2024 VCE Auslan Sign Comprehension and Sign Production external assessment report

General comments

The 2024 VCE Auslan Sign Comprehension and Sign Production examination results indicate that students generally performed well, demonstrating their ability to analyse and respond to both informal and formal signed texts.

The key examination requirements were that:

* students must submit only one recording of their response; if multiple drafts are prepared, they should be recorded separately to ensure clarity and finality in the submission, and students should indicate which draft they wish to be considered for marking on the envelope provided
* students need to clearly state at the beginning of their response whether it pertains to Task 1 (informal) or Task 2 (formal), along with their student number.

Responses that scored highly:

* included both an introduction and a closing statement
* used the appropriate register for the task
* consistently used the correct signs most of the time.

Some responses fell short because:

* they lacked detailed evaluation, breadth of opinion and a thorough treatment of information
* they failed to identify or elaborate on the benefits and opportunities related to the tasks
* they demonstrated confusion regarding the expectations for informal versus formal signed texts
* students did not indicate which draft was to be considered for marking.

Recommendations for improvement include the following:

* Students should practise with past exams to familiarise themselves with and better understand the purpose, structure and criteria for assessment.
* Students should ensure a clear structure in responses by systematically reorganising and presenting information to reflect understanding and relevance.
* Students can enhance content by developing a habit of evaluating, commenting and providing comprehensive opinions in line with the task's objectives.
* Students should pay attention to the distinctions between informal and formal signed texts, ensuring responses are appropriately tailored.

Developing skills in recording, evaluating and understanding task requirements will ensure students perform even better in future examinations. Consistent practice with past papers is a critical strategy for success.

Specific comments

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

Students were asked to provide a response in the form of a persuasive argument for their parents comparing the benefits of a bicycle and an e-scooter for travelling to university next year, and arguing in favour of the e‑scooter, using information from the signed text about the bicycle and e-scooter displays at a transport expo.

Possible responses:

|  |  |
| --- | --- |
| Reasons to get a bicycle | Reasons to get an e-scooter |
| * quick, easy/good transportation for shorter trips like going to shops, work or visiting friends/family * good fun to go on long rides to enjoy exploring with fresh air * good exercise, using your legs to move, building strength * better workout and improved fitness, good for your health * providing more stability at high speed * bicycle tracks around the city allowing you to avoid busy roads * different types of tyres allowing travel on different terrains * able to sit as you travel, and able to buy different seats * hours of travel without worrying about using electricity for battery * better control on rough surfaces * open basket front or back where you can put your belongings * visibility while riding on roads – cars can see a bicycle better * cheaper to purchase * more choice – different colours, fancy or simple styles, sizes * low maintenance and service costs | * easy to travel anywhere you want * compact and lightweight – you can put it in a car * easy to carry on public transport (train, bus, tram) * fits in a locker at work or university * easy to get around without getting hot and sweaty * lets you zip through city streets without needing to tell people to move out of the way, unlike a bike * not too tiring to travel – you can relax as you ride * eco-friendly way to explore the city * sense of freedom and exhilaration when gliding through the streets * modern and popular * no licence or permit required * easier to park at shops, work or university – a bicycle needs a bigger space to park * front little basket where you can put your belongings * a seat can be added for longer distances * easy to look after, no stress |

Responses that scored highly:

* demonstrated a clear comprehension of the signed material
* delivered accurate interpretations and responses
* showcased a wide range of Auslan vocabulary and grammatical structures
* provided detailed responses, including benefits and opportunities, and expanded on relevant points
* effectively reorganised and restructured the information presented in the signed text
* displayed a solid understanding of the task’s purpose.

Responses that did not score well:

* showed limited comprehension of the signed text
* provided minimal responses without adequately expanding on key points, such as benefits and opportunities
* used incorrect vocabulary signs and English grammatical structures instead of proper Auslan forms
* did not reorganise the information meaningfully
* did not clearly introduce the topic or specify the intended audience
* did not wrap up effectively, with some responses including inappropriate pleas, such as begging to get the scooter.

Students are encouraged to focus on:

* expanding their use of Auslan vocabulary and grammar
* structuring their responses with clear introductions and conclusions
* reorganising information to reflect deeper understanding and purpose
* avoiding reliance on English grammatical forms or unnecessary emotional appeals.

Consistent practice with past papers and structured feedback will help address these areas effectively.

Section 2 – Watching and responding to formal signed texts

Task

Students were asked to provide a response in the form of a presentation to a group of university music students about the benefits of a new vibration technology for the deaf and hard-of-hearing community at music festivals, encouraging them to promote the new technology, using information from the signed texts about a blog post describing the new technology.

Possible responses:

|  |  |
| --- | --- |
| Needs of deaf and hard-of-hearing concertgoers | Benefits of Vibrotextile wearable devices at concerts |
| * sporadic access to Auslan interpreters at concerts * lack of auditory component even when interpreters are present * reliance on standing next to speakers or using items such as balloons to help feel vibrations * lack of subtlety in the vibrations conveyed via items such as balloons | * translation of sound into tactile sensations on the skin * rich and nuanced musical experience provided by these vibrations * unique experience for deaf and hard-of-hearing concertgoers * real-time translation of the live music |

Responses that scored highly:

* clearly demonstrated comprehension of the content
* incorporated a variety of appropriate, relevant responses from the signed texts
* maintained precision and accuracy in interpretation and delivery
* utilised a broad range of Auslan vocabulary and grammatical structures effectively
* provided detailed and well-developed information, including thoughtful opinions and comments
* successfully reorganised and restructured content to improve clarity and coherence
* fully understood and addressed the purpose of the task.

Responses that did not score well:

* displayed limited comprehension of the signed texts
* included only a small number of responses from the signed material
* did not develop or expand on key information, opinions or comments
* did not recognise or address the intended purpose of the task
* relied on incorrect vocabulary signs or English grammatical structures instead of Auslan grammar
* did not reorganise or restructure the information effectively
* lacked clarity in addressing the audience at the beginning and did not conclude appropriately, such as by identifying the audience for the ending.

Students are encouraged to focus on:

* comprehensively understanding and analysing signed texts
* incorporating a variety of relevant and accurate responses
* using Auslan grammar and vocabulary with confidence and precision
* expanding on information with detailed opinions and comments
* clearly introducing and concluding their responses, addressing the appropriate audience
* reorganising and restructuring content thoughtfully to align with the task’s purpose.

Practising these skills consistently with past examination materials and seeking constructive feedback will enhance performance.