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Introduction

The VCE Bengali Study Design Units 1 and 2: 2021–2023 Units 3 and 4: 2022–2024 *Advice for teachers* provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4.

The program developed and delivered to students must be in accordance with the [VCE Bengali Study Design Units 1 and 2: 2021–2023 Units 3 and 4: 2022–2024](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/bengali/Pages/index.aspx).

General assessment advice

The principles underpinning all VCE assessment practices are explained in [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx).

Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx).

Advice on matters related to the administration of Victorian Certificate of Education (VCE) is published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) .

Graded Distributions for Graded Assessment can be accessed from the [VCAA Senior Secondary Certificate Statistical Information webpage](https://vcaa.vic.edu.au/Pages/vce/statistics/schoolstats/index.aspx).

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Developing a program

The VCE Bengali Study Design outlines the nature and sequence of learning and teaching necessary for students to demonstrate achievement of the outcomes for a unit. The areas of study describe the specific knowledge and skills required to demonstrate a specific outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and key skills that relate to the outcomes. Teachers are required to develop a program for their students that meet the requirements of the study design and that include appropriate learning activities to enable students to develop the key knowledge and key skills identified in the outcome statements in each unit.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and key skills associated with them.

For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to enable a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For School-assessed Coursework assessment tasks are prescribed. The contribution that each outcome makes to the total School-assessed Coursework is also stipulated.

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or text.

Methods

Any communicative teaching method or combination of methods that allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities that encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures and other elements of language indicates that a focus on these is also a necessary part of students’ preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a text type, a skill or a text.

Suitable resources

Courses must be developed within the framework of the study design: the areas of study, outcome statements and key knowledge and key skills. A list of suitable resources for this study has been compiled and is available via the Bengali study page on the [VCAA website](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/bengali/Pages/index.aspx).

Learning activities

Implementation advice and example learning activities for each unit are provided below. Examples in the shaded boxes are explained in detail in accompanying boxes. Teachers should consider these activities in conjunction with the key knowledge and key skills identified for each outcome within the study.

Teaching and learning activities

Unit 1

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| Unit 1 Area of Study 1 |

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|  | **Examples of learning activities** |
| **Theme**The individual | *Listening*Listen to a group of students talking about friendship and use this as a basis to draw up a list of principles for being a good friendListen to a discussion between two friends and make a list of vocabulary and grammar about friendshipWatch a movie/drama and take notes of the different types of friendships shown*Speaking*Take part in a conversation about memorable childhood events involving good friendsDescribe to the class your definition of friendshipAfter viewing a movie, describe the relationship between the main characters, and the common/uncommon elements of friendship shown*Reading*Read an article about a friendship and take notes of the key pointsRead a short story and discuss your likes and dislikes of the main characterRead an article about friendship and discuss how to form friendships*Writing*Write a profile of a friendPrepare a survey to find out how young people make friendsWatch a film/video about friends in Bangladesh and take notes about their relationships |
| **Topic**Relationships |
| **Sub-topic**Friendship |
| **Grammar**Verbs, tenses: habitual past, past perfect, interrogative sentences, personal pronouns, relative pronouns |
| **Text types**Discussion / conversation / letter / email / note / article / profile / survey / short story / list |

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| **Example assessment task** |
| **Outcome 1**: Establish and maintain a spoken or written exchange related to personal areas of experience.**Details of the task:** Take part in a conversation about memorable events involving good friends.**Assessment task**: Informal conversation. |

