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| Foundation |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create Turkish texts, with support. They identify that Turkish and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. | There was no separate achievement standard in Foundation. In Version 8.4 the achievement standard covered Foundation to Year 2.  |

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| Content descriptions |
| Version 9.0 Foundation |
|  Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in Turkish AC9LTF01 | New |  |
| explore, with support, language features of Turkish noticing similarities and differences between Turkish and English AC9LTF02 | New |  |
| explore connections between language and culture AC9LTF03 | New |  |

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| Years 1–2 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use Turkish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy letters and diacritic marks to make words.Students imitate the sounds and rhythms of spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Turkish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students interact with the teacher and peers to share information about themselves and to exchange greetings, for example, *Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!* They describe familiar objects and experiences that are important to them, for example, *Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak, Bugün benim doğum günüm*, and compare likes and dislikes, for example, *Ben çileği çok severim, Ben elmayı hiç sevmem.* They use repetitive language when participating in guided activities and use movement, gestures, pictures and objects to support meaning-making, for example, by singing and performing actions to songs such as *Mini mini bir kuş donmuştu*. They respond to familiar classroom routines, such as the opening and closing of lessons, and transition activities. They interact in classroom routines, by following instructions, for example, *Ayağa kalkın! Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın,Tabletlerinizin ekranını açın*, and taking turns. When interacting, they reproduce the sounds of Turkish and use intonation to distinguish between questions, statements and exclamations, for example*, Geliyor musun? / Geliyorsun / Gelsene!* They locate key words and information in simple spoken and written texts, such as names of people, places, or categories of objects, for example, *meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar,* and convey factual information about themselves, their family, friends and experiences, using gestures, support materials and simple statements such as *Bugün ben en sevdiğim oyuncağı tanıtacağım*. They respond to imaginative experiences through singing, drawing, movement and action, and create and perform simple imaginative texts, such as adaptations to Turkish songs, puppet performances and texts such as *Keloğlan* stories, using familiar language and non-verbal forms of expression. Students use vocabulary related to familiar contexts, for example, *anne, kitap, kedi,* and cognates, such as *ev, okul, aile, hayvanlar*. They use simple sentences with appropriate word order to communicate information about themselves. Students translate the meaning of Turkish words, phrases and gestures used in everyday contexts and situations, and create simple print or digital texts that use both Turkish and English. They identify differences in the ways they communicate and behave in Turkish- and English-speaking contexts, and identify themselves as members of different groups, including the Turkish class and their family and community.Students identify the sounds of the Turkish language and Turkish spellings of specific phonemes, for example, /ı/, /ö/, /ü/, /ç/, /ğ/, /ş/. They identify parts of speech and basic rules of word order in simple sentences. They identify similarities and differences in features and structures of different types of familiar texts. They provide examples of different words, expressions and gestures that are used by speakers of Turkish to address and greet people in different contexts and situations. They identify words and expressions that different languages, including Turkish, have borrowed from each other. They identify how ways in which people use language reflect where and how they live and what is important to them. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Turkish |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Turkish |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LT2C01 | CombinedRefined  | Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using language that are similar or different at home and at school[Key concepts: self, family, home; Key processes: interacting, greeting, describing] (ACLTUC001)Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns[Key concepts: routines, directions, interactions; Key processes: responding, requesting, participating] (ACLTUC003) |
|  | Removed  | Recognise that different words, expressions and gestures are used by speakers of Turkish to address and greet people in different contexts and situations[Key concepts: variation, context, relationship; Key processes: noticing, comparing, adapting] (ACLTUU015) |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LT2C02 | Refined  | Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making[Key concepts: play, performance, action learning; Key processes: participating, playing, describing] (ACLTUC002) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LT2C03 | Combined Refined  | Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks[Key concepts: information, meaning, context; Key processes: identifying, matching, creating] (ACLTUC004)Listen to, view and participate in readings of stories, rhymes or action songs, and respond through singing, drawing, gesture and action[Key concepts: story, imagination, response; Key processes: participating, responding, performing; Key text types: story, puppetry, rhyme] (ACLTUC006) |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LT2C04 | New  |  |
|  | Removed | Explain in English the meaning of everyday Turkish words, phrases and gestures, noticing which are similar or different to equivalent words in English or other known languages[Key concepts: translation, meaning, similarity, difference; Key processes: noticing, translating, comparing, explaining] (ACLTUC008) |
|  | Removed  | Create simple bilingual print or digital texts, such as captioned picture dictionaries, wall charts, labels for the classroom or ID cards[Key concepts: meaning, code; Key processes: comparing, matching, translating] (ACLTUC009) |

