's attitude of love and attitude to relationships

watch a film such as *Légy jó mindhalcálig*; role-play a conversation with one of the main characters

write a profile of one of the characters from a text studied, focusing on their relationships with the other characters in the work

respond to a letter seeking advice about a relationship

### Example assessment task

**Outcome 2:** Listen to, read, watch and extract and use information and ideas from spoken and written texts.

Listen to a panel discussion about the portrayal of relationships in a work studied, and use the information to write a magazine article.

**ADVICE FOR TEACHERS**

**Unit 2**

**Theme**

The Hungarian-speaking communities

**Topic**

Arts and entertainment

**Grammar**

Pronunciation, irregular verbs, conditional mood: present and past tense, irregular plurals of nouns

**Text types**

Presentation, webpage, song, short story, poem, summary, biography

**Examples of learning activities**

listen to a song such as *Jancsi és a kakas*; complete a summary of the content in a chart

view slides and pictures about Hungarian folk art and music; listen to a commentary and note key points

design a page about a particular style of Hungarian music

use the internet; research information about a composer such as *Bartók* or *Kodály*; summarise the information for an oral presentation

read a poem such as an excerpt from *János Vitéz*; in small groups, discuss the main themes

rewrite the adventures of one of the main characters from a text studied, imagining that they have taken a different path

**Example activity**

**Outcome:** participate in spoken or written exchange relating to making arrangements and completing transactions

Role-play an interview with a selected artist/writer in which you gain basic biographical information about them.



**Unit 2**

**Theme**

The Hungarian-speaking communities

**Examples of learning activities**

read an article about regional cuisines in Hungary and summarise the main points

**Topic**

Daily life and lifestyles

prepare a talk about the origin and significance of a tradition in Hungarian diet

**Grammar**

Imperative mood, *-d* ending verbs, adjectives, cases

listen to a news report about different customs for different celebrations; prepare a list of various customs and celebrations

**Text types**

Article, presentation, list, invitation, debate, documentary

play a conversation about preparations for a celebration

read articles about Hungarian traditions and celebrations; note main points

participate in a debate about the place of customs and traditions in modern Hungarian society

**Example assessment task**

**Outcome 1** – I can express my real or imaginary experiences in written or spoken form.

Write a journal entry as someone who is visiting Hungary, describing traditions and customs encountered that have impressed you in some way.

**ADVICE FOR TEACHERS**

**Unit 2**

**Theme**

The individual

**Topic**

Leisure and interests

**Grammar**

Interrogative pronouns, adverbs: manner and place, suffixes, negation, imperative mood, numerals

**Text types**

Survey, brochure, poem, song, advertisement, table, report, conversation

**Examples of learning activities**

list, discuss and compare types of leisure pursuits and interests in Hungary and Australia

listen to interviews about leisure pursuits and interests; note responses in a table

survey students at home, report findings

read brochures and advertisements about, for example the Balaton Plain or Lake *Balaton*

read a poem such as *Tihanyi Echóhoz* and listen to a song such as *Széles a Balaton vize*; describe the activities conveyed by the writers; compare and discuss

listen to radio/television advertisements about leisure activities; complete comprehension activities

take part in a conversation about why certain leisure pursuits are popular

**Example assessment task**

**Outcome 1** Listen to, read and extract and use information from spoken and written texts.

Read an article and use the information to present a report about leisure pursuits and interests in Hungary.

## Unit 3

### Theme

The Hungarian-speaking communities

### Topic

Historical perspectives

### Grammar

Comparatives, superlatives, *-ik* verbs, definite and indefinite conjugation, nouns; possessive and relative pronouns, past tense

### Text types

Documentary, opera, journal entry, review, conversation

### Examples of learning activities

watch a documentary about the foundation of the Hungarian Kingdom; note main points

listen to, for example, the rock opera 'Steven the King' and the opera 'Bánk Bán'; discuss the historical settings for the two works

research the historical periods used as settings for the stories and write a short report

write a journal entry as one of the characters from, for example, one of the operas

write a review of an opera, for example 'Steven the King'

role-play a conversation with one of the writers of a work studied

write a comparison of two main characters from a work studied

### Example assessment task

**Outcome 1:** Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write a letter to a key character, e.g. 'Steven the King' or 'Bánk Bán', explaining why, in your view, the actions they took were/were not well-founded.