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| Unit 1 Area of Study 2 |

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|  | **Examples of learning activities** |
| **Theme**The individual | *Listening*Listen to an interview with a student at a school in Bangladesh about his/her daily routine and compare it to a daily routine in an Australian schoolListen to a person who recently arrived in Australia giving a speech about school life in Bangladesh and write a brief summary of the speechListen to a conversation between Bengali-speaking university students in Australia discussing their educational experiences and their tertiary options in Bangladesh*Speaking*Take part in a conversation about subject selection in Australian schoolsPresent a daily announcement about school activitiesTake part in a conversation about future education or career aspirations*Reading*Read a graphic novel that depicts school life, subjects, study hours and timetables in Bangladesh and compare this with Australian school lifeRead an article about the education system in Bengali-speaking communities and compare it with the Australian education systemRead a brochure about the tertiary course of your choice and make notes*Writing*Listen to a discussion about school life in Bengali-speaking communities; extract and summarise main pointsWrite a letter or email to a friend about your future career or educational aspirationResearch school life in Bengali-speaking communities (including routine / timetable / subject / other activities) and write an informative report |
| **Topic**Education and aspirations |
| **Sub-topic**School experience |
| **Grammar**Verbs, adverbs, interrogative sentences, use of negation, pronouns, determiners |
| **Text types**Discussion / conversation / letter / email / note / article / interview / summary / report / brochure / announcement / speech |

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| **Example assessment task** |
| **Outcome 2**: Listen to, read and obtain information from spoken and written texts.**Details of the task:** Listen to an interview about a typical day in a school in a Bengali-speaking community and complete notes in English.**Assessment task (2a)**: Listen to spoken texts (e.g. conversation, interviews, broadcasts) to obtain information to complete notes, charts or tables in Bengali or English. |

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| Unit 1 Area of Study 2 |

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|  | **Examples of learning activities** |
| **Theme**Changing world | *Listening*Listen to a group discussion about traditional and contemporary gender roles in workplaces in Bengali-speaking communitiesWatch a traditional TV show/drama and take notes on the differences between the roles of men and womenWatch a Bengali film that involves the roles of men and women in modern Bangladeshi society; focus on any aspects that are different to traditional roles and make notes*Speaking*Conduct a role-play about household duties for men and women in current Bengali societyDescribe photos that depict images of both modern and traditional Bengali-speaking families and discuss how the roles of men and women differ in themInterview a Bengali-speaking community worker about their memories of any changes in the roles of men and women in Bangladesh*Reading*Read an article about the role of women in society and take notesResearch biographical extracts of successful women in Bengali-speaking communities and present a profile Read an article that compares gender roles in Australia and Bangladesh*Writing*Fill in a historical timeline showing the progression of change for men and women in the workplace in BangladeshInterview a successful Bengali-speaking man or woman in Melbourne and prepare a biography of themWrite an article for the college newsletter about changes in the expected roles of men and women over time |
| **Topic**The world of work |
| **Sub-topic**Changing role of men and women |
| **Grammar**Past and present continuous tense, present and perfect participle, imperative sentences |
| **Text types**Discussion / role play / conversation / profile / note / biography / interview / comparison / article  |

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| **Example assessment task** |
| **Outcome 2**: Listen to, read and obtain information from spoken and written texts.**Details of the task** Read a report about the working conditions for men and women in Bangladesh or West Bengal; complete a table in Bengali of key points.**Assessment task (2b)**: Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Bengali or English. |

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| Unit 1 Area of Study 3 |

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|  | **Examples of learning activities** |
| **Theme**The Bengali-speaking communities | *Listening*Listen to an interview with a Bengali-speaking actor or film director and answer questions about the interviewListen to a conversation between two people discussing a Bengali film and take notes of their impressionsWatch a classic Bengali film and compile a vocabulary list*Speaking*Interview a classmate about their Bengali film-watching preferencesConduct a role-play with classmates to re-enact a scene from a Bengali filmHave a class discussion about a film, organised into the following topics: plot, main characters, actors, soundtrack, themes or ideas*Reading*Read an article about the influence of Western cinema on the modern Bengali film industry and discuss Read an extract from a biography of a Bengali film directorRead newspaper articles about Bengali films and answer questions about them*Writing*Prepare an online survey (in Bengali) for younger students to find out about their favourite Bengali filmsCreate a magazine advertisement or poster to promote a Bengali film festivalWrite a short review of a Bengali movie |
| **Topic**Arts and entertainment |
| **Sub-topic**Film |
| **Grammar**Adjective, adverbial constructions, present and past continuous |
| **Text types**Discussion / advertisement / interview / survey / role-play / review / biography / article / conversation |

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| **Example assessment task** |
| **Outcome 3**: Produce a personal response to a text, focusing on real or imaginary experience.**Details of the task** Write a review of a film you have seen, pointing out your opinion of its strengths and weaknesses**.****Assessment task**: Written review of a film. |