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| Version 9.0 Sub-strand: Creating text in Turkish |
| with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with diacritic marks as appropriate AC9LT2C05 | Refined  | Convey factual information about themselves, their family, friends and experiences using simple phrases, gestures and support materials[Key concepts: family, community, interests; Key processes: presenting, describing] (ACLTUC005) |
|  | Removed  | Express imaginative experience in stories, songs, rhymes and puppet performances using sound patterns, familiar language and non-verbal forms of expression[Key concepts: character, rhythm, imagination; Key processes: composing, performing, presenting; Key text types: story, songs, rhymes] (ACLTUC007) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and imitate the sounds and rhythms of Turkish AC9LT2U01 | Refined | Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language[Key concepts: pronunciation, letters, sounds; Key processes: listening, distinguishing, reciting] (ACLTUU012) |
| recognise that the Roman alphabet, with diacritic marks on some letters, and features of language, are used to construct meaning in TurkishAC9LT2U02 | CombinedRefined | Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language[Key concepts: pronunciation, letters, sounds; Key processes: listening, distinguishing, reciting] (ACLTUU012)Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences[Key concepts: sentences, grammar, patterns; Key processes: recognising, naming, applying] (ACLTUU013) |
|  | Removed  | Understand that language is organised as ‘texts’ that take different forms and use different structures to achieve their purposes[Key concepts: text, meaning; Key processes: recognising, selecting] (ACLTUU014) |
| notice that Turkish has features that may be similar to or different from English AC9LT2U03 | New  |  |
|  | Removed  | Recognise that different languages, including Turkish, borrow words and expressions from each other[Key concepts: language change, word borrowing; Key processes: noticing, comparing, identifying] (ACLTUU016) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| notice that people use language in ways that reflect cultural practices AC9LT2U04 | Refined | Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them [Key concepts: culture, meaning, language; Key processes: noticing, identifying, explaining] (ACLTUU017) |
|  | Removed | Notice how using Turkish and English involves some different ways of communicating and behaving[Key concepts: communication, culture, self, difference; Key processes: noticing, comparing] (ACLTUC010) |
|  | Removed  | Identify themselves as members of different groups, including their family, community and school, using simple statements, gestures and support materials[Key concepts: self, family, community, communication; Key processes: identifying, describing] (ACLTUC011) |

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| Years 3–4 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use Turkish language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.Students imitate sound combinations and rhythms of spoken Turkish. They demonstrate understanding that Turkish has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Turkish and make comparisons between Turkish and English. They understand that the Turkish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students interact with the teacher and peers to exchange information about themselves and others, everyday routines and events at school and in their local Turkish and multilingual communities. They ask and respond to questions to elicit information about each other, for example, *Kendini tanıtır mısın? Nerelisin? Ailen nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya’ya İzmir’den geldi* and identify wishes associated with events in their communities, for example, *Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun!* They compare preferences, for example, *Futbol yerine tenis oynamak istiyorum* and exchange simple written forms of social correspondence, such as invitations, messages for birthdays, Mother’s and Father’s Days, religious celebrations and national days, for example, *Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!.* They use formulaic expressions to participate in shared tasks, activities and transactional exchanges such as working together to organise an event, for example, *Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm*. They use modelled language to interact in classroom routines, such as responding to questions directions and requests, for example, *Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız*, asking for help or permission, for example, *Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?,* attracting attention and rehearsing new language. When interacting, they use Turkish pronunciation and intonation and apply the vowel harmony rule to high-frequency words. Students locate and organise key points of information in different types of spoken, written and visual texts relating to personal, social and natural worlds and, with the assistance of support materials such as photos and maps, present information about home, school and community. They respond to imaginative texts by making simple statements about favourite elements and acting out key events and interactions. They create simple imaginative texts using formulaic expressions and modelled language. Students use key grammatical forms and structures, such as verbs, adjectives and adverbs, to describe and elaborate on action, places and people, for example, *mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü* and *Dün sabah geldi* and conjunctions to link ideas. They express facts using simple present and past tense suffixes, and use negation and affirmation suffixes to form simple sentences, for example, *biliyorum/* *bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*. They translate and compare common Turkish and English expressions, words or gestures and create simple bilingual texts for the classroom and community. Students describe similarities and differences in ways of using language and interacting with people when communicating in Turkish and English, and identify how their individual and group sense of identity is expressed in the languages they use.Students identify Turkish sound and writing patterns to pronounce and spell high frequency words. They use simple metalanguage such as *isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler* to talk about language. They identify ways that the features of texts differ according to mode and context, and compare Turkish texts with similar texts in English. They provide examples of how language use varies according to age, gender and social position, for example, *lütfen yapmayın/yapmasana!