2022 VCE Bengali written external assessment report

General comments

Students generally performed well in the 2022 VCE Bengali Language written examination and most of them completed all sections of the paper adequately.

In Sections 1 and 2, the majority of students demonstrated an adequate understanding of the listening and reading texts. Responses that scored highly demonstrated a strong command of grammar, vocabulary and script, as well as sound comprehension of the texts and a careful reading of the questions. In addition, the extended response in Section 2, Part B showed that many students had the required skills not only to understand the context and specific information of the reading text, but also to write the response in their own words using the correct format of the required text type. Spelling was not a critical consideration for answers in Sections 1 and 2.

In Section 3, there was a choice of two questions, one of which had to be answered. It was important for students to develop a response that addresses the exact requirements of the style of writing, text type, context and audience of the question. Students who did not address these requirements did not score well.

In general, students are advised to focus on the questions asked and to consolidate their knowledge of grammar and vocabulary expected at the VCE level. They should develop a good understanding of the styles of writing and text type features.

Specific information

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: Listening and responding

Part A – Listening and responding in English

Question 1

Any four of the following:

* Diya used to read newspapers and collect articles.
* She acquired a good grasp of language and overall knowledge of the topic.
* She had a university degree in journalism and familiarised herself with entertainment news.
* She secured a job in a leading newspaper for her sincere work.
* She worked to write entertainment news that is factual, educational and timely.

Most students answered this question well.

Question 2a.

* She worried about the disruption to Hena’s scholarship exam preparation.
* She thought it would be difficult to cook the right food for the guest student.

This question was very well answered.

Question 2b.

* Hena’s father said that Hena would enjoy the presence of a guest at home.
* An opportunity to know a person of different culture would be great for all in the family.
* The homestay guests usually appreciate different types of food.

This question was also well answered.

Question 3a.

* Listeners can phone to participate in the program segment.
* Listeners’ opinions on the topic of the day are discussed.

Some students answered both points, but others missed the participation aspect of the question and answered only the opinion aspect. Students should underline the main words in the question in order to ensure that they respond to them.

Question 3b.

The answer needed one point to identify the challenge and three more to support it.

* A commonly held perception is that the current era is the only globalised era, but it can be challenged as evidenced in the following points:
* movement of goods and money also happened in the past
* movement of information, though slow, also happened in the past
* gathering of people from different countries and cultures always happened
* movement of people from different places, and opportunity to know them, were always there.

This question was not well answered, largely because a number of students failed to understand the key challenge described in the text.

Part B – Listening and responding in Bengali

Question 4

This question asked specifically for two aims/objectives of the book fair, and how they could be achieved. The correct answer needed the following four points:

* প্রথম উদ্দেশ্য হচ্ছে সকলকে বেশি করে পড়তে উৎসাহিত করা (the first aim is to encourage people to read more)
* দ্বিতীয় উদ্দেশ্য হচ্ছে বিভিন্ন ভাষা ও সংস্কৃতির মানুষদের একসাথে মিলিত হওয়ার স্থান ও সুযোগ তৈরি করা (the second aim is to create a meeting place for people of different languages and cultures)
* প্রত্থম উদ্দেশ্য সফল হবে কেন না মেলার কোনো প্রবেশমূল্য নেই, মেলাতে অনেক বইয়ের স্টল আছে, আর ছোটদের জন্য গল্প পড়ার আসর আছে (the first aim would be achieved because there was no entry fee, there would be many bookshops and story sessions for young visitors)
* দ্বিতীয় উদ্দেশ্য সফল হবে কেন না মেলাতে অনেক লেখক তাঁদের লেখা থেকে পড়ে শোনাবেন, এবং মেলাতে বিভিন্ন ভাষার বই পাওয়া যাবে (the second aim would be achieved because many authors would be present to read their work, and there would be books of different languages available).

Although about a third of all students achieved full marks on this question, many students did not answer it well. Some students did not identify the two aims, and although they mentioned the scheduled events in the book fair, the answers did not relate to the aims. Students are advised to pay more attention to the main words in the question.

Question 5a.

Any three of the following:

* ট্র্যাফিক আইনের জন্য শিক্ষামূলক ভিডিও তৈরি করা (making educational videos for traffic laws)
* নিরাপদে রাস্তা পারাপারের নিয়ম জানানো (safety guidelines for crossing roads)
* অস্ট্রেলিয়ায় আগমনকারী বয়স্কদের জন্য (for elderly visitors to Australia)
* বিভিন্ন ভাষায় (in different languages).

This question was reasonably well answered, with one-third of students scoring full marks.

Question 5b.

