

Victorian Certificate of Education

# BENGALI

Study Design

Accreditation Period

Units 1 & 2

**2021–2023**

Units 3 & 4

**2022–2024**

Updated version 1.1



## Amendments to study design history

Version	Status	Release date	Comments
1.1	Current	January 2023	The accreditation period for Units 1 and 2 expired 31 December 2023. The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2020	

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# Important information

## Accreditation period

Units 1 and 2: 1 January 2021 – 31 December 2023

Units 3 and 4: 1 January 2022 – 31 December 2024

Implementation for Units 1 and 2 commences in January 2021.

Implementation for Units 3 and 4 commences in January 2022.

## Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](#) on the VCAA's website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

## VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

## Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full [VCAA Copyright Policy](#) is available on the VCAA website.

# Introduction

## The language

The language to be studied and assessed is the modern standard version of Bengali described by Suniti Chatterjee, Dinesh Ch. Sen, Dr Mohammad Shahidullah and Raj Shekhar Basu, and augmented by any subsequent changes approved by regulatory bodies such as Bangla Academy, Calcutta, and Bangla Academy, Dhaka.

Students will be required to use both formal and informal registers of the language in appropriate contexts. Regional variations in dialect, pronunciation and accent are acceptable in the oral examination.

## Rationale

The study of Bengali contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Bengali-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Bengali develops students' ability to understand the language and to engage analytically and reflectively, enhancing critical and creative thinking. Bengali, also known by its endonym Bangla, is the official language of the People's Republic of Bangladesh and the major language of the people in the states of West Bengal, Tripura and Assam in India. It is spoken by 230 million people, including those living in Bengali communities across the world, including Australia.

A knowledge of Bengali provides students with direct access to the rich cultural and linguistic heritage associated with the language. In addition, the ability to communicate in Bengali may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as hospitality, business, finance, social services and education.

## Aims

This study enables students to:

- use Bengali to communicate with others
- understand and appreciate the cultural contexts in which Bengali is used
- understand their own culture/s through the study of other cultures
- understand language as a system
- make connections between Bengali and English, and/or other languages
- apply Bengali to work, further study, training or leisure.

## Structure

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. However, VCE Bengali is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

## Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin](#). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

## Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Bengali to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

## Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

## Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

## Levels of achievement

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Bengali are as follows:

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

Examinations: oral component and written component: 50 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

## Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication procedures.

## Units 1–4: Common areas of study

The areas of study for VCE Bengali comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, and form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide opportunities for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### Prescribed themes and topics, and suggested subtopics

There are three prescribed themes:

- The individual
- The Bengali-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested subtopics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested subtopics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

The student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected subtopic.

The individual	The Bengali-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, personal profile, values, priorities, interests, hobbies.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History and culture</b> <i>For example, historical events, traditions, festivals, celebrations, myths, legends, famous personalities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social issues</b> <i>For example, youth experience, entertainment, changing values and traditions, globalisation, concern for the future world, changing roles in the family.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Relationships</b> <i>For example, family relationships and responsibilities, friendship, social contacts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyle</b> <i>For example, leisure activities, sport, food and hospitality, socialisation, the migrant experience, travel.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The world of work</b> <i>For example, impact of technology on careers and occupations, unemployment and employment trends, the changing role of men and women.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Education and aspirations</b> <i>For example, goals and ideas, school experience, educational/vocational priorities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Arts and entertainment</b> <i>For example, films, print media, music, dance, literature.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The natural world</b> <i>For example, pollution, global warming, conservation.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested subtopics.



## Text types

A wide range of text types is included in the teaching, learning and assessment of Bengali. Text types for receptive language use in teaching, learning, and assessment are not prescribed.

In the external examination, the following text types are prescribed for productive language use:

Article	Message	Script of a play
Blog	Note	Script of a speech or talk
Diary/journal entry	Report	Story
Email	Review	Text of an interview
Letter (formal or informal)		

## Kinds of writing

The student is expected to be familiar with, and be able to produce, different kinds of writing, either individually or in combination, such as: personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive.

## Vocabulary

There is no prescribed vocabulary list for VCE Bengali. Students are expected to be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the study design.