/yapma!*, and identify regional differences in language use, including dialects and accents. They identify how languages change over time, providing examples of Turkish words borrowed from other languages such as English and vice versa. They make connections between Turkish language and culture, identifying culture-specific terms, expressions and gestures. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Turkish |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Turkish |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LT4C01 | CombinedRefined  | Participate in conversations about themselves and others, everyday routines and events at school and in their local communities[Key concepts: self, experience, community; Key processes: interacting, responding, comparing] (ACLTUC018)Respond to questions, directions and requests from the teacher and each other, and use questions and statements to ask for help or permission, to attract attention and to rehearse new language[Key concepts: direction, support, learning experience; Key processes: interacting, responding] (ACLTUC020) |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LT4C02 | Refined  | Participate in shared learning experiences and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items[Key concepts: collaboration, learning experiences, transactions; Key processes: negotiating, creating, transacting] (ACLTUC019) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LT4C03 | CombinedRefined  | Locate and organise information in spoken, written and visual texts relating to personal, social and natural worlds[Key concepts: information, natural world, physical world, daily life; Key processes: listening, reading, identifying, classifying] (ACLTUC021)Convey information about their home, school and community, using simple statements and support materials such as photos, maps or charts[Key concepts: information, topic, promotion; Key processes: sharing information, promoting, explaining, informing] (ACLTUC022)Engage with imaginative texts such as stories, puppet shows, songs or dance, identifying favourite elements and acting out key events or interactions[Key concepts: imagination, expression, response; Key processes: responding, interpreting; Key text types: stories, poems, fables, plays, songs] (ACLTUC023) |
| develop strategies to comprehend and adjust Turkish language in familiar contexts to convey cultural meaning AC9LT4C04 | New  |  |
|  | Removed | Identify common spoken Turkish expressions, words or gestures that translate/do not translate readily into English and words that are used in both languages[Key concepts: equivalence, translation; Key processes: comparing, translating, explaining] (ACLTUC025) |
| Version 9.0 Sub-strand: Creating text in Turkish |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LT4C05 | Refined | Create simple imaginative texts, such as stories, dialogues, songs or chants, which allow for exploration and enjoyment of language[Key concepts: relationship, emotion, expression, rhythm; Key processes: creating, composing, adapting, presenting] (ACLTUC024) |
|  | Removed  | Create simple bilingual texts such as signs, notices or captions for displays for the classroom and wider school community[Key concepts: meaning, bilingualism; Key processes: selecting, considering, creating] (ACLTUC026) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Turkish to form words and phrases AC9LT4U01 | Refined  | Understand and apply the principle of vowel harmony, experiment with Turkish pronunciation, intonation and spelling patterns[Key concepts: intonation, vowel harmony, pronunciation; Key processes: recognising, applying, distinguishing] (ACLTUU029)) |
| recognise Turkish language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LT4U02 | CombinedRefined  | Understand and apply the principle of vowel harmony, experiment with Turkish pronunciation, intonation and spelling patterns[Key concepts: intonation, vowel harmony, pronunciation; Key processes: recognising, applying, distinguishing] (ACLTUU029))Understand and use key grammatical forms and structures, such as simple verb tenses, recognising how grammatical forms and functions are represented through suffixation[Key concepts: action, description, time; Key processes: recognising, selecting, applying] (ACLTUU030) |
| recognise familiar Turkish language features and compare with those of English, in known contexts AC9LT4U03 | New  |  |
|  | Removed | Notice and describe differences and similarities in ways of using language and interacting with people when communicating in Turkish and in English[Key concepts: difference, similarity, respect, relationship; Key processes: observing, comparing, explaining] (ACLTUC027) |
| Removed | Notice characteristic features of simple spoken, written and multimodal texts that they use in their home and community and of similar texts in English[Key concepts: genre, language features; Key processes: identifying, comparing, distinguishing] (ACLTUU031) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| identify connections between Turkish language and cultural practices AC9LT4U04 | Refined  | Make connections between Turkish language and culture, for example, by identifying words, gestures, forms of address or expressions that reflect cultural values and practices[Key concepts: culture, practice, values; Key processes: noticing, discussing, comparing, interpreting (ACLTUU034) |
|  | Removed | Explore their individual and group sense of identity and how this is expressed through the different languages they use[Key concepts: identity, self, community, membership; Key processes: reflecting, comparing, explaining] (ACLTUC028) |
| Removed  | Understand that language varies according to factors such as the age, gender and social position of speakers, and that it involves regional dialects and accents[Key concepts: variation, status, relationship, standard language; Key processes: noticing, comparing, differentiating] (ACLTUU032) |
| Removed  | Recognise that languages change over time and that Turkish language is influenced by and also influences other languages and cultures[Key concepts: change, influence, time, contact; Key processes: comparing, investigating, identifying] (ACLTUU033) |

