2024 Auslan Interactive Sign external assessment report

Refer to the Auslan [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/auslan/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Auslan.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 discussion of approximately 7 minutes, during which students conversed with the assessors about their personal world; and a presentation and response of approximately 8 minutes.

It should be noted that during the oral examination:

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

Students are reminded that they must be prepared to use signed language spontaneously in unrehearsed situations. Students are expected to have learnt strategies that enable them 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 …’.

Three criteria were used in assessing both the conversation and the presentation: communication, content and language. Although there are similarities between the assessment criteria for the conversation and presentation sections of the examination, the criteria assessed two very different aspects of performance. Students who were well prepared were generally able to demonstrate their abilities and proficiency in the signed language.

Section 1 – Conversation and discussion

This section consisted of a general organic conversation about the student’s personal world: for example, school and home life, family and friends, interests and aspirations. These examples provided students with a basis for preparing a range of interesting and engaging ideas about their personal world, to allow them to engage in a spontaneous discussion with the assessors about things that interest them.

What students did well

Students were able to answer open-ended questions effectively, taking advantage of the greater freedom afforded by such questions to provide detailed responses and share more information.

Areas for improvement

Students need to be mindful of using the correct signs. When students signed incorrectly and the assessor provided prompts for the correct signs, some students still did not make corrections. Additionally, students should work on building their confidence to express themselves, rather than just answering the assessor’s questions.

Section 2 – Presentation and response

Following the informal conversation and discussion, students indicated to the assessors the topic chosen for presentation and response based on their area of interest. Students were allowed to support the presentation and response with objects such as photographs, diagrams and maps. Notes and cue cards were not permitted. Upon completion of the presentation, students responded to questions raised by the assessors about the presentation.

What students did well

When students had ample practice, they were able to present interesting topics, and this preparation demonstrated their high standard of signing skills.

Some students could identify their signing errors when the assessor provided a prompt for the correct sign.

During the examination, most students brought objects, such as photographs or maps, to support their presentations. This level of preparation contributed to high-quality presentations.

Areas for improvement

Students should be aware of the need to present in-depth information, ideas and opinions in their presentations.

Students should be prepared to answer a range of questions related to their topics.