Unit 2

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| Unit 2 Area of Study 1 |

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|  | **Examples of learning activities** |
| **Theme**The Bengali-speaking communities | *Listening*Watch a video about Bangladeshi food and take notesWatch a Bangladeshi cooking program, identify the traditional ingredients shown and take notesListen to a discussion between two chefs talking about traditional Bangladeshi food, and write a summary*Speaking*Listen to a conversation between two Bengali-speaking people discussing food eaten at specific events and give a short speech to the class on this topicInterview a person from a Bengali-speaking community about cultural differences in relation to food in Bangladesh and Australia Participate in a role-play between a grandparent and grandchild discussing the changes in food and eating habits over time*Reading*Read a review of a Bengali restaurant focusing on its hospitality, and take notesRead an article about the influence of Asian food on modern Bangladeshi dishes; in groups, discuss the pros and cons of this influenceRead an article about traditional Bangladeshi foods and prepare a PowerPoint presentation about it*Writing*Search the internet for topics about the popularity of Asian food in Bangladesh or West Bengal; write a news article about the issueWrite an informative blog about the different foods commonly served at Bangladeshi weddingsWrite a magazine article contrasting and comparing the Australian and Bangladeshi diet |
| **Topic**Lifestyle |
| **Sub-topic**Food |
| **Grammar**Active and passive voices, indicative and imperative mood, nouns |
| **Text types**Discussion / presentation / itinerary / note / article / interview / role-play / conversation / blog / review |

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| **Example assessment task** |
| **Outcome 1**: Participate in a spoken or written exchange related to making arrangements and completing transactions.**Details of the task:** Role-play a conversation in which you negotiate arrangements for the menu to be served at a Bengali community event (e.g. annual picnic).**Assessment task**: Role-play. |

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| Unit 2 Area of Study 2 |

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|  | **Examples of learning activities** |
| **Theme**Bengali-speaking communities | *Listening*Listen to a podcast about the Bangladesh Liberation War of 1971 and take notesWatch a documentary about the Bengali Language Movement in 1952 and discuss it in pairsListen to a conversation between two people discussing the importance of Bengali New Year (Pohela Boishakh)*Speaking*Hold a class discussion about Bengali New Year (Pohela Boishakh)In pairs, discuss and compare Australian and Bengali eventsParticipate in a role-play between a grandparent and grandchild planning their Pohela Boishakh celebrations*Reading*Read a short story about Bengali traditional events and make notesRead an article about the Bangladesh Liberation War in 1971, identify the major areas and respond to questionsRead a Bengali poem about a traditional event and write a personal response*Writing*Prepare a PowerPoint presentation about a range of Bangladeshi festivals that have a strong link to the Bangladesh Liberation War in 1971Write an advertisement for an upcoming Bengali festival in Melbourne (e.g. Pohela Boishakh)Write a speech to be presented at assembly about the origin and significance of a traditional Bengali event (e.g. International Mother Language Day) |
| **Topic**History and culture |
| **Sub-topic**Events |
| **Grammar**Imperative mood, adjectives, conditional mood |
| **Text types**Discussion / note / comparison / role-play / advertisement / speech / presentation /poem / article / short story / podcast / conversation |

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| **Example assessment task** |
| **Outcome 2**: Listen to, read, extract and use information and ideas from spoken and written texts.**Details of the task:** Listen to an interview about changing attitudes to traditions and use the information to write an informative magazine article.**Assessment task (2a)**: Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. |