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| Years 5–6 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Turkish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Turkish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas and use conventions appropriate to text type.Students apply rules for pronunciation and intonation in spoken Turkish. They apply conventions of spelling and punctuation, and use modelled structures when creating and responding in Turkish. They compare language structures and features in Turkish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Year 6, students use spoken and written Turkish to interact by sharing ideas and experiences, for example, *23 Nisan Ulusal Egemenlik ve Çocuk Bayramında ben şiir okudum. Ramazan Bayramında dedem bana harçlık verdi.* When interacting, they show interest and respect for others by actively listening and providing feedback, for example, *Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin?* They use action-oriented language to make shared arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, for example, *Ben ne yapabilirim? Sen not alır mısın? Cevapları maddeler halinde yazsak daha iyi olur*. and seek clarification, for example, *Bu sayfayı mı okuyacaktık?* They use evaluative language to reflect on learning activities and to provide each other with feedback, for example, *Süper, harika, mükemmel, unutma, çok zor.* Students use specific features of pronunciation, intonation and stress when interacting. They locate, classify and compare information about their physical environment and social and cultural worlds from a range of sources in different modes. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and sharing opinions on key elements such as storylines, characters, messages and themes, for example, *Ben … çok beğendim çünkü …, … hiç sevmedim, Çok üzücüydü*, and create and perform short imaginative texts based on a stimulus, concept or theme. When constructing texts, students use grammatical features of spoken and written language, such as negative and interrogative sentence structures, for example, *Ramazan Bayramı’nda tüm okullar tatile girmeyecek*; conjugations of verbs, for example, ‘*oku-mak’: oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar*; And *oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar*; and subject–verb agreements. When writing, they apply appropriate spelling and punctuation to a range of sentence types. Students translate simple texts from Turkish into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts and resources for their own language learning and to support interactions with non-Turkish speakers. Students identify ways in which their bilingual and bicultural experiences impact on their identity and influence how they communicate in Turkish and English.Students apply their knowledge of vowels, consonants and suffixes to form new words, for example, *kapkaççı, bankacı, yolcu, oduncu; sokak+-da=sokakta, süt+-de= sütte*, and identify how vowel length and accent affect the meaning of words, for example, *hala-hâlâ* and *kar-kâr*. They distinguish between the structure and features of different types of texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience, for example, *gelir misiniz lütfen?/gelin lütfen*. Students provide examples of influences on the Turkish language over time, including the influence from other languages and cultures, for example, *e-posta, yazıcı, tarayıcı, çevrimiçi*. They explain how language use is shaped by values and belief systems, and identify why these may be interpreted differently by speakers of other languages. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Turkish |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Turkish |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment AC9LT6C01 | CombinedRefined  | Participate in spoken, written and digital interactions to share ideas and experiences, showing interest and respect for others[Key concepts: discussion, correspondence, interests, experiences; Key processes: composing, describing, discussing, responding] (ACLTUC035)Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback[Key concepts: classroom interaction, debate, responsibility; Key processes: questioning, responding, evaluating] (ACLTUC037) |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LT6C02 | Refined  | Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition[Key concepts: collaboration, action, plan; Key processes: planning, designing, budgeting] (ACLTUC036) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LT6C03 | CombinedRefined | Gather, classify and compare information from print, digital and multimodal resources relating to their physical environment and social and cultural worlds[Key concepts: environment, values, experience, heritage; Key processes: investigating, comparing, classifying] (ACLTUC038)Convey information about aspects of their own language(s), culture(s) and communities in suitable formats for different audiences and contexts[Key concepts: culture, interests, transition; Key processes: creating, resourcing, explaining] (ACLTUC039)Respond to imaginative texts such as TV programs, folktales, performances or cartoons by sharing opinions on elements such as storylines, messages, characters and themes[Key concepts: characterisation, response, storytelling; Key processes: comparing, describing, identifying; Key text types: folktales, comic books, songs, stories] (ACLTUC040) |
| apply strategies to interpret and convey meaning in Turkish language in familiar non-verbal, spoken and written cultural contexts AC9LT6C04 | New  |  |
|  | Removed  | Translate simple texts from Turkish to English and vice versa, identifying elements that require interpretation rather than translation and noticing words that are similar but pronounced differently[Key concepts: meaning, interpretation, culture; Key processes: identifying, translating, classifying] (ACLTUC042) |

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| Version 9.0 Sub-strand: Creating text in Turkish |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LT6C05 | New  |  |
|  | Removed  | Create and perform expressive and imaginative texts such as stories, dance, skits or video clips based on a stimulus concept, theme or resource[Key concepts: adaptation, genre, audience, effect; Key processes: creating, adapting, performing, experimenting; Key text types: stories, poems, cartoons, songs, fables] (ACLTUC041) |