* দীপা শুদ্ধ উচ্চারণে বাংলা বলতে পারত। (Deepa had good Bengali pronunciation skills.)
* দীপার মতো অল্পবয়েসীদের গাইডের ভূমিকায় রেখে ভিডিও করা হচ্ছিল। (The videos were being made with young guides like Deepa.)

Most students correctly identified the Bengali pronunciation skill. However, some students mistakenly stated that Deepa had experience in video-making or she loved video-making, but these were not the reasons for selecting her for the acting job.

Question 6a.

* বিভিন্ন বয়সের পুষ্টির চাহিদা এই য়্যাপ নির্ধারণ করতে পারবে। (The app would determine the requirement of nutrition at different ages.)
* এই য়্যাপ ব্যবহার করে বোঝা যাবে নির্বাচিত খাবারের দ্বারা পুষ্টির চাহিদা মিটানো যাচ্ছে কি না। (The use of the app would indicate fulfilling, or not fulfilling, the nutritional needs from the selected foods.)
* ক্লাসের অভিজ্ঞতা যেহেতু ভালো ছিল, ছাত্র-ছাত্রীরা ক্লাসে শেখা বিষয় নিজেদের জীবনে প্রয়োগ করবে। (The classroom experience was enjoyable, so students would apply what was learnt in class.)

Some responses did not receive full marks because they did not specifically address the three points.

Question 6b.

Any three of the following:

* অনলাইনে পরষ্পরে মিলে অনেক কাজ করা হয়েছিল (many online interactive activities were used)
* একসাথে গ্রুপে কাজ করতে হয়েছিল (needed to work in a group in class)
* সামনা-সামনি কাজ করার অভিজ্ঞতার প্রয়োজন ছিল (required a face-to-face experience)
* কম্পিউটার-চালিত ড্রয়িং পদ্ধতি বা য়্যাপ ব্যবহার করতে হতো (access to digital drawing tools/app)
* একজন অভিজ্ঞ শিক্ষকের সাহায্য পাওয়া গিয়েছিল (the support of an experienced teacher).

This question was not well answered. Students should have noted that Konika could not send the ‘full learning process’ to Rana by email; Konika could only send the lecture notes. This is because many elements of the learning process are not transmissible by email, such as the group experience, interactive activities, face-to-face experience, etc.

Section 2: Reading and responding

Part A – Reading and responding in English

Question 7a.

* Support of supervisors.
* He could learn some apps/systems quickly.
* His work did not need regular interaction with his colleagues.

Most students included the third point, but some did not identify the support of supervisors or his ability to learn the necessary apps quickly.

Question 7b.

* Robin is more focused/efficient at home.
* He saves time and money on transport.

Students who missed full marks stated that he was injured, which is a reason for working from home, but this response did not address how working from home benefits him.

Question 8a.

* Brojen used to swim in turbulent parts of large rivers.
* He swam long distances regularly, 75 kilometres from Munshiganj to Chandpur.
* He swam in open sea, from Capri Islands to Naples.

This question was generally well answered.

Question 8b.

* The title awarded was ‘King of the Channel’.
* It was awarded because he crossed the channel six times by 1961, a record at that time.

This question was well answered. It was notable that only a few students wrote the incorrect answer − that Brojen received the award because he was the first Asian swimmer to cross the channel.

Part B – Reading and responding in Bengali

Question 9

This was a writing piece based on a text provided in Bengali, and most students responded reasonably well.

High-scoring students demonstrated good comprehension and writing skills by systematically presenting their arguments for and against industrialisation in the Sundarbans. They used their own words to make those arguments, with correct vocabulary and grammar.

Some responses did not pay attention to the required text type, and presented arguments that were more emotional than factual.

Section 3: Writing in Bengali

Students were asked to attempt one of two questions: an informal letter to a friend (Question 10) or an imaginative short story on a specific theme (Question 11). An overwhelming majority of the students chose an informal letter, which was to include description of a chance meeting with the student’s idol during a plane journey.

Question 10

Most students scored highly in the letter-writing question, and their choice of idol varied from singers, to players, to writers. Students who scored highly demonstrated their pleasant surprise and joy at meeting their idol, and their descriptions were realistic. Some students used an idol who had died a long time ago, perhaps adding a mystery touch to the topic of the letter; however, this should be avoided for this type of scenario where the respondent is supposedly meeting someone in a plane. The use of good sentence structures, grammar and vocabulary contributed to high-scoring responses. The use of colloquial words by a few students was not appropriate, unless these words are very common.

Question 11

Very few students chose to write a story based on a given theme, perhaps indicating a possible lack of preparation in writing imaginative pieces. The few students who attempted it did not produce a well-structured story.