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| Unit 2 Area of Study 2 |

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|  | **Examples of learning activities** |
| **Theme**The changing world | *Listening*Listen to an interview with a couple whose marriage was arranged and discuss the key pointsWatch a drama/TV show that highlights the joint family living style and complete a table of the pros and consListen to a conversation between a father and son about an arranged marriage and take notes*Speaking*Interview a Bengali-speaking person in Melbourne about the way the younger generations care for elderly members of the family in Bangladesh or in IndiaDiscuss, with a partner or in a small group, the positives and negatives of living as a joint family, after watching a drama/TV show that features a joint familyRole-play a conversation between a bride and groom about their future living arrangements*Reading*Read a letter written by someone who attended an important celebration in Bangladesh and write them a replyRead a magazine article about traditional weddings in Bangladesh and contemporary Western weddings and compare them in a PowerPoint presentationRead a series of blog entries about traditional Bangladeshi foods served at weddings and make a poster about the foods*Writing*From your research and findings, prepare an article for the school newsletter about marriage in Bengali-speaking communitiesWrite a letter or an email to your friend giving your opinions of the joint family lifestyle in BangladeshCreate and conduct a survey about the pros and cons of arranged marriage |
| **Topic**Social issues |
| **Sub-topic**Changing values and traditions |
| **Grammar**Adjective clauses, noun and verb units, comparative and superlative adjectives |
| **Text types**Discussion / presentation / poster / letter / email / note / interview / role-play / survey / article / blog / conversation |

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| **Example assessment task** |
| **Outcome 2**: Listen to, read, extract and use information and ideas from spoken and written texts.**Details of the task:** Read an article on the daily life of elderly people in Bangladesh and/or Australia and use the information to write a personal letter to your family.**Assessment task (2b)**: Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type. |

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| Unit 2 Area of Study 3 |

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|  | **Examples of learning activities** |
| **Theme**The individual | *Listening*Listen to an interview with a student from Bangladesh and complete a table of their key interestsListen to a conversation between two people and summarise their interestsListen to a self-introduction from a member of the class and summarise their personal interests*Speaking*Interview recently arrived migrants to find out about their experiences of maintaining their interests (from their home country) in AustraliaInterview a Bengali-speaking adult and prepare their biographyPresent a speech to the class about your own interests and why they are important to you*Reading*Read an article about young people’s interests and use the information to complete a summaryRead short stories about the interests of students in Bangladesh and in AustraliaRead a report about youth interests and activism, and create a poster about the changes in the priorities of young people*Writing*Write a personal profile of yourself for a class magazineWrite an email to a friend persuading them to join you in an activityPrepare a survey that will help you to collect data about each student’s individual interests |
| **Topic**Personal identity |
| **Sub-topic**Interests |
| **Grammar**Personal pronouns, possessive and objective pronouns, interrogative sentences and phrases |
| **Text types**Discussion / letter / email / note / survey / interview / biography / profile / short story / poster / speech |

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| **Example assessment task** |
| **Outcome 3**: Give expression to real or imaginary experience in spoken or written form.**Details of the task:** Write a journal entry reflecting on the way that one of your personal interests has helped to shape your identity.**Assessment task**: Written journal entry. |

Unit 3

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| Unit 3 Area of Study 1 |

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|  | **Examples of learning activities** |
| **Theme**Bengali-speaking communities | *Listening*Listen to a podcast about the most popular places to visit in Bangladesh and take notesWatch a film and identify the tourist places shown in the filmListen to an interview with people who have travelled around Dhaka or Calcutta, and use information to create a travel brochure*Speaking*Deliver a speech about a real or imaginary visit to a tourist destination in Bangladesh and answer questions about your experienceInterview a Bengali-speaking person in Melbourne asking for suggestions or tips when planning a tour in BangladeshParticipate in a role-play between two friends who are deliberating on whether or not to choose Bangladesh for their next holiday*Reading*Read an article about the travel habits of Bengali speakers in Australia and write a summaryRead a travel blog about tips for travelling around Bangladesh and discuss the pros and cons Read an article that provides advice about domestic travel in Bangladesh and write a letter to a friend persuading them to join you on a visit there*Writing*Write an evaluative review of one of the top ten travel destinations in BangladeshRead the Travel Advice and Safety in Bangladesh from [smartraveller.gov.au](http://www.smartraveller.gov.au/) and write a letter to your relative living in Bangladesh about your safety concerns and asking them for suggestions Write a travel itinerary for a group of friends who plan to visit Bangladesh for five days and four nights after finishing high school |
| **Topic**Lifestyle |
| **Sub-topic**Travel |
| **Grammar**Indefinite pronouns, passive constructions, use of negation, imperative mood, the verbal noun |
| **Text types**Discussion / note / interview / itinerary / letter / review / article / blog / role play / speech / podcast |

