2023 VCE Auslan Interactive Sign external assessment report

Refer to the relevant [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) for full details on this study and how it is assessed.

General comments

The Auslan Interactive Sign examination assessed students’ knowledge and skills in using signed language. The examination had two sections – a conversation and a 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 examination:

* Students should be prepared to be asked a variety of questions of varying levels of difficulty. Questions may also be asked in a different order from what students may 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 discussion, and the presentation and response. Although there are similarities between the assessment criteria for Section 1 and Section 2 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

What students did well

In 2023, students:

* prepared a range of interesting and engaging ideas about their personal world
* engaged in a spontaneous discussion with the assessors about things that interest them.

Areas for improvement

Students should:

* practise using language spontaneously in unrehearsed situations
* learn strategies in order to respond to unexpected questions, for example, practise 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 …’.
* use more descriptive Auslan skills to show rather than tell, for example their favourite sports or hobby
* be more prepared for assessor’s varying spontaneous questions about their personal world.

Section 2 – Presentation and response

What students did well

In 2023, students

* 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.

Areas for improvement

Students need to

* demonstrate a high level of preparation or research
* include enough depth in responses (e.g. reasoning, examples or evidence)
* demonstrate a good range of vocabulary and Auslan grammatical structures
* choose topics with more depth and description for their chosen audience; for example, describing how to make a banana smoothie with three to four ingredients to a Year 7 audience was too simple.