

2019 VCE Auslan examination report

Interactive Sign examination

General comments

Students performed well in the VCE Auslan Interactive Sign examination. Students were able to converse with assessors on a wide range of topics and themes throughout both sections of the examination.

Students who had clearly practised their signing skills performed extremely well. They were able to respond to questions with ease and fluency, and to present very interesting responses across a broad range of questions.

Well-prepared students also used a variety of expressions and grammatical constructions.

It was pleasing to see so many fluent signers, and excellent use of facial expression and a good variety of correct grammatical features. The use of space, role shift and fingerspelling was particularly noticeable, and fingerspelling was being used in the correct context rather than for unknown signs.

There were some common areas of difficulty. The following are recommendations for students:

- In order to connect with the assessor and elaborate ideas, take initiative in the conversation. Choose answers that allow you to extend the conversation. Let the examiners see as much of your signing as possible. Take over the discussion and really make it your own.
- Practise conversation. The topics are very familiar, everyday topics. You should not need to think about answers in this section.
- Take care with the use of correct HOLM (Hand shape, Orientation, Location, Movement) in your presentation (for example, do not sign 'hot' using the gesture for 'fan').
- Take care to use the correct spelling pattern (for example, 'pool' not 'piil').
- Remember that facial expression is a very important part of sign language and is necessary.
- Be very clear about whether you are signing future, present or past tense.
- Avoid English mouthing with no signs, using lots of repeated sign such as 'beautiful' and using signs in the wrong context.

Specific information

Section 1 – Conversation and discussion

The conversation is an opportunity to demonstrate confidence, competence and fluency in Auslan, covering many themes learned in Auslan classes. It is important that students demonstrate that they are having a conversation, not presenting chunks of rote-learned material.

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. 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 from assessor(s).

The oral presentation topic needs to be approached formally, well researched and presented to the audience in a formal manner. Responses should not use a personal experience, such as a holiday, in an informal manner. If students want to present their holiday for the topic, they can take the role of a travel agent presenting to an audience, and include more research about the topic (for example, cost, flights, activities).

Sign Comprehension and Sign Production examination

General comments

Students performed well in the 2019 Auslan Sign Comprehension and Sign Production examination.

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

During reading time, students can access their dictionary if necessary. It is important to practise dictionary skills during the year so that the dictionary can be used effectively as a valuable tool in the examination

In preparing for the examination, student should practise:

- focusing the camera on themselves
- looking into the camera when recording
- checking they have recorded a response for both tasks
- checking the position of their hands
- using their time wisely during the exam time – the texts are repeated three times
- recording one draft and labelling it clearly by signing their student number
- answering the question rather than repeating the resource presented
- using signs in the resources on the DVD.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Watching and responding to informal signed texts

Section 1 is designed primarily to assess students' knowledge and skill in analysing and responding to information from informal signed texts. It is related to one or more of the prescribed themes.

Students observe an informal signed discourse. The signed discourse lasts for five to seven minutes and is repeated three times, with a two-minute pause between each performance, during which the student can take notes.

**Task 1 – Informal
Possible responses**

Canada (winter season)	New Zealand (summer season)
<ul style="list-style-type: none"> • Resort accommodation for up to 12 people per dorm (including two supervisors) • Package includes three meals • Options: we can snowboard, ski, snow hike and even snow ride on a bike • Access to qualified sign language interpreter for learning sessions • Age 16–19 years, fully supervised • No alcohol provided • Snow gears are extra to hire but indoor activities are free to use • Plenty indoor activities, such as rock climbing, 10-pin bowling, cooking classes • Five stars and great feedback from parents feeling safe about their child going to this resort • \$2000 plus \$200 voucher 	<ul style="list-style-type: none"> • Camping: maximum of six people and two qualified supervisors with basic sign language • Package includes three meals, camping gear, clothing, and all luggage and gear will be transferred from site to site • Flight included and bus transfer to and from airport to destination • Age 16–19 years • No alcohol provided • Four stars and great feedback from students who have been • Hiking five days: walkers-only track, suitable for everyone; walk through the best national park, river, waterfall, sunrise/sunset and amazing scenery, including the famous bungy jumping, water rafting and fast speedboat • \$3000

Section 2 – Watching and responding to formal signed texts

Section 2 is designed primarily to assess students’ knowledge and skill in analysing and responding to information from formally signed texts.

Students watch a pre-recorded formal signed discourse of between three and five minutes. Students are required to produce a response to the signed text of approximately three to four minutes in Auslan.

Student responses had a similar pattern to the informal responses. They generally understood the nature of formal discourse and set up the introduction, main body and conclusion well. Some responses failed to extract, classify or reorganise the information.

Students are reminded to read the questions carefully.

**Task 2 – Formal
Possible responses**

Advantages:

- Easy step-by-step app, free to download and make
- App can include signing, voice and text for access for anyone
- Attract a wider audience to support us

- Great for networking and promoting our school
- Attract parents via media who don't attend or read school newsletter
- The app includes tracking and is safe for all age to use
- App includes games to play to earn points after donation are paid
- Those playing the games and earn the most point will win a donated voucher from technology shop
- Money will go towards a new HUB, fully equip and new furniture
- Pinball machine, pool table, table tennis, large TV and Xbox/PBS station up to eight players
- Relaxing sitting area with accessible power point and charger for tech equip such as phone, table

Disadvantages:

- No face to face collaboration with other peers
- Best to raise money doing walkathon, bikeathon, readathon, fete
- It's a good connection to bring in the community and everyone including family can be involved and it's rewarding as a team
- Outdoor is best after working inside and using technology during classes
- Dollars are best spent on outdoor equipment and organised day or few days trip such as canoeing, camping, hiking, surfing, water sport, MTB riding, volunteering for a good cause, such as playing cards with elderly, helping cook for homeless people and sightseeing
- Raising money would be best with sponsors to support our events
- Sponsors are great to promote our school and vice versa their business.