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| **Example assessment task** |
| **Outcome 1**: Express ideas through the production of original texts.**Details of the task:** Write a personal journal entry reflecting on the events of a day travelling in Bangladesh.**Assessment task**: A 250-word personal or imaginative written piece. |

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| Unit 3 Area of Study 2 |

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|  | **Examples of learning activities** |
| **Theme**The Bengali-speaking communities | *Listening*Watch a film adaptation of a notable piece of Bengali literature and prepare notes on key points of the filmWatch a documentary about a famous Bengali literary figure, and discuss their philosophies and prominent workListen to a reading of a poem on nostalgia; discuss your views and feelings with your class*Speaking*Interview your classmates about their interests in Bengali literatureHave a discussion with classmates about how you could adapt the ending of a piece of Bengali literatureSelect a key scene from a Bengali play studied in class (featuring two characters) and role-play the characters with a classmate*Reading*Read a short story set in rural Bangladesh and discuss the features of Bengali rural lifeRead a chapter from a famous Bengali novel and provide opinions on the main charactersRead a newspaper review of a piece of Bengali literature and answer questions about it*Writing*Rewrite the story of a traditional fairy tale in your own wordsResearch the life and work of a prominent Bengali writer and write a short biography of themWrite an article for your school magazine persuading other students to read a specific Bengali text |
| **Topic**Arts and entertainment |
| **Sub-topic**Literature |
| **Grammar**Descriptive words and phrases, adjective noun compounds, comparative and superlative adjectives, use of negation, possessive pronouns |
| **Text types**Discussion / note / article / interview / poem / biography / story / review / role play |

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| **Example assessment task** |
| **Outcome 2**: Analyse and use information from spoken texts.**Details of the task:** Listen to a short radio program about the early life of a prominent Bengali writer and use the information when responding to specific questions.**Assessment task**: A response to specific questions, messages or instructions, extracting and using information requested. |

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| Unit 3 Area of Study 3 |

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|  | **Examples of learning activities** |
| **Theme**The changing world | *Listening*Watch a film that depicts a generation gap between a parent and child and make notes on the issueAfter watching a movie or drama, take notes on different types of relationships, focusing specifically on the young charactersListen to a conversation between a mother and child and discuss what makes a good relationship between a parent and child*Speaking*Interview an older Bengali-speaking person to discover their opinion of younger generationsParticipate in a conversation, giving helpful advice to a friend about strategies for dealing with the generation gapGive a speech comparing the experiences of growing up in Australia and Bangladesh*Reading*Read newspaper articles about contemporary youth issues in Australia and in Bengali-speaking communities and make a table of similarities and differencesRead a magazine article about maintaining a positive relationship with family members; add captions to a series of illustrationsRead a letter from a friend about peer-group pressure and write them a response*Writing*Write a letter to the editor in response to an article criticising a teenager’s perceived lack of commitmentWrite an imaginative story about the most important issues for a childWrite a series of personal blog entries about three issues that you find challenging as a teenager |
| **Topic**Social issues |
| **Sub-topic**Youth experience |
| **Grammar**Comparative adjective, noun and verb units, imperative and indicative moods, adverbs, personal nouns |
| **Text types**Discussion / letter / email / note / article / speech / blog entry / story / letter to the editor / conversation / interview |

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| **Example assessment task** |
| **Outcome 3**: Exchange information, opinions and experiences.**Details of the task:** You have been invited to a friend’s party that clashes with a family event. Resolve the issue with one of your parents.**Assessment task**: A three- to four-minute role-play, focusing on the resolution of an issue. |