| Removed  | Create bilingual texts such as websites, posters, class journals and menus to support their own learning and to assist interactions with non-Turkish speakers[Key concepts: equivalence, alternatives; Key processes: considering, selecting, translating] (ACLTUC043) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LT6U01 | Refined  | Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making[Key concepts: accent, emphasis, vowel harmony, discrimination; Key processes: understanding, recognising, applying conventions] (ACLTUU046) |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions AC9LT6U02 | CombinedRefined  | Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making[Key concepts: accent, emphasis, vowel harmony, discrimination; Key processes: understanding, recognising, applying conventions] (ACLTUU046)Recognise and apply grammatical features of spoken and written language, such as verbal conjugations and nominal declensions and modifications, negative and interrogative sentence structures and subject–verb agreements[Key concepts: word order, conjugation, marker, word endings; Key processes: discriminating, classifying, applying rules] (ACLTUU047) |
| compare some Turkish language structures and features with those of English, using some familiar metalanguage AC9LT6U03 | New  |  |
|  | Removed  | Understand how different types of text in Turkish, including prose and verse, create effects to suit different audiences[Key concepts: genre, text features, imagery, register; Key processes: noticing, comparing, analysing] (ACLTUU048) |
| Removed  | Understand that spoken and written forms of Turkish both vary in terms of formality according to context, purpose and audience[Key concepts: mode, register, respect; Key processes: noticing, comparing, identifying] (ACLTUU049) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication AC9LT6U04 | Refined  | Reflect on how communities’ ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages[Key concepts: culture, perspective, values, practice; Key processes: comparing, explaining, analysing, reflecting] (ACLTUU51) |
|  | Removed  | Discuss the experience of switching between languages, noticing when they choose to use either Turkish or English and how each culture influences ways of communicating[Key concepts: code-switching, intercultural communication, language domains; Key processes: monitoring, adjusting, reflecting, describing] (ACLTUC044) |
| Removed  | Compare their experiences of moving between Turkish and English, identifying advantages and challenges in respect to being bilingual or multilingual[Key concepts: identity, culture, communication, bilingualism; Key processes: reflecting, evaluating, comparing] (ACLTUC045) |
| Removed | Understand that the Turkish language has evolved and developed through different periods of influence from other languages, cultures and changes[Key concepts: language contact, language change, globalisation; Key processes: observing, analysing, discussing, reflecting] (ACLTUU50) |

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| Years 7–8 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students initiate and maintain interactions in Turkish language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Turkish to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.Students apply the conventions of spoken Turkish to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Turkish text, using metalanguage. They reflect on how the Turkish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Year 8, students use spoken and written Turkish to initiate and sustain social interactions and to reflect on their experiences. They exchange ideas on topics such as *Türkiye’ye ilk ziyaret, Avustralya’ya ilk geliş* and offer and justify opinions, for example*, Sana katılmıyorum çünkü..., Seninle tamamen aynı fikirdeyim*. Students use action-related and spontaneous language to engage in shared activities that involve planning, transacting, negotiating and taking action, for example, *Bana göre... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver*. They use reflective and evaluative language to support their own and others’ learning, for example, *Türkçe öğrenmek İngilizce öğrenmekten daha kolay, Bu sorularda çok zorlandım, Hem tekrar ederek hem yazarak öğreniyorum,* and to manage discussion and debate, for example, *inanıyorum ki, bana kalsa, anlıyorum ama katılmıyorum, bence, aynı fikirde değilim*. When interacting, they apply pronunciation, rhythm and intonation in spoken Turkish to a range of sentence types. Students locate, collate and analyse information from a variety of texts to develop a deep understanding of events, personalities or circumstances. They convey information, ideas and perspectives on issues of interest in different modes of presentation using specialised and less familiar language. They respond to traditional and contemporary imaginative texts by interpreting and comparing how values, characters and events are represented and present, reinterpret or create alternative versions of imaginary texts in different modes. When creating texts, they use a variety of verb tenses and moods, for example, *Ozan yıkandı ve sonra giyindi, Maçtan sonra arkadaşı ile buluştu. Dün kuaförde saçını kestirdi, Bugün işten kovuldu; reduplication*, for example, *kapkara, upuzun, çirkin mirkin, Selma’yı Melma’yı görmedim*; doubling, for example, *yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya*; auxiliary verbs, for example, *reddetmek, affetmek, kaybolmak*; particles and honorific forms, for example, *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan*. They translate and interpret texts from Turkish into English and vice versa, compare their versions and explain cultural elements. They produce short multimodal resources in Turkish and English that reflect the bilingual experience. They reflect on their own bilingualism, on the importance of language in intercultural communication and how their own biography contributes to their sense of identity and influences their ways of communicating.Students identify and apply features of the Turkish sound and writing system to convey meaning in a range of texts, including identifying when sound assimilation in spoken Turkish does not exist in the written form, for example, *onbaşı/ombaşı, herkes/herkez* and *eczane/ezzane*. They use metalanguage to identify and explain different types of adverbs, adjectives and sentence structures relating to grammatical functions, such as predicates, subjects and objects. They explain how structure and organisation of texts depend on the context, audience and purpose of the exchange, for example, *beğenmiyorum, hiç beğenmedim, bana yaramaz* or *iğrenç bir şey!