

2021 VCE Auslan Sign Comprehension and Sign Production external assessment report

General comments

Generally, students responded well in the 2021 VCE 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. It is also important for students to indicate whether their response is for the Section 1 Task (informal) or Section 2 Task (formal) at the start of the response.

During the examination, students can use their Auslan dictionary if necessary. It is important to develop dictionary skills during the year, so students are confident using this resource in the examination.

Several students included an introduction, opening and closing paragraphs in both tasks using the appropriate registers.

Some responses did not score well due to lack of:

- evaluating, comparing, contrasting and summarising
- relevance, breadth and depth of treatment of information, opinion, comment
- extracting, classifying and reorganising the information
- understanding the examination criteria before the examination
- understanding each task in the informal and formal sections.

It is recommended that students practise using the past examination tasks to develop an understanding of the purpose and range of the tasks prior to the examination day.

Specific information

Note: 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

Task

You are deaf and you have a deaf relative who cannot decide whether to live in the country or in the city. Two deaf friends visit you. One friend outlines the advantages of living in the country and the other friend outlines the advantages of living in the city.

Using the information your two friends have provided, summarise the advantages of living in the country and living in the city so you can help your relative make a decision about where to live.

Your response should be between two and three minutes in length.

Advantages of living in the country	Advantages of living in the city
Community – strong sense of community and belonging for deaf people	Community – more deaf people in the city, wider circle of friends
Video remote interpreting – means interpreters don't have to travel, so distance is not a problem	Greater availability of interpreters for face-to-face interpreting
Environment – fresh air, country feel, good for mind and soul	Environment – more variety, parks and interesting suburbs and houses
Transport and health – better roads, can cycle or walk everywhere, healthy lifestyle	Public transport – plenty of places to walk, swim etc.
Employment opportunities – country towns are increasing in size, people are now working from home	Employment – more job opportunities
Communications/technology – improving all the time	Communication/technology – better in the city
Leisure – local football, sports clubs, community centres, fundraising, dancing, barbecues, farmer's markets	Leisure – wide choice of sports clubs, cinemas, galleries, skate parks, cafes, clubs

Responses that scored highly:

- demonstrated an understanding of the signed texts
- demonstrated accuracy
- used a range of Auslan vocabulary and grammatical structures
- expanded on relevant information, opinions and comments
- reorganised and restructured the information presented
- understood the purpose of the task.

Responses that did not score well:

- showed little understanding of the signed texts
- did not expand on relevant information, opinions and comments
- added irrelevant information, which was not included in the signed texts
- tended to use inappropriate vocabulary signs and English grammatical structures
- did not demonstrate reorganisation or restructuring of information.

Section 2– Watching and responding to formal signed texts

Task

As school captain, you attended an education seminar with your principal to find out about extracurricular activities for deaf students and students of Auslan. People from two organisations presented information about extracurricular activities they deliver in schools

Using the information the people from the two organisations provided, prepare a presentation for your student council and teachers. Explain which of the two organisations offer activities that would be of most interest to your school community.

Your response should be between three and four minutes in length.

In Addition activities	Extraordinary activities
Cost: no additional cost to students	Cost: no additional cost to students
Activity duration: four hours per fortnight for one term during school hours	Activity duration: five hours per fortnight for one term One overnight camp
All activities accompanied by a deaf signing guide Focus on Deaf culture, history and community	All activities accompanied by a Deaf signing guide Focus on Deaf culture, history and community
Employment agency staff presenting on different careers in Deaf community	Job interview workshop – how to prepare a CV and answers to possible interview questions
Deaf artist conducting tour of art gallery followed by art activities	Cookery class – learn to use unusual ingredients and prepare a meal for family and friends from the Deaf community
Deaf football personalities conduct a workshop on sports motivation and training	Sports clinics – choose from skateboarding or basketball and learn new skills
Presentation on famous deaf people through history	Students research a deaf personality / inspiring figure and present a biography to students
Movie night (with open captioning) for family and friends showing an Australian film starring up-and-coming deaf actors followed by refreshments and a question-and-answer session Bring family and friends	Overnight camp – bushwalk and team-building games followed by a campfire and an evening of stories about inspirational deaf personalities

Responses that scored highly:

- demonstrated an understanding of the signed texts
- used a range of relevant points from the signed texts
- demonstrated accuracy
- used a range of Auslan vocabulary and grammatical structures
- expanded on relevant information, opinions and comments
- reorganised and restructured information
- understood the purpose of the task.

Responses that did not score well:

- showed little understanding of the signed texts
- used very few points from the signed texts
- did not demonstrate an understanding of the task's purpose (e.g. comparing/contrasting instead of summarising/evaluating)
- did not expand on relevant information, opinions and comments
- tended to use inappropriate vocabulary signs and English grammatical structures
- did not demonstrate reorganisation or restructuring of information.