**ADVICE FOR TEACHERS****Unit 3****Theme**

The changing world

**Topic**

Social and contemporary issues

**Grammar**

Relative pronouns, future tense, verbal prefixes, adjectives, formative suffixes

**Text types**

List, editorial, letter, film, report, interview, announcement, discussion

**Examples of learning activities**

listen to an interview with an environmental scientist; note vocabulary and expressions used



using the Internet research information about industries' impact on rivers in Hungary; list the main points and discuss

in groups, look at print and television announcements about the environment; note issues raised and strategies used to inform the public about issues

read an editorial and letters to the editor about re-routing the course of the Danube river; note the pros and cons in a table; discuss the language features of the different texts

watch a film such as *Vuk* and identify the main environmental issues raised

**Example assessment task**

**Outcome 3:** Exchange information, opinions and experiences

A three- to four-minute role-play focusing on the resolution of an issue.

Role-play a discussion with someone who believes that the benefits of industrial growth outweigh any negative environmental impact. Convince him/her otherwise.

## Unit 3

### Theme

The changing world

### Topic

World of work

### Grammar

conditional mood, *-d* ending verbs, imperative mood, pronouns

### Text types

Interview, résumé, conversation, job advertisement, formal letter, personal profile, documentary

### Examples of learning activities

discuss work/career experiences and aspirations

write a personal profile

read articles about employment opportunities/unemployment in Hungary; summarise key points for an oral report;



using the Internet research employment opportunities in Hungary; list qualifications and useful skills in a chart

read sample job advertisements, résumés and job applications; discuss the different formats and language used

role-play a job interview

read extracts on education and career paths and present an oral report

listen to a documentary about changes in the workplace and current work practices, and summarise the main points raised

write an application for an advertised position

### Example assessment task

**Outcome 2:** Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Listen to interviews about the pros and cons of working in Hungary and use the information to write an evaluative report.

**ADVICE FOR TEACHERS****Unit 4****Theme**

The individual

**Topic**

Leisure and interests

**Grammar**

Irregular verbs, conditional mood, adverbs of manner, time and place

**Text types**

Personal account, survey, discussion, advertisement, letter, presentation

**Examples of learning activities**

list and compare types of leisure pursuits in Hungary and Australia

listen to personal accounts about keeping fit and healthy; compare and discuss

in pairs, design, conduct and report on a survey about attitudes to keeping fit and healthy

in groups, discuss changes in eating habits in Hungary

write an advertisement designed to promote healthy eating habits

listen to a panel discussion on maintaining a healthy lifestyle; note main points

write a letter of advice about improving eating habits

present a video segment on an aspect of keeping fit

**Example assessment task**

**Outcome 1:** Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read texts highlighting aspects of major issues of concern in relation to lifestyle today, and write a summary of the main points raised.

## Unit 4

### Theme

The Hungarian-speaking communities

### Topic

Arts and entertainment

### Grammar

Irregular verbs conjugations, suffixes, conditional mood, case

### Text types

Webpage, discussion, interview, summary, journal entry

### Examples of learning activities

read and/or listen to, discuss and answer questions on texts about a famous Hungarian such as *Munkácsy*, *Petőfi*, *Kőrösi Csoma Sándor*



using the Internet, research and report on a famous Hungarian such as *Széchenyi*; use the information to participate in a panel discussion on the influence of their work

research famous Hungarian-speaking Australians such as *Ruttkay Arnold*; summarise the information in a report

read a review focusing on the importance of the work of a famous Hungarian, and write a response in which you either agree or disagree with the views presented

### Example assessment task

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Hungarian-speaking communities.

A 250–300-word informative, persuasive or evaluative written response.

Write an informative report comparing the work of two famous people in a particular field and the impact of their work in this area.

**ADVICE FOR TEACHERS****Unit 4****Theme**

The Hungarian-speaking communities

**Topic**

Historical perspectives

**Grammar**

Compound sentences, relative pronoun, adverbs, formative suffixes

**Text types**

Song, poem, personal account, debate

**Examples of learning activities**

listen to personal accounts of Hungarian migrants' experience, for example *Arnold Ruttkay 'Csak akkor fáj, ha nevetek'* and summarise the main points

research the history of Hungarian migration to Australia; present the information on a timeline

participate in a debate about the pros and cons of Hungarian migration

read about the Hungarian contribution to Australia during the period after World War II to 1956 and use the information to write a brief report

listen to songs, poems (e.g. *Tibor Tollas 'Holtág'*) about migrating and living in a new country and discuss the reasons mentioned for migration

**Example assessment task**

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Hungarian-speaking communities.