* They identify and explain regional and national variations in language use and how language use also varies according to context, mode of delivery and relationship between participants. They explain how and why their own use of Turkish has changed over time and depends on context. They explain how cultural values, ideas and perspectives are embedded in language use and communication styles. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Turkish |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Turkish |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9LT8C01 | CombinedRefined | Initiate and sustain a range of spoken and written social interactions and personal reflections, including discussion of their experiences as members of different friendship groups or language communities[Key concepts: communication, friendship, perspective; Key processes: discussing, comparing, responding] (ACLTUC052)Interact with peers and teachers to complete learning activities and to support their own and others’ learning, by managing debate and discussion, checking understanding and reflecting on their learning[Key concepts: collaboration, response; Key processes: discussing, responding, providing feedback] (ACLTUC054) |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LT8C02 | Refined  | Engage in shared activities in real or imagined situations that involve planning, transacting, negotiating, and taking action[Key concepts: negotiation, planning, responsibility, collaboration; Key processes: discussing, selecting, designing] (ACLTUC053) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LT8C03 | CombinedRefined | Access, collate and analyse information from different print, digital and visual sources to develop deeper understanding of events, personalities or circumstances[Key concepts: data, context, representation; Key processes: researching, comparing, analysing, presenting, profiling] (ACLTUC055)Present information and personal perspectives on issues of local or global interest, using a range of spoken, written and multimodal forms[Key concepts: action, experience, cultural expression; Key processes: summarising, reporting, comparing, presenting] (ACLTUC056) |
|  | Removed | Interpret and compare representations of values, characters and events in a range of traditional and contemporary imaginative texts[Key concepts: theme, representation, values, concept; Key processes: comparing, analysing, identifying; Key text types: cartoons, song lyrics, stories, films] (ACLTUC057) |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Turkish language in familiar and some unfamiliar cultural contexts AC9LT8C04 | New  |  |
|  | Removed  | Translate and interpret short texts from Turkish into English and vice versa, comparing versions and considering how to explain elements that involve cultural knowledge or understanding[Key concepts: meaning, equivalence, culture, translation; Key processes: translating, approximating, explaining, comparing] (ACLTUC059) |
| Removed  | Produce short bilingual texts such as digital stories, comics, blogs and contributions to newsletters or websites which capture the experience of ‘living between languages’[Key concepts: equivalence, interpretation; Key processes: explaining, creating, selecting, glossing, translating] (ACLTUC060) |
| Version 9.0 Sub-strand: Creating text in Turkish |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LT8C05 | New  |  |
|  | Removed  | Present, reinterpret or create alternative versions of songs, images or stories, adapting events or characters to different modes or cultural contexts[Key concepts: creativity, characterisation, imagination, emotion; Key processes: adapting, composing, performing; Key text types: sketches, drama, songs, stories, cartoons] (ACLTUC058) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply knowledge of conventions of spoken Turkish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LT8U01 | Refined  | Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language[Key concepts: vowel elision, rhythm, stress; Key processes: identifying, experimenting, applying] (ACLTUU063) |
| apply understanding of grammatical structures and expressions to compose and respond to texts AC9LT8U02 | CombinedRefined | Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language[Key concepts: vowel elision, rhythm, stress; Key processes: identifying, experimenting, applying] (ACLTUU063)Understand and use grammatical forms and structures such as reduplication, auxiliary verbs, particles and honorific forms, using metalanguage to identify or explain forms, structures and parts of speech[Key concepts: verb mood, reduplication, honorific forms; Key processes: understanding, applying rules) (ACLTUU064) |
|  | Removed  | Understand the influence of purpose, audience and context on the structure and organisation of texts, and apply this understanding to interpret unfamiliar texts[Key concepts: genre, tenor, audience; Key processes: identifying, classifying, explaining] (ACLTUU065) |
| reflect on similarities and differences between Turkish and English language structures and features, using metalanguage AC9LT8U03 | Refined Split  | Use metalanguage to identify or explain forms, structures and parts of speech[Key concepts: verb mood, reduplication, honorific forms; Key processes: understanding, applying rules) (ACLTUU064) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and valuesAC9LT8U04 | Refined  | Understand that language is not neutral and that its forms and usage reflect cultural values, ideas and perspectives[Key concepts: culture, the power of language, language change, metalanguage; Key processes: discussing, reflecting, analysing, comparing] (ACLTUU068) |
|  | Removed  | Consider their use of Turkish and English in different contexts, considering how their choices position them as intercultural communicators[Key concepts: code-switching, code-mixing, intercultural communication; Key processes: monitoring, analysing, reflecting] (ACLTUC061) |
| Removed | Consider how their personal biography, including family origins, traditions, interests and experiences, shapes their sense of identity and influences their ways of communicating[Key concepts: bilingualism/multilingualism, culture, identity; Key processes: reflecting, analysing, comparing] (ACLTUC062) |
| Removed  | Understand the nature of regional and national variations in language use and that language varies according to context, mode of delivery and relationship between participants[Key concepts: language variation, context, mode, audience, diversity; Key processes: identifying, comparing, explaining] (ACLTUU066) |
