



2005

LOTE: Auslan GA 3: Examination

Interactive Sign Examination

GENERAL COMMENTS

Overall students performed well in this examination; however, they must remember to sign their student number in Auslan and use an appropriate greeting both on entering and on leaving the examination room. Also, many students finger-spelled very basic signs.

Students should choose topics that are relevant to them and their life experiences. Some students chose very interesting topics for Section 2 and presented very interesting photographs.

DESCRIPTION

The Interactive sign examination is designed primarily to assess the students' knowledge and skill in using Auslan for conversation, reporting and discussion purposes.

The Interactive sign examination has two sections – Conversation and Discussion, and Presentation and Response.

Section 1 – Conversation and Discussion

The examination should begin with introductions and a conversation between the student and the examiner(s). It consists of an informal conversation about the student's personal world; for example, life, family and friends, interests and aspirations and current events. This section should last for approximately seven minutes.

Section 2 – Presentation and Response

Following the informal Conversation and Discussion, the student should indicate to the examiner(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 on the presentation by examiners. Note: in South Australia, the in-depth study forms the basis of the Presentation and Discussion.

Sign Comprehension and Sign Production Examination

GENERAL COMMENTS

Overall students performed well in the Auslan Sign Comprehension and Sign Production examination in 2005.

This year for the first time there were separate sections for formal and informal signing. Often in the informal section, students did not respond in a culturally appropriate way. It is very important that students know the difference between formal and informal signing and the cultural differences in both.

During the year students should practise focusing the camera on themselves. They should be able to see themselves from head to waist and from one shoulder to the other. They must sit up straight while recording and **not** bend forward. Every year there are some students who do not attend the practise session held before the exam. Teachers need to encourage students to attend as it is extremely important for them to familiarise themselves with the equipment.

When completing the Auslan examination, students should:

- always look into the camera when recording, particularly when the response is only to one person. When they are responding to a group of people, they should move their head from side to side, showing that they are responding to a group rather than an individual.
- watch the position of their hands; the palms should be facing inwards towards the student's chest. They must ensure that their signs and the words that are being finger-spelt can be seen.
- avoid wearing colourful or fluorescent tops – grey, white, light grey and light blue are the preferred colours. Hair should be tied back and the assessor should be able to see the student's facial expression.



- use their time wisely. Many responses were too short. Students should aim to produce a response in the time allocated in the *Auslan VCE Study Design*. The texts are repeated three times; therefore students should not need to rewind the tape during the exam.
- number their drafts in numerical order and clearly indicate the number at the start of each draft. Many students produced too many drafts. Usually the first or second draft is the best, as those who do more than two drafts seem to leave out information each time a draft is completed. Students would be better advised to focus more on preparing the first draft, making sure they have covered everything before recording their response.
- avoid writing out their whole responses in English rather than organising their response in Auslan. Students should keep a short, brief reminder list, not write out a full response.
- check the resources on the video if they are unsure of the correct sign.
- check both videos to ensure that they have recorded a response.

Some points that were observed during the assessing of the Auslan exam were that:

- there seemed to be an overuse of signs that were culturally inappropriate; for example, 'good'.
- there was little use of current Auslan fillers.
- many students voiced or mouthed English words during their responses, rather than deaf mouthing, which is more culturally appropriate.
- a minority of fluent signers repeated the texts and failed to answer the question. Students must ensure they respond to the question being asked, as they will lose marks for not answering the question.

Students must ensure that they start their answer in an appropriate way, not just launch into signing. Auslan is a visual language; if students get stuck or are not sure how to start they should just imagine the scene visually. For example, this year students were asked to give a report to their sister using information they had gained from observing a conversation in a café. Many students started with 'Hello Sister', but only a minority of students explained or described the two women in the café. Students had generally improved in their ability to set the role-play in a café, but failed to allow for responses or affirmations from the sister. The discourse was not supposed to be a soliloquy.