## Grammar

The student is expected to recognise and use the following grammatical items:

Items	Types	Bengali examples
<b>Verbs</b>	Root, infinitive, verbal noun	কর, করতে, করিতেছি/করছি
	Noun and verb units	কাজ কর
	Regular conjugation	আমি করি, তুমি কর, সে করে
	Common, irregular and defective verbs	আমি পারি
	Present tense	করি
	Past tense	করলাম/করেছিল
	Future tense	করব
	Present continuous tense	করিতেছি/করছি
	Past continuous tense	করিতেছিলাম/করছিলাম
	Present perfect tense	করিয়াছি/করেছি
	Past perfect tense	করিয়াছিলাম/করেছিলাম

Items	Types	Bengali examples
	Habitual past tense	করতাম
	Present participle	করিতেছি
	Perfect participle	সম্পন্ করা
	Past participle	করলাম
	Passive participle	
	Conditional participle	করলে
	Active voice	আমরা ভাত খাই
	Passive voice	আমাদের দ্বারা ভাত খাওয়া হয়
	Indicative mood	আমরা বই পড়ি
	Imperative mood	চুপ কর/করেন
	Conditional mood	যদি, হতো বা না হতো
	Subjunctive mood	তা হোক
<b>Adverb</b>	Adverbial constructions using participles	জোরে দৌড় দাও
	Locative noun used adverbially	নদীর ধারে
<b>Noun</b>	Use and omission of case suffixes	
	Noun-noun and adjective-noun compounds	নদীতীর, নানারূপ
<b>Determiner</b>	Particularising particles and affixes	টা, টি
<b>Adjective</b>	Simple adjective	নীল আকাশ, তাজা মাছ
	Derived adjective	সুপাঠ্য, মলিন
	Comparative adjectives	চেয়ে/থেকে
	Superlative adjectives	সবচেয়ে
	Passive participle used as adjective	ভাঙ্গা বাড়ী
<b>Pronoun</b>	Personal pronoun	সে, তিনি, তাহারা/তারা
	Possessive pronoun	আমার
	Objective pronoun	আমাকে, তাহার/তার
	Demonstrative pronoun	এই, এইগুলি
	Relative pronoun	যে, যিনি

Items	Types	Bengali examples
	Indefinite pronoun	কেউ, অন্য, অপর, পর
	Interrogative pronoun	কে, কোনটি, কি
<b>Sentence and phrase types</b>	Assertive sentence	সে করবে
	Imperative sentence	কথা বন্ধ কর
	Interrogative sentences	তুমি কোথায় যাচ্ছ?
	Passive construction	দ্বারা, দিয়া
<b>Negation</b>	Use of negation	সে করবেনা

# Unit 1

## Areas of study

The areas of study common to Units 1–4 are detailed on [pages 5–8](#) of this study design.

## Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary
- initiate, maintain and close an exchange
- use appropriate style and register
- use a range of question and answer forms
- link and sequence ideas and information
- recognise and respond to cues for taking
- self-correct, rephrase and use fillers to maintain communication
- use appropriate intonation, stress, pitch, spelling and punctuation
- communicate in a range of text types (for example, letter, email, social media)
- use conventions and language appropriate to the text type
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

### Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types
- identify key words, main points and supporting ideas
- order, classify and link items from various parts of the text
- apply knowledge of vocabulary and structures related to the topics studied
- recognise common patterns of word formation, cognates and grammatical markers, and use these to infer meaning
- convey gist and global understanding as well as specific items
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

## Outcome 3

On completion of this unit the student should be able to produce a personal response to a text, focusing on real or imaginary experience.

### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types; for example, review, article
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences
- use stylistic features, such as repetition and contrast
- identify main ideas, events and sequences of action
- link ideas, events and characters
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions
- select and make use of relevant reference material
- provide personal comment and perspective on a range of texts
- respond appropriately for the context, purpose and audience described.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 3 and 4 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks.

A total of four tasks should be selected from the following list.

### Outcome 1:

- informal conversation
- or
- reply to personal letter or email.

### Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Bengali or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Bengali or English.

### Outcome 3:

- oral presentation

or

- review

or

- article.

The student should respond in Bengali in assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 3, one requires a response in Bengali, and the other a response in English. Over the course of the unit, both oral and written skills in Bengali should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

## Unit 2

The areas of study common to Units 1–4 are detailed on [pages 5–8](#) of this study design.

### Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

#### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance, advice, suggesting, explaining, agreeing and disagreeing
- use fillers, affirming phrases and formulaic expressions related to negotiation and transaction
- apply the conventions of the relevant text type
- use vocabulary and expressions appropriate to the topic
- make arrangements and complete a transaction
- obtain and provide goods, services and public information
- link and sequence ideas and demonstrate clarity of expression in spoken or written form
- initiate, maintain, direct as appropriate, and conclude an exchange
- use stance, gesture and facial expression to enhance meaning and to persuade
- use appropriate non-verbal forms of communication
- use examples and reasons to support arguments, and to convince
- respond appropriately for the context, purpose and audience described.

#### Outcome 2

On completion of this unit the student should be able to listen to, read, extract and use information and ideas from spoken and written texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of the relevant text type such as a letter or a newspaper report
- use vocabulary, structures and content related to topics studied
- infer points of view, opinions and ideas
- infer meaning from linguistic and contextual features
- order, classify, compare and predict information and ideas
- extract and reorganise information and ideas from one text type to another
- use connectives to link ideas at sentence and paragraph level
- appreciate cultural aspects critical to understanding the text.

## Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types
- use structures related to describing, recounting, narrating, reflecting on past, present or future events or experiences
- use a range of appropriate vocabulary and expressions
- structure writing to sequence main ideas and events logically
- use stylistic techniques such as repetition, questions and exclamations
- vary language for audience, context and purpose
- use connectives to link ideas at sentence and paragraph level.

## Assessment

The award of satisfactory completion for a unit is dependent on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks.

A total of four tasks should be selected from the following list.

### Outcome 1:

- formal letter or email
- or
- role-play
- or
- interview.



### Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcast news) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

### Outcome 3:

- journal entry

or

- personal account

or

- short story.

The texts used are in Bengali and the students should respond in Bengali to all assessment tasks selected. Over the course of the unit, both oral and written skills in Bengali should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

# Units 3 and 4

## Detailed study

The student is required to undertake a detailed study during Units 3 and 4.

The student is expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a subtopic related to one or more of the prescribed topics listed in the table on [page 5](#). The subtopic may be drawn from this table or a different subtopic may be selected.

One subtopic may be selected for a whole class. It is important to select a subtopic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task/s set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different subtopics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for School-assessed Coursework should focus on the detailed study. The detailed study assessment task/s should be selected from those required to assess achievement of Outcome 2, Unit 4, and be designed to assess the student's understanding of the language and culture of the Bengali-speaking community. The subtopics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

## Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Bengali-speaking communities through a range of oral and written texts in Bengali, related to the selected subtopic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary, depending on the type of text, its density and its level of complexity. So that the student can explore their subtopic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual texts, as well as written texts.

# Unit 3

## Areas of study

The areas of study common to Units 1–4 are detailed on [pages 5–8](#) of this study design.

## Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create an imaginative or a personal text focusing on an event or experience in the past, present or future
- show knowledge of first- or third-person narrative perspectives
- use language appropriate to audience, context, purpose and text type, and change register and style accordingly
- organise and sequence ideas
- use simple stylistic techniques such as repetition, questions, exclamations, changes in tone or speed of delivery
- make appropriate use of reference materials, including dictionaries
- simplify or paraphrase complex expressions
- use a range of relevant text types.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist and identify main points, supporting points and detailed items of specific information
- infer points of view, attitudes and emotions from context and/or choice of language and intonation
- employ registers and stylistic features such as repetition and tone, where appropriate
- establish and confirm meaning through re-listening and using dictionaries
- accurately convey meaning.

## Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas
- use appropriate intonation and stress
- present and comment on factual information
- describe and comment on aspects of past, present and future experience
- link and sequence ideas logically
- ask for and give assistance or advice
- speak using appropriate register for the audience, context and purpose
- self-correct and rephrase to maintain communication
- use response words, question forms and gesture, where appropriate.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

## Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Express ideas through the production of original texts.	<b>20</b>	A 250-word personal or imaginative written piece.
<b>Outcome 2</b> Analyse and use information from spoken texts.	<b>10</b>	A response to specific questions, messages or instructions, extracting and using the information requested.
<b>Outcome 3</b> Exchange information, opinions and experiences.	<b>20</b>	A three- to four-minute role-play, focusing on the resolution of an issue.
<b>Total marks</b>	<b>50</b>	

## External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

# Unit 4

## Areas of study

The areas of study common to Units 1–4 are detailed on [pages 5–8](#) of this study design.

## Outcomes

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points, and extract and use information
- infer points of view, attitudes and emotions from context and choice of language
- summarise, interpret and evaluate information from texts
- appreciate cultural aspects critical to understanding the text
- compare and contrast aspects of texts on a similar topic
- accurately convey meaning
- use the text type specified in the task
- use simple stylistic features such as repetition and contrast
- infer meaning from cognates, grammatical markers and common patterns of word formation.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Bengali-speaking communities.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Bengali-speaking communities with other language communities in Australia
- identify and comment on culturally specific aspects of language, behaviour or attitude
- present an opinion about an aspect of the culture associated with the language
- identify similarities and differences between texts, and find evidence to support particular views
- show an awareness that different social contexts require different types of language
- select and make use of relevant reference materials.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 2</b> Respond critically to spoken and written texts that reflect aspects of the language and culture of Bengali-speaking communities.	20	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.  AND A three- to four-minute interview on an issue related to the texts studied.
	20	
<b>Total marks</b>	<b>50</b>	

## External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

### Contribution to final assessment

The examinations will contribute 50 per cent to the study score.

## End-of-year examinations

### Description

- an oral examination
- a written examination.

The written examination will be set by a panel appointed by the VCAA. All the relevant key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

### Conditions

The examinations will be completed under the following conditions:

- Duration:
  - Oral examination: approximately 15 minutes
  - Written examination: 2 hours and 30 minutes, plus 10 minutes reading time
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

### Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the year prior to implementation of the revised Unit 3 and 4 sequence together with any sample material.