| Removed  | Understand how their own use of Turkish in social, school and community contexts has changed over time, discussing reasons for changes or adaptations[Key concepts: language change, expression, experience, context; Key processes: reflecting, monitoring, analysing] (ACLTUU067) |

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| Years 9–10 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students contribute to and extend interactions in Turkish language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.Students incorporate the features and conventions of spoken Turkish to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Turkish texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Turkish, to evaluate how this learning influences their ideas and ways of communicating. | By the end of Year 10, students use spoken and written Turkish to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes. They exchange ideas, opinions and aspirations, for example, *Türkçe öğretmeni olmak istiyorum*. They use analytical and comparative language when comparing views, preferences and responses to different experiences, for example, *Doktorluğu tercih ederim çünkü doktor olunca Türkçe konuşmak çok yararlı olacak*. They use spontaneous language to participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives, for example, *Bazıları böyle düşünse de ben tamamen farklı düşünüyorum*. They extend discussions and justify their views by asking questions that invite reflection, analysis and comparison of experience, for example, *okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun* and by providing elaborated responses, for example, *Türkçe’yi daha farklı ortamlarda rahatça kullanabiliyorum*. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information from different perspectives and sources, and present information, views and perspectives on topics of interest in different modes and formats selected to suit purpose and audience. Students respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. They create a range of imaginative texts that reflect their bilingual and bicultural experiences and use language for effect. When creating texts, students use a variety of tenses, such as simple present, past, progressive, simple past perfect, for example, *geldi, gitti*, and evidential past perfect tense, for example, *gelmiş, gitmiş, uyuyormuş*. They use cohesive devices to sequence and connect actions and ideas in texts, and apply the rules of agglutination to adverbs, adjectives and nouns. They compare translations of Turkish texts and identify factors that may have influenced the translation. They create explanations in English of cultural and contextual references embedded in traditional and contemporary Turkish texts. They explain the relationship between language, culture and identity, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.Students identify regular and irregular elements of spoken and written Turkish and apply their understanding to produce complex phrases and elaborated texts, and to participate in extended interactions. They analyse how grammatical elements such as agglutination and cohesive devices impact on mood, register and tense variation. They know how to construct a range of spoken, written and multimodal texts to suit context, purpose and audience, incorporating elements appropriate to culture and context. They analyse how spoken and written Turkish varies according to social roles, communities and contexts, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions, for example, *özür dilerim/affınıza sığınırım, naber(nbr)/nasılsın*. Students explain why languages and culture change over time, including the impact of education, new technologies, changing values and intercultural exchange. They explain the reciprocal and evolving nature of the relationship between language and culture. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Turkish |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Turkish |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LT10C01 | CombinedRefined  | Exchange ideas, opinions and aspirations , comparing views, preferences and responses to different experiences, noting commonalities and differences[Key concepts: values, environment, social worlds, aspirations; Key processes: discussing, comparing] (ACLTUC069)Ask and respond to questions that invite reflection, analysis and comparison of experiences, for example, as learners and users of Turkish in and out of school[Key concepts: meaning, analysis, language learning; Key processes: elaborating, responding, comparing, recording, evaluating] (ACLTUC071) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LT10C02 | Refined  | Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives[Key concepts: action, awareness, problem-solving; Key processes: planning, designing, transacting, discussing] ACLTUC070) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LT10C03 | CombinedRefined | Research, synthesise and evaluate information on a selected subject from a range of perspectives and sources, identifying how culture and context affect how information is presented[Key concepts: perspective, context, culture; Key processes: comparing, analysing, explaining] (ACLTUC072)Present information related to social and cultural issues or events of interest to their peer group, using different modes and formats to capture different perspectives[Key concepts: lifestyle, text production, perspective; Key processes: composing, summarising, presenting] (ACLTUC073) |
|  | Removed  | Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence[Key concepts: humour, effect, mood, composition; Key processes: analysing, comparing, narrating; Key text types: film, poetry, drama, carpets] (ACLTUC074) |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9LT10C04 | New  |  |
|  | Removed  | Compare translations of familiar Turkish texts, such as community notices or literary texts, considering factors that may have influenced the translation from one language to the other[Key concepts: translation, meaning, expression; Key processes: translating, analysing, comparing, evaluating] (ACLTUC076) |
|  | Removed  | Create glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary and traditional Turkish texts[Key concepts: expression, culture, religion, lifestyle; Key processes: identifying, explaining, researching, interpreting] (ACLTUC077) |
| Version 9.0 Sub-strand: Creating text in Turkish |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiencesAC9LT10C05 | New |  |
