2022 VCE Auslan Sign Comprehension and Sign Production external assessment report

General comments

The Auslan Sign Comprehension and Sign Production examination consists of two sections: ‘Section 1: Watching and responding to informal signed texts’ is designed to assess the students’ knowledge and skill in analysing and responding to information from informal signed texts. ‘Section 2: Watching and responding to formal texts’ is designed primarily to assess the students’ knowledge and skill in analysing and responding to information from formally signed texts.

Generally, students responded well in the 2022 VCE Auslan Sign Comprehension and Sign Production examination.

Students are reminded that they must complete only one recording of their response and ensure that the whole response has been recorded. If a student has more than one draft, they need to make sure they are recorded separately. It is also important for students to indicate whether their response is Task 1 – informal or Task 2 – formal at the start of the response and to include their student number.

During the examination, students can use their Auslan dictionary if necessary. It is important to develop dictionary skills during the year, so students are confident using this resource in the examination.

A few students included an introduction and a closing in both tasks using the appropriate registers.

Some responses did not score well due to lack of:

* evaluation, relevance, breadth and depth of treatment of information, opinion and comment, reorganising the information
* number of benefits and opportunities
* understanding each task in the informal and formal sections.

It is strongly recommended that students practise using past examination papers to develop an understanding of the purpose and range of the tasks and assessment criteria prior to the examination day.

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

A former student has visited your school and talked to your Year 12 class about the month they spent volunteering at an outdoor education camp for secondary students. You are excited by the possibility of having a similar experience and want to volunteer at the camp. Using the information provided by the former student, try to persuade your parents to let you volunteer at the outdoor education camp by outlining the benefits and opportunities the camp provides.

Possible responses:

|  |  |
| --- | --- |
| Former student’s experience | Benefits and opportunities |
| Great / fantastic /awesome / best thing ever |  |
| Develop new skills such as:   * Planning the outdoor experience * Pitching a tent * Cooking in the outdoors * Fishing * Packing a backpack * First aid and emergency situations – e.g. encounters of insects * Orienteering * Reading a map * Building a fire to keep warm or to cook * Telling campfire stories * Carrying food and minimising your rubbish and waste in the outdoor environment * Outdoor games – e.g. obstacle course, chess around the fire * Social engagement games at night – e.g. scavenger hunt, cards * Physical activities – fishing, canoeing, rock climbing, walking/hiking, mountain biking * Swimming activities – river and ocean | * A month was a good time to develop new skills * Especially if it is your first time, one month is enough * A benefit is the camp being in the local area and not too far away * Learning the authentic experience of living outdoors * Learning about foods that are perishable (that can be thrown in the bush) * Making new friends * Learning to appreciate nature * Learning to live away from home * Opportunity to develop leadership skills, for example by leading other students in activities * Developing team-building skills |

Responses that scored highly:

* demonstrated an understanding of the signed texts
* demonstrated accuracy
* used a range of Auslan vocabulary and grammatical structures
* used many responses and expanded on relevant information (i.e. benefits and opportunities)
* reorganised and restructured the information presented
* understood the purpose of the task.

Responses that did not score well:

* showed little understanding of the signed texts
* gave only a few responses and did not expand enough on the relevant information (i.e. benefits and opportunities)
* used inappropriate vocabulary signs and English grammatical structures.
* did not demonstrate reorganisation of information.

Section 2 – Watching and responding to formal signed texts

Task

One year ago, your school implemented a mobile phone policy that banned the use of mobile phones during school hours. A school review conducted by the principal has shown that its implementation has been successful. As a student leader of your school, you have been asked to deliver a presentation about the policy at the Year 7 Parents and Students Information Evening.

Using the information provided by the principal, present the benefits of the policy to the parents and students attending the information evening.

|  |  |
| --- | --- |
| Benefits of no mobile phones in class | No phones on school grounds during recess and lunch |
| * Better concentration in class * All research done with the laptop device * More opportunity for handwriting and good use of motor skills * Not getting distracted by looking at social media * More time for collaborative classroom activities * Students’ results have improved * Student and teacher relationships have improved * No extra discipline issues in the classroom * No texting friends in other classes during the lesson * Students staying in class rather than asking to leave * More social interaction and group work in class | * Students are talking to each other during breaks, rather than looking at phones * No disruption from phone beeping or message alerts * Students have joined clubs, for example: * Painting * Pottery * Sport * Athletics * Cooking * Gardening * Photography * Film and media * Debating * Musical drama * Auslan club * Auslan activities * Chess club * Board- games, card games, computer coding games * Reading and reviewing books * Yoga and meditation class * Different and interesting clubs for all students to improve skills * No problems with losing/breaking the phone at school * No concerns for students who do not own phones |

Responses that scored highly:

* demonstrated an understanding of the signed texts
* used a range of relevant responses from the signed texts
* demonstrated accuracy
* used a range of Auslan vocabulary and grammatical structures
* used many responses with in-depth information, opinions and comments
* reorganised and restructured information
* understood the purpose of the task.

Responses that did not score well:

* showed little understanding of the signed texts
* used very few responses from the signed texts
* did not expand on relevant information, opinions and comments
* did not demonstrate an understanding of the task’s purpose
* used inappropriate vocabulary signs and English grammatical structures
* did not demonstrate reorganisation or restructuring of information.