

# 2017 VCE Auslan examination report

## Interactive Sign examination

### General comments

Most students were very well prepared for the 2017 Auslan Interactive Sign examination. They demonstrated their knowledge and skill in using Auslan appropriately.

Students are reminded not to wear school uniform to the examination; they should wear neat casual clothes.

Students are required to bring:

- personal identification consisting of a clear photograph with the student's full name, for example, school ID card, public transport ID card, passport, driver's licence
- a copy of the Student Examination Advice Slip
- any objects such as photographs, diagrams and maps to support the discussion in Section 2.

### Section 1 – Conversation and discussion

A variety of topics was covered in the Conversation and discussion section, including students' personal backgrounds, current studies, family structure, career aspirations, hobbies, travel/holiday plans, part-time employment and future plans. Students were well prepared for this section and performed well.

Most students demonstrated the ability to maintain the exchange with the assessors. Other students waited for the assessors' next questions instead of expanding on their responses.

The assessor signals the beginning of the Conversation and discussion section and will also indicate when it is time to conclude the Conversation and discussion section and begin the Presentation and response section.

#### Communication

Some students applied good repair strategies, and others asked for information to be repeated before responding.

#### Content

Most students presented general information and showed the ability to respond to assessors' questions.

#### Language

Few students were able to use a range of sophisticated vocabulary and grammatical structures. Some students displayed a good knowledge of the vocabulary and grammatical structures.

## **Section 2 – Presentation and response**

In this section, the student indicates the topic chosen from their area of interest. The student may support the presentation (3 minutes) and response (5 minutes) with objects such as photographs, diagrams and maps. Upon completion of the presentation the student will respond to questions raised by the assessors based on the presentation.

The majority of students presented topics that did not show research or details in depth. Most students chose holidays or travel plans as their topics, and the discussion contained few facts or little discussion of ideas.

### **Communication**

Students need to spend further time preparing for this examination as this would give them the opportunity to use an excellent range of vocabulary and grammatical structures.

### **Content**

Students need assistance from their teachers to select appropriate topics/themes suitable for formal reports/presentations from the list in the study design.

### **Language**

Some students used one-handed signs when two-handed signs should have been used, for example, TRAIN, WELL, TRAVEL, etc. In most cases, vocabulary was appropriate but somewhat limited.

## **Sign Comprehension and Sign Production examination**

### **General comments**

Generally students performed well in the Sign Comprehension and Sign Production examination.

During the year, students are advised to practise completing only one recording of their response and ensuring that the whole response has been recorded. It is also important for students to indicate whether their response is formal or informal.

Most students were able to respond to the task, look into the camera and maintain eye contact; however, a few students did not check that their signing was in the frame on camera. Students need to practise focusing the camera correctly. They should be able to see themselves signing from head to waist and from one shoulder to the other. There were times when students' signing was out of range, i.e. too low. They must sit upright while recording and not bend forward towards the camera.

Some students missed some important points – for example, 24/7 support staff and safety – when the informal task was to persuade parents.

Some students did well to include an introduction, opening and closing in both tasks using the appropriate register.

Several students did not reorganise the information presented. Students should be aware of how to restructure the information presented for both tasks in order to evaluate, compare, contrast and summarise.

It is important that students read and understand the examination criteria prior to the examination as some students did not follow the task.

## Specific information

### Section 1 – Watching and responding to informal signed texts

#### Task 1 – Informal

##### Possible answers

- It started a long time ago, about 40 years ago.
- It marks the end of school life. School life has been controlled by rules and teachers. Schoolies week is to mark the change from school life to adult life and freedom.
- Usually most students go to Queensland or Bali.
- Usually the students organise themselves into groups and book accommodation through a central booking office, schoolies.com. They go somewhere near the coast.
- There are three weeks this year:
  - Week 1: 18–25 November for Queensland
  - Week 2: 25 November – 3 December
  - Week 3: 2–10 December (last two weeks for NSW and Victorian schoolies).
- It is best if students book through schoolies.com because:
  - accommodation is carefully chosen
  - it is safe
  - there is a provision of security guards
  - photo ID and building entry passes are required.
- The Gold Coast is very popular. There are lots of things to see and do, for example, Movie World, Sea World, fun in the sun.
- Some students go overseas to Bali for swimming, surfing, sun, sand and motorbike riding.
- Byron Bay is very popular. Most places organise activities for the students, for example, yoga, canoeing, skydiving and cycling tours.
- Safety – there is lots of support from police, security, medical services and volunteers. In the bigger centres there is often a schoolies-only area.
- Most importantly, friends stick together and look after each other.
- If there is a problem, there is a 24-hour hotline for parents and students.
- Students are given a list of emergency numbers for police, doctors, etc.
- Traditionally, students are meant to run down the beach and dive into the sea, leaving behind the shackles of school.

##### Criteria

When assessing performance in this section, the assessor(s) take into account the extent to which the student demonstrates:

- the capacity to understand and respond to general and/or specific aspects of informal signed texts. To be awarded full marks students needed to:
  - include all main points on the video (where, who, what was involved) and use them to present ideas
  - ensure that their response is registered to the correct person (audience)
  - answers questions/tasks
  - use appropriate language register and context
- the capacity to convey information accurately and appropriately. To be awarded full marks students needed to:

- contrast two or more different views
- use the information fully to present ideas (not listing or a straight description of the video) to answer the question
- correct use of introduction and closing.
- relevance, breadth and depth of treatment of information, opinions, comment. To be awarded full marks students need to:
  - use the appropriate discourse structure, for example, conversation/lecture/argument
  - include a deep treatment of ideas
  - include interesting ideas that were relevant and linked.
- accuracy, range and appropriateness of vocabulary and grammatical structures. To be awarded full marks students needed to:
  - use correct and appropriate vocabulary and linguistic structure (for example, topic practice)
  - use metaphor/idiom
  - ensure language flowed and was easy to follow (clear)
  - include a wide range of vocabulary and structures
  - ensure visual appropriateness
  - use fingerspelling grammar and emotions, facial expression.

Students are reminded that they should not use English structures instead of Auslan structures.

- the capacity to extract, classify and reorganise information from a range of informal signed texts. To be awarded full marks students needed to use coherent/interesting accurate deaf signing.

## **Section 2 – Watching and responding to formal signed texts**

### **Task 2 – Formal**

Possible answers

- The internet is one of best resources available.
- It is very hard to function without it – paying bills, shopping, researching information and contacting friends.
- The internet is also very dangerous. Many younger children now have access.
- Tonight's talk is to tell you about those dangers and how to stay safe when surfing the internet.
- Cyberbullying is one of the biggest dangers.
  - arguments – a disagreement may escalate and become very nasty; people may even threaten each other
  - posting gossip or lies about another person to make them upset
  - posting embarrassing photos or information about someone
  - asking a friend questions about personal and private information and then posting the answers online
  - excluding someone from a chat group.
- Cyberbullying can hurt students, make them feel lonely, depressed. This can take place in chat rooms, video games, emails blogs and cell phones.
- The problem is that what is put onto the web cannot be removed, and we often do not know who put it there.
- How can we prevent cyberbullying?

- tell a trusted adult or teacher as soon as it happens
  - ignore someone if they are being mean or posting hurtful messages
  - block them; for example, Facebook allows you to block people
  - parents should be aware of what their children are doing on the internet
  - keep passwords safe; most bullying is by someone who knows you
  - log out of computers and devices.
- Ways that you can seek help: talk to your parents and teachers.
    - If you have received threats or had a private photo spread on the internet talk to the police. The internet is covered by the same laws as other criminal behaviour.