A three- to four-minute interview on an issue related to texts studied.

Discuss the reasons for, and impact of, Hungarian migration to Australia.



## SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

### **Theme: The Hungarian-speaking communities**

Topic: Historical perspectives

Possible sub-topics for detailed study:

- The legend of the Super Deer and its significance in Hungarian history.
- The coronation jewels and their significance in Hungarian history.
- Nationalism and progress.

### **Theme: The changing world**

Topic: Tourism and hospitality

Possible sub-topics for detailed study:

- The impact of tourism on the Hungarian community.
- Overcoming cultural barriers.
- The economic importance of tourism.
- Comparisons between tourism in Hungary and tourism in Australia.
- The importance of cultural exchanges.

### **Theme: The Hungarian-speaking communities**

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- Social issues as portrayed in a contemporary work.
- The influence of Hungarian folk music.
- The role of the media in Hungary.
- Conflict as seen through the eyes of two writers.
- The film industry – past and present.

### **Theme: The changing world**

Topic: Social and contemporary issues

Possible sub-topics for detailed study:

- Technology and its impact on the work place.
- Trade between Hungary and Australia.
- Pollution and recycling: prevention and promotion.
- An aspect of migration.
- Youth issues as portrayed in music.

### **Theme: The Hungarian-speaking communities**

Topic: Daily life and lifestyles

- The place of Hungarian-speaking community organisations in Australia.
- The impact of Hungarian culture on lifestyle.
- The role of men and women in today's society.
- Leisure, culture, and youth lifestyle.

**ADVICE FOR TEACHERS**

**EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES**

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution.  Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying for a training course at a college in a Hungarian-speaking country. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry requirements related to your area of interest. Enquire also about the type, cost and availability of accommodation on campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12)  Write a thank you letter/thank someone over the phone (6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12)
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in hospital. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Outcome 10 and 12: Describe personality of people. Exchange information about the area where you live.

VCE Unit 2 Outcome 2: Listen to spoken texts and reorganise information and ideas in a different text type.

Assessment task: Listen to the interview conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the appointment card. Explain their symptoms. Clarify the doctor's instructions and any side effects of the medicine prescribed for their condition. Discuss the possibilities of obtaining a prescription and options for payment.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Hungarian-speaking community. Write a short descriptive passage.
VCE Unit 3 Outcome 1:	250-word passage.
Assessment task:	You have recently returned from an exchange visit to a Hungarian-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Hungarian-speaking community. Describe your observations of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Hungarian-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Hungarian-speaking community.

**ADVICE FOR TEACHERS**

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Hungarian-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in a Hungarian-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Hungarian-speaking community, and provide key advice for visitors.

	<b>Details of assessment task</b>
VET Outcome 13: and VET Outcomes 14,15:	Demonstrate basic knowledge of politics and government in a Hungarian-speaking community. Demonstrate specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 1:	Write a three- to four-minute informative piece. Three- to four-minute interview on an issue related to texts.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Hungarian-speaking community, and one or two recent issues or events.  There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

### SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

### MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

#### Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

#### Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

**ADVICE FOR TEACHERS****Persuasive writing:**

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
<b>Profile</b>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Résumé</b>	Title; content (factual information); register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.

**ADVICE FOR TEACHERS****SUITABLE RESOURCES**

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

**BOOKS****Coursebooks and general background**

Bardocz Attila, 1992, *Történelem és Közjogi Ismeretek*, I–IV. Poli-Kvitt Kiadó, Budapest.

Bánhidí, Z, Jókai, Z, & Szabó, D 1965, *Learn Hungarian*, Tankönyvkiadó, Budapest.

Benedek Lászlóné, 1981, *Vázlatos Magyar Földrajz*, Magyar Cserkészszövetség, I.H. Printing Company, New Jersey, USA.