SPECIFIC INFORMATION

Section I: 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*)

Description of the task

Section I is designed primarily to assess the 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.

The students observed an informal signed discourse. This signed discourse was a video recorded performance of between five and seven minutes duration. The discourse was repeated three times, with a two-minute pause between each performance during which students were able to take notes.

The students were expected to respond in Auslan to the set task. The length of the response needed to be between two and three minutes.

The questions were available to students on the videotape in Auslan and written in English.

A good response:

- greeted the sister when she arrived
- complained/commented about waiting for the sister
- mentioned the two women discussing/talking about their school experience
- gave a coherent explanation to the sister of what was overlooked, including most of the nine major points raised
- described the location of the two women
- described what each woman said in sequence
- compared each point raised by the two women with the student's own school experience
- included the sister in the conversation; for example, by asking her questions such as what school food she liked
- responded to a 'pretend question'
- used fillers when appropriate (if stuck)
- ended the conversation correctly and within the time limit; for example, by deciding what to eat.



The points mentioned in the conversation should have included:

- what age they started and finished school
- their first day of boarding school and the separation from their family
- uniform
- school building
- school food
- activities; for example, cleaning
- school curriculum; for example, mass everyday, school fete
- school experiences; for example, family day, sporting events, boarding, meals, ghosts
- having older siblings at the school
- family visits.

Students who responded poorly often:

- did not give an appropriate description of the women in the resource
- did not include use of the sign for sister
- showed an inappropriate use of space, especially for the pronoun 'she'
- did not use culturally appropriate fillers when they needed time to think
- used poor hand shapes
- signed slowly
- had difficulty in reporting information observed in a conversation in the third person
- overused English structures, such as using the adverb 'very' when the verb sign should have been inflected; for example, 'hard work'
- misunderstood the video; for example, confusing the nun and wimple and guessing it was about mark up
- struggled to compare their school experiences
- finger spelt country names after signing – this was not needed
- did not use sufficient space or verb inflections; for example, 'give'
- displayed sloppy phonology (hand space) – 'position of hand space'.

Section II: Watching and responding to formal signed texts (*the use of the term formal texts here refers to a communicative act prepared prior to the presentation*)

Description

Section II is designed primarily to assess the students' knowledge and skill in analysing and responding to information in formally signed texts.

The students watched a pre-recorded formal signed discourse. The duration of the signed discourse was between three and five minutes. Students were required to respond in Auslan to the signed text. The task specified a purpose, context and audience. The length of the response should have been approximately three to four minutes.

Generally students found this section easier. Most students selected one country and explained why they had chosen it, using the majority of the points given. Outstanding students produced a comparison between Russia and France, evaluating the two countries against each other, but this was not necessary for full marks.

Students needed to:

- establish themselves with the audience and gain the audience's attention
- explain who they were (name, position, etc.)
- give the purpose of the meeting
- explain the reason for their choice (announce the winner)
- respond to continued reaction to the announcement
- field questions from the audience
- close the meeting.

Many students gave a good introduction and used the correct discourse form (text type) by signing in formal language.

Generally students found listing the facilities from each country easy, but had greater difficulty in explaining their reasons for choosing a particular country. For example, some outstanding students rejected France because the Olympic Games is about sport not deaf history.

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Some students struggled to conclude this section.

The points in the text included the following.

Russia	France
1. Everything is ready for the 2011 Olympics – all sports	1. Lots of tourist attractions
2. Top quality venues	2. Plenty of deaf history
3. Close to Moscow	3. Involved in Deaflympics for almost 100 years and was the first host
4. Village – easy access to all sporting events	4. Near Paris – sporting venues
5. Anti-terrorist – safer	5. Eight sports under one roof
6. Easy access to transport	6. Government is giving \$20 million to athletes. Free registration, accommodation, etc.
7. Free registration for everyone	7. Free transport
8. Government funding all countries	8. Cheaper passes – everyday pass or day-by-day pass
9. Business class	9. Closer to other countries