Unit 4

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| Unit 4 Area of Study 1 |

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|  | **Examples of learning activities** |
| **Theme**The changing world | *Listening*Watch a documentary about Bruigonga River in Dhaka City and take notes about pollution Watch a television program about the use of plastic and complete a table to summarise key problems and possible solutionsWatch a film that highlights a densely populated area and answer questions about the topic*Speaking*Discuss, in pairs, the polluted environment in Dhaka and suggest solutions to improve itInterview a Bengali-speaking person who has just visited Bangladesh and ask them about the pollution thereRole-play a conversation between two friends walking in the city of Dhaka during a period of peak traffic *Reading*Read a newspaper article about urban pollution and use the information to write a letter to the editorResearch current strategies to reduce pollution in Bengali-speaking communities and prepare a brochure about one of themRead an article that contains statistical data for air and water pollution for the past 15–20 years and prepare a table to summarise it*Writing*Research the topic ‘Pollution in Bangladesh’ and prepare a poster to present to the classView a documentary about deforestation in Bangladesh and write an email or letter to the editor of a newspaper, giving your opinions on the topicPrepare a survey in order to get answers to a series of questions about pollution in Bangladesh |
| **Topic**The natural world |
| **Sub-topic**Pollution |
| **Grammar**Future tense, passive voice, conditional mood, adverbs, use of negation |
| **Text types**Discussion / letter / email / note / interview / role-play / survey / poster / article / brochure / letter to the editor |

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| **Example assessment task** |
| **Outcome 1**: Analyse and use information from written texts.**Details of the task:** Read two short articles about strategies for conserving forests and use the information as the basis for written responses to specific questions.**Assessment task**: A response to specific questions, messages or instructions, extracting and using information requested. |

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| Unit 4 Area of Study 2 |

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|  | **Examples of learning activities** |
| **Theme**The Bengali-speaking communities | *Listening*Listen to a recorded interview of a Bengali-speaking migrant’s journey to Australia and summarise the difficulties they facedListen to a discussion between two Bengali-speaking adults and make a list of their challenges in promoting Bengali language and culture to childrenListen to a guest speaker or social worker giving a speech about the East Bengali refugees and answer questions on the topic*Speaking*Invite a recently arrived Bengali-speaking person to class, and interview them about their experiencesRole-play a conversation between a migrant who is on a return visit to Bangladesh and their relatives who are also interested in migrating to AustraliaConduct a class debate on the topic ‘Save mother language and save culture – will it support keeping multiculturalism alive in Victoria and Australia?’*Reading*Read texts on the migration of Bengali-speaking people and make a vocabulary list associated with the topic of migrationRead an article about the experiences of Bengali-speaking migrants, summarise their challenges and how they overcame themVisit the websites of some organisations (e.g. [vbcf.com.au](http://www.vbcf.com.au/)) for Bengali-speaking communities in Victoria and make notes about their activities*Writing*Write a short story about the experiences of a Bengali-speaking person on their journey to AustraliaWrite an article for your school magazine about the experience of migration based on information from interviewsWrite a personal journal entry from the perspective of a Bengali-speaking migrant who has just arrived in Australia |
| **Topic**Lifestyle |
| **Sub-topic**Migrant experience |
| **Grammar**Interrogative sentences and phrases, relative and personal pronouns, comparative adjectives, verbs |
| **Text types**Discussion / article / interview / list / role-play / debate / journal entry / short story / speech / conversation |

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| **Example assessment task** |
| **Outcome 2**: Respond critically to spoken and written texts that reflect aspects of the language and culture of Bengali-speaking communities.**Details of the task (2a):** Based on texts studied, write a report evaluating the work of a Bengali-speaking migrant in a particular field and the impact of their work.**Assessment task (2a):** A 250-300-word informative, persuasive or evaluative written response, for example report, comparison or review.**Details of the task (2b):** Based on texts studied, complete a three- to four-minute interview on the migrant experience of the Bengali-speaking community.**Assessment task (2b)**: A three- to four-minute interview on an issue related to the texts studied. |

Suggested subtopics for detailed study

The prescribed themes and topics (see study design p.5) have been expanded upon below with suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Bengali-speaking communities

Topic: Lifestyle

Possible subtopics for detailed study:

* The migrant experience
* Regional difference: causes, importance and impact

Theme: The Bengali-speaking communities

Topic: Arts and entertainment

Possible subtopics for detailed study:

* The role of music and dance in cultural identity
* The revival of Bengali literature
* Bengali film: past and present
* The role of cinema as a popular form of entertainment in Bengali society
* Socio-cultural influences on Bengali cinema

Theme: The Bengali-speaking communities

Topic: History and culture

Possible subtopics for detailed study:

* The importance of maintaining traditions
* Changing customs
* The changing face of festivals and events in Bengali society
* Celebrations: their origins and significance

Theme: The changing world

Topic: Social issues

Possible subtopics for detailed study:

* Globalisation – a positive or negative trend?
* The changing roles in the family

Theme: The changing world

Topic: The world of work

Possible subtopics for detailed study:

* The impact of communication technologies in the workplace
* The effects of unemployment
* The workplace: past, present and future
* The impact of changes in work on the family

Theme: The changing world

Topic: The natural world

Possible subtopics for detailed study:

* Conservation of the forests in Bangladesh and West Bengal
* Current waste management policies in Bangladesh and West Bengal
* The future of the Royal Bengal tigers
* Global warming and its effect in Bangladesh and West Bengal

Main characteristics of common text types

The following general characteristics are provided as a guide. They are not intended to be definitive but include some of the main features found in the written form of some of the more common text types.

|  |  |
| --- | --- |
| Text types | Identifiable features |
| Advertisement | Topic/product name, content (factual and persuasive information), register, style, layout. |
| Article (magazine) | Title, content, author (fictional name), register, style, layout. |
| Article (newspaper) | Title, date, place, content, author (fictional name), register, style, layout. |
| Brochure/leaflet | Topic, content (factual and persuasive information), heading/sub-headings, register, style, layout. |
| Guide (tourist) | Topic, content (factual and persuasive information), heading/sub-headings, register, style, layout. |
| Instruction/recipe | Title/topic, structure, content (equipment, method), register, style, layout. |
| Invitation | Statement of invitation, detail of event (event, date, place, time, etc.), details for responding, register, style, layout. |
| Journal entry | Date/place/time (as appropriate), structure (related to sequence of thought, events or importance), opening (often an evaluative comment), content (information/reflection/evaluation), conclusion, register, style, layout. |
| Letter/postcard (social): family, friend, acquaintance | Address, date, salutation, greeting, body (content), farewell, signing off (fictional name), register, style, layout. |
| Letter (business) | Address, date, reference number or equivalent, salutation, greeting, body (content), farewell, signing off (fictional name), register, style, layout. |
| Letter (to the editor) | Salutation, structure (introduction, body, conclusion), content, signing off (pseudonym and/or fictional name and address), register, style, layout.  |
| Message/email | Date, salutation, body (content), farewell, signing off (fictional name), register, style, layout. |
| Profile | Title/heading, content (factual information), headings/sub-headings, register, style, layout. |
| Report (newspaper) | Title, date, place, content, byline (fictional name), register, style, layout. |
| Report (factual) | Topic, structure (introduction, body, conclusion), content, author (fictional name), register, style, layout. |
| Report (supportingrecommendations) | Topic, structure (introduction body, conclusion), content, use of evidence, author (fictional name), register, style, layout. |
| Résumé | Title, content (factual information), register, style, layout. |
| Review/critique | Topic, structure, content, author (fictional name), register, style, layout. |
| Story, short story | Title/topic, structure, content, author (fictional name), register, style, layout. |
| Script (speech, report, sketch) | Title/topic, structure, content, register, style, layout. |

Main characteristics of some different kinds of writing

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

* Creates a sense of person/personality for the writer in the reader’s mind.
* Establishes a relationship/intimacy/empathy between the writer and the reader.
* Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
* Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
* Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
* May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

* Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
* Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
* Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) is important.
* Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
* May break normal sequencing for added impact, such as in a flashback or in a final disclosure that puts a different interpretation on preceding passages.

Persuasive writing:

* Manipulates the reader’s emotions and opinions in order to achieve a specific purpose; that is, to achieve a desired outcome or effect that is important to and selected by the writer.
* Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
* Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice, etc.), so range of vocabulary and dictionary technique are important.
* Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
* Sometimes uses exaggeration, extravagant language and humour to create a conspiratorial relationship between the writer and the reader.
* Often uses the second person for direct address and appeal.
* Sometimes employs direct speech and questions to intensify the relationship with the audience.
* May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

* Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
* Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
* Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him/ her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
* Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
* Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
* Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

* Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
* Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively using evidence to support the contrasting sides or alternatives.
* Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
* Often includes expressions of cause, consequence, opposition and concession.