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Gabriel Asztrik, *A Magyar szentek élete*, University of Notre Dame, Ind., USA.

Dr Girsik Gézáné és Magyar József, 1952, *Magyar Multunk Kárpát*, S.R.L., Buenos Aires.

Horváth, F 1975, *Az Irodalom Világa*, München, Magyar Iskolabizottság.

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Kálnoky Ernő, 1977, *Magyar néprajz*, Cleveland, Ohio.

Novy, F 1978, *A Magyar Nemzet Története, Hungary, A Short History*, Kárpát, Cleveland, Ohio.

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*Szép magyar világ*, Kossuth Kiadó Árpád Publishing Co., Cleveland, USA.

Veremund, Tóth 1960, *A Magyar Irodalom Története*, Buenos Aires.

Tóth, A 1960–72, *Magyar Irodalom Története*, Kossuth Kiadó, Buenos Aires.

**Grammar**

A Magyar Helyesírás Szabályai, 1973 Akadémia Kiadó, Budapest.

Szemere G Y & Szende, A 1969, *Magyar Nyelvtan a gimnáziumok I. Osztálya számára*, Tankönyvkiadó, Budapest.

Rácz, E & Takács, E 1987, *Kis Magyar Nyelvtan*, Gondolat, Budapest.

Somogyi, F 1975–77, *A Magyar Nyelv és Irodalom I and II*, Kárpát Cleveland, Ohio.

**Dictionaries**

Dr Biró Lajos Pál és Dr Willer József Magyar-Angol Iskolai és Kéziszótár.

Magay-Kiss 1999, *Angol-Magyar szótár*, Akadémia Kiadó, Budapest.

Magay-Kiss 1999, *Magyar-Angol szótár*, Akadémia Kiadó, Budapest.

Országh, L 1976, *Angol-Magyar and Magyar-Angol kézikönyvtár*, Akadémia Kiadó, Budapest.

Országh, L 1976, *Angol-Magyar and Magyar-Angol Nagyszótár*, Akadémia Kiadó, Budapest.

**JOURNALS AND PERIODICALS**

*Inside the Hungarian-speaking communities*, Australian magazine on current issues in the Hungarian-speaking communities (English/Hungarian).

*Magyar-Élet Hungarian Life*, Victoria. Ed. Márffy Attila.

**Internet**

[www.serve.com/inside](http://www.serve.com/inside)

[www.com.hu](http://www.com.hu)

[www.miwo.hu](http://www.miwo.hu)

[www.altavizsla.com](http://www.altavizsla.com)

[www.mti.hu](http://www.mti.hu)

[www.msza.gov.hu](http://www.msza.gov.hu)

[www.magyar nemzet.com](http://www.magyar nemzet.com)

[www.trianon.hu](http://www.trianon.hu)

[www.netlap.hu](http://www.netlap.hu)

[www.netlap.hu/vasarnapijag](http://www.netlap.hu/vasarnapijag)

[www.radio.hu/elo](http://www.radio.hu/elo)

[www.hungary.com/corvinus](http://www.hungary.com/corvinus)

[www.hungary.com/corvinus/revolt/revoo.html](http://www.hungary.com/corvinus/revolt/revoo.html)

<http://kisokos.com/>

<http://kisokos.com/utmutato/>

<http://kisokos.com/szep hazank/>

[www.hungary.com/corvinus/](http://www.hungary.com/corvinus/)



[www.hungary-online.com](http://www.hungary-online.com)  
[www.hungary-online.com/hatv](http://www.hungary-online.com/hatv)  
[www.interlog.com/~photosk/magyar/rovas/huntrian.html](http://www.interlog.com/~photosk/magyar/rovas/huntrian.html)  
[www.hungarian.net](http://www.hungarian.net)  
<http://web.centerlink.net/~szittya/szpray@Eunet.yu>  
[www.hungarian.net](http://www.hungarian.net)  
<http://users.westel900.net/es/emc.elte.hu/hullamvadasz>  
[www.jpte.hu/ki](http://www.jpte.hu/ki)  
[www.rtvreszletes.hu/main.shtml](http://www.rtvreszletes.hu/main.shtml)  
[www.radio.hu/elo](http://www.radio.hu/elo)  
 Email 23/10  
[www.mti.hu/dosszie/a/](http://www.mti.hu/dosszie/a/)  
[www.netlap.hu/vasarnapujsg](http://www.netlap.hu/vasarnapujsg)  
[www.hungary.com](http://www.hungary.com)  
[www.magyar nemzet.com/news](http://www.magyar nemzet.com/news)  
[www.hungary.com.tortenelem](http://www.hungary.com.tortenelem)  
[www.wrn.org](http://www.wrn.org)  
[www.dunatv.hu](http://www.dunatv.hu)  
[www.rompage.hu](http://www.rompage.hu)  
[www.hungary-online.com](http://www.hungary-online.com)

