2022 VCE Auslan Interactive Sign external assessment report

General comments

The Auslan Interactive Sign examination assessed students’ knowledge and skills in using signed language. The examination had two sections – a conversation and discussion of approximately seven minutes, during which students conversed with the assessors about their personal world, and a presentation and response of approximately eight minutes.

It should be noted that during the oral examination:

* students may be asked a variety of questions of varying levels of difficulty. Questions may also be asked in a different order from the one students anticipate
* assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
* assessors may also repeat or rephrase questions
* normal variation in assessor body language is acceptable.

Five criteria were used in assessing both the conversation and the discussion, and the presentation and response. Although there are similarities between the assessment criteria for the conversation and discussion sections of the examination, the criteria assessed two very different aspects of performance – formal and informal. Students who were well prepared were generally able to demonstrate their abilities and proficiency in the language.

Section 1 – Conversation and discussion

This section consisted of an informal conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations. It was followed by an informal discussion expanding on one or more of these areas. These areas provided students with a basis for preparing a range of interesting and engaging ideas about their personal world, so that they could engage in a spontaneous discussion with the assessors about things that interest them.

Students are reminded that they must be prepared to use language spontaneously in unrehearsed situations. Students are not expected to be ‘experts’; they are expected to have learnt strategies in order to respond to unexpected questions. It would be valuable for students to learn phrases such as, ‘I have not studied this aspect of the topic, but I think …’, ‘I don’t know, but I feel …’ and ‘I am not sure about this question, but I know …’.

Section 2 – Presentation and response

Following the informal conversation and discussion, each student indicated to the assessors the topic chosen for this section from the student’s area of interest. The student could have supported the presentation (three minutes) and response (five minutes) with objects such as photographs, diagrams and maps. Notes and cue cards were not permitted. Upon completion of the presentation, the students responded to questions raised on the presentation by the assessors.

Presentations and responses that scored highly:

* clearly demonstrated preparation by giving evidence and facts
* elaborated on information in responses
* appropriately used a formal structure, including an introduction, body and conclusion
* demonstrated a very good range of vocabulary and grammatical structures.

Presentations and responses that did not score well:

* did not demonstrate a high level of preparation
* did not include enough depth in responses (e.g. reasoning, examples or evidence)
* did not demonstrate a good range of vocabulary and Auslan grammatical structures.

More information

Please refer to the [VCE Auslan study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/auslan/Pages/Index.aspx) and [past examinations and examination reports](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Auslan.aspx) for full details.