

2018 VCE Auslan examination report

Interactive Sign examination

General comments

The VCE Auslan Interactive Sign examination assesses students' ability to communicate in Auslan. Students who had thoroughly prepared were able to participate in this task successfully and effectively. It is important that students are familiar with both the specific requirements of this task and the language associated with it. Students should familiarise themselves with the *VCE Auslan Study Design* for the grammar and language requirements appropriate for this level. It is imperative that students are able to use the set grammar as stipulated in the study design in order to effectively meet the criteria for assessment.

In 2018 students performed well in the Interactive Sign examination. Students who were well prepared were able to communicate with confidence and advance the exchange effectively with assessors.

Students are encouraged to read all past examination reports.

Specific information

Section 1 – Conversation and discussion

Students are required to converse about their personal world (including family, schooling, future aspirations, hobbies, interests and work).

Students who performed very well in this section were thoroughly prepared and able to link well with the assessor. They needed minimal support to communicate their ideas and information related to their personal world. These students presented an excellent range of information, opinions and ideas in a logical and clear manner, using reasons and examples to advance the conversation. These students were also able to communicate by demonstrating an excellent range of vocabulary and grammar that was appropriate to the context and task.

On the other hand, some students had not prepared well. These students were not able to link with the assessor and relied on rote-learned information for their conversation. These students could not advance the conversation when interrupted by the assessor. Their lack of preparation meant that these students experienced difficulty clarifying or elaborating on opinions and ideas and needed frequent support from the assessor. Students who performed poorly in this section displayed a limited range of structures and vocabulary.

Section 2 – Presentation and response

Following the informal Conversation and discussion, the student should indicate to the assessor(s) the topic chosen for Presentation and response from the student's area of interest.

The student may support the presentation (three minutes) and response (five minutes) with objects such as photographs, diagrams and maps. Notes and cue cards are not permitted. Upon completion of the presentation, the student should respond to questions raised by assessors based on the presentation.

Students are given three minutes to clearly and briefly introduce the presentation. Some students assumed that they would be allowed to present an extended monologue of their topic and were surprised when the assessor interacted with them.

The choice of topic was often an important factor in determining students' success in the response. Topics needed to be broad enough to allow for a discussion but not too difficult in content and vocabulary requirements.

When selecting the topic, it is advisable to avoid topics covered in the Conversation section, as many students merely repeated what had already been covered. If the topic studied is related to a theme covered in the Conversation, then it is important to provide a clearly different focus.

It is expected that students will have a wide range of information to discuss. Students who devoted adequate time to their topic were able to effectively support and elaborate on their ideas, information and opinions while referring to the topic studied.

Students should choose topics that are relevant to them and their life experiences; those who did performed well.

Sign Comprehension and Sign Production examination

General comments

Overall, students performed well in the 2018 VCE Auslan Sign Comprehension and Sign Production examination.

Students are reminded that they must do only one recording of their work and ensure that the whole response has been recorded.

Students sitting the Auslan examination need to be familiar with all aspects of the examination. They must make effective use of the 10 minutes of reading time in order to be fully aware of the requirements of each task. During the reading time they can access their dictionary if necessary. When reading the task questions, students should carefully refer to the both the DVD and the hard copy of the examination to ensure that they have accurately understood the questions.

Some students lacked the ability to provide succinct responses to the questions, instead giving responses that went beyond the required answers. This weakened their responses and demonstrated a lack of comprehension skills. Students need to practise effective dictionary skills during the year so that the dictionary becomes a valuable tool in the examination.

Students must:

- practise focusing the camera on themselves
- always look into the camera when recording
- ensure they have recorded a response
- watch the position of their hands
- clearly indicate at the start of each draft the number of the draft and number their drafts in numerical order
- avoid recording too many drafts
- sign their student number at the start of each draft
- answer the question but not repeat the resource presented
- check signs in the resources on the DVD if they are unsure of signs.

Specific information

Section 1 – Watching and responding to informal signed texts

(The use of the term ‘informal signed texts’ here refers to spontaneous communication, namely that which is not normally recorded.)

Section 1 assesses the student’s knowledge and skills in analysing and responding to information from informal signed texts. It is related to one or more of the prescribed themes.

The student observes an informal signed discourse. This signed discourse is a video-recorded performance. The duration of this signed discourse is 5–7 minutes, and the student has an opportunity to observe this performance three times. There will be a two-minute pause between each performance during which the student may take notes.

The student is expected to respond in Auslan to a set task, for example, responding to a message or an announcement. The length of the response should be 2–3 minutes.

The questions are available to the student on DVD in Auslan and written in English.

Task 1 – Informal

Possible answers

- resource – recreation centre
- You can work at the recreation centre.
- It is located in your local area.
- It is open 24/7.
- There is a separate area for young people that is open from 7.00 am to 11.00 pm and another area for adults.
- first session: try out and pay nothing
- fair price and student discount
- \$5.00 per session or \$45.00 for a 10-session pass
- There is no joining fee or contract.
- Sessions available:
 - gym
 - running track with trainer
 - rock climbing with support
 - swimming with lifeguards
 - yoga
 - aerobics – set up so participants who are deaf can feel the bass
 - diving – have options in heights
 - three levels of martial arts – beginner, intermediate and advanced
 - cooking classes that provide for different tastes and each week we can vote for different types of cooking, for example, healthy burgers
- Trainers will help set up goals and follow up with you on how you have been tracking and achieving goals and if you need to change to achieve that goal.
- There are flexible start times – for example, 7.00 am, 8.00 am and 9.00 am – and a session goes for 40–50 minutes.
- You could encourage a friend from work to come and participate on the same timetable 3–4 times a week.
- Close to home – there is a bus stop outside the recreation centre and it drops off at the stop near home.

- All staff can sign up and all sessions provide a trainer to support small groups or individuals depending on how many people turn up. You can do two sessions and not have to worry about missing a session.
- It is a great idea to join for a good, healthy life.

Section 2 – Watching and responding to formal signed texts

The use of the term formal here refers to a communicative act prepared prior to presentation.

Section 2 assesses the student's knowledge and skill in analysing and responding to information from formally signed texts.

The student watches a pre-recorded formal signed discourse. The duration of the signed discourse is 3–5 minutes. The student is required to produce a response in Auslan to the signed text. The task specifies a purpose, context and audience. The length of the response should be approximately 3–4 minutes.

Task 2 – Formal

Possible answers – 'Should pets be allowed at schools'?

Advantages of having pets at school/in the workplace

- animals are fun
- helps kids with anxiety to feel relaxed and calm
- helps kids take a break if times are hard
- helps kids let off steam and relieve stress
- dogs will get exercise from class to class
- dogs can assist students to overcome a fear of animals and increase their understanding of others
- learn about hygiene and why is it important
- helps kids take responsibility and have empathy, connection to nature and respect for living things
- those who don't have pets or are not allowed pets can experience what it is like to have a pet
- new emotions
- new skills
- understand the feelings of another
- parents will sign the consent form
- pets that come into the school will be checked to ensure they are healthy and disease-free

Disadvantages of having pets, especially dogs, at school/workplace

- not everyone loves dogs
- dogs do not always suit every situation
- they can become messy
- can have many health concerns:
 - allergies
 - diseases that can be given to people – rabies or viruses
 - fear of dogs
- other risks – a dog can make someone slip, trip or fall, or maybe the dog bites
- want to make sure the dog is okay and safe in the environment
- potential damage to office/school property
- dog may fight with other dogs or animals
- school must have a pet policy or it may become too much of a burden on potential legal issues
 - parents may sue