## THE INDIVIDUAL

### Personal identity

#### BOOKS

Belia, Gy et al. (eds) 1972, *Petőfi Sándor Összes Költeményei*, Szépirodalmi Könyvkiadó, Budapest. István öcsémhez.  
 Csepelyi, R 1993, *Fényben, magányban, mélyben*, Antológia Kiadó, Lakitelek.  
 Csepelyi, R 1990, *Lassított Tűzijáték*, Hungarian Life, Melbourne.  
 Fekete, I 1964, *Ballagó idő*, Móra Kiadó, Budapest.  
 Fekete I 1964, *Tüskevár*, Móra Kiadó, Budapest.  
 Gárdonyi, G 1974, *Az én falum*, Móra Kiadó, Budapest.  
 Gárdonyi, G 1974, *Bűntárgyalás*, Móra Kiadó, Budapest.  
 Mikszáth, K 1968, *Tavaszi rügyek*, abridged version, Budapest, Képes Regénytár.  
 Molnár, F 1985, *A Pál utcai fiúk*, Móra Kiadó, Budapest.  
 Móricz, Zs 1985, *Légy jó mindhalálig*, Móra Könyvkiadó, Budapest.

#### FILMS

*Kincskereső kisködmön*, Mokép Videó  
*Légy jó mindhalálig*

## School life and aspirations

#### BOOKS

Belia, Gy et al. (eds) 1972, *Petőfi Sándor Összes Költeményei*, Szépirodalmi Könyvkiadó, Budapest. A tintás üveg.  
 Fekete, I 1964, *Ballagó idő*, Móra Kiadó, Budapest.  
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 Gárdonyi, G 1974, *Az én falum*, Móra Kiadó, Budapest.  
 Gárdonyi, G 1974, *Bűntárgyalás*, Móra Kiadó, Budapest.  
 Karinthy, F, *Tanár úr kérem* (Röhög az egész osztály A jó tanuló felel, A rossz tanuló felel), Móra Kiadó, Budapest.  
 Kosa, L & Szemerényi 1975, *Apáról Fiúra*.  
 Mikszáth, K 1968, *Tavaszi rügyek*, abridged version, Budapest, Képes Regénytár.  
 Molnár, F 1985, *A Pál utcai fiúk*, Móra Kiadó, Budapest.  
 Móra, F 1968, *Elbeszélések*, Móra Kiadó, Budapest. A kis bice-bóca.  
 Móricz, Zs 1985, *Légy jó mindhalálig*, Móra Könyvkiadó, Budapest.

#### FILMS

*A Pál utcai fiúk*  
*Légy jó mindhalálig*  
*Tüskevár*

## Leisure and interests

#### BOOKS

Benedek, L 1981, *Vázlatos Magyar Földrajz*, Magyar Cserkészszövetség, New Jersey, USA.  
 Halász, Z 1998, *Hungary*, Corvina Kiadó, Budapest.  
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 Szacsvai, P & Legaza, L 1995, *Felvidéki Utakon*, Mikes Kiadó, Budapest.  
 Szacsvai, P & Legaza, L 1991, *Kárpátalja*, Officina Nova, Budapest.

#### FILMS

*A Beszélő köntös*, Mokép Videó  
*Déry Né feature*  
*Fekete Gyémántok*

**ADVICE FOR TEACHERS**

Gül Baba

Háry János

János Vitéz

Kincskereső kisködmön, Mokép Videó

Ludas Matyi

**THE HUNGARIAN-SPEAKING COMMUNITIES****Daily life and lifestyles****BOOKS**

Bálint, S 1973, *Karácsony, Húsvét, Pünkösöd*, Szent István Társulat, Budapest.

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