|  | Removed  | Create a range of imaginative or expressive texts that reflect elements of their experience of living in Turkish- and English-speaking communities, and using language for humorous or emotive effect[Key concepts: expression, emotion, experience, culture; Key processes: creating, performing, expressing; Key text types: drama, poem, song, speech] (ACLTUC075) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply features and conventions of spoken Turkish to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LT10U01 | Refined | Understand regular and irregular elements of spoken and written Turkish, and use elements such as affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions[Key concepts: stress, register, emphasis, pace, mode; Key processes: understanding, experimenting, identifying] (ACLTUU080) |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LT10U02 | CombinedRefined  | Understand regular and irregular elements of spoken and written Turkish, and use elements such as affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions[Key concepts: stress, register, emphasis, pace, mode; Key processes: understanding, experimenting, identifying] (ACLTUU080)Analyse how grammatical elements, such as rules of agglutination and cohesive devices, impact on more complex elements of text construction and word formation, such as mood, register and tense variation[Key concepts: agglutination, affixation, tense, action; Key processes: identifying, analysing, explaining] (ACLTUU081) |
|  | Removed | Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural and contextual elements[Key concepts: genre, context, audience; Key processes: composing, identifying, analysing] (ACLTUU082) |

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| reflect on and evaluate Turkish texts, using metalanguage to analyse language structures and features AC9LT10U03 | New  |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LT10U04 | Refined  | Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of thinking and communicating[Key concepts: identity formation, culture, intercultural experience; Key processes: reflecting, describing, analysing] (ACLTUC079) |
|  | Removed  | Reflect on their language choices and styles of communicating when interacting with speakers of different languages, identifying strategies that assist in intercultural communication[Key concepts: intercultural communication/miscommunication, responsibility, repair; Key processes: comparing, reflecting, monitoring, explaining] (ACLTUC078) |
|  | Removed  | Understand that variations in the use of spoken and written Turkish relate to social roles, communities and contexts, and consider how and why these differ from similar variations in the use of Australian English[Key concepts: variation, culture, register, values; Key processes: identifying, explaining, distinguishing] (ACLTUU083) |
| Removed  | Understand that Turkish and other languages and cultures continuously change over time, identifying influences such as education, changing values, new technologies and intercultural exchange[Key concepts: change, time, context, attitude; Key processes: investigating, exemplifying, identifying, analysing] (ACLTUU084) |
| Removed  | Explore how the Turkish language and associated cultures, like all languages and cultures, are interrelated, how they shape and are shaped by each other in ways that change over time[Key concepts: interdependence, influence, change; Key processes: tracking, analysing, comparing, discussing] (ACLTUU085) |

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| Years 7–8 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students use Turkish language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Turkish or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language and modelled sentence and grammatical structures to create texts.Students approximate pronunciation and intonation in spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Turkish and English language structures and features, using metalanguage. They demonstrate awareness that the Turkish language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students interact with the teacher and peers to exchange information and express opinions, for example, *Arkadaşlarımla sinemaya gitmeyi severim*. They use descriptive and expressive language to share feelings and to express preferences such as *Suyu gazoza tercih ederim*. Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example*, Haftada kaç kez … yapıyorsun? … hakkında ne düşünüyorsun?* They interact in classroom routines and exchanges by asking and responding to questions, for example, *Ben ne yapabilirim? Sen not alır mısın?,* requesting help or permission, for example*, Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?* and giving praise or encouragement, such as *çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum.* When interacting, they use the features of the sound system to their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, *kapı açık kaldı, inanmıyorum*, and questions, for example, *gerçekten mi?* Students locate key points of information from a range of spoken, written and visual texts, and present information related to social, cultural and environmental contexts using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing events, characters and messages, for example, *beni… çok etkiledi çünkü …, Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı… Çok üzücüydü, Anlaşılması zordu*. Students use imaginative language to create original or adapt familiar imaginative texts in different genres. They use key elements of Turkish grammar in spoken and written texts, such as basic rules of word order, for example, *Ali topu attı, Ali topu al ve at! and Ali topu Tarkan dan sonra bana atar mısın?,* adjectives, for example, *mavi köşkte* adverbs, for example, *çok dikkatli yürü*, postpositions, for example*, dün sabah geldi*, verb tenses and subject–verb agreement, for example, *Defne yemekten sonra ödevini yaptı ve uyudu*. They apply rules of agglutination to verbs, for example, *bilmiyorum/biliyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*, and nouns, for example*, ev-e, ev-i, ev-de, ev-den, kebapçı, simitçi*. They translate and interpret familiar texts from Turkish into English and vice versa, identifying words and phrases that are not easily translated, such as *imece, hayırlı olsun, nazar değmesin*, and create shared bilingual texts to support their own learning. They compare ways of communicating in Turkish and English and explain how being bilingual influences their cultural identity and ways of communicating.Students apply elements of the Turkish writing system to write and spell unfamiliar words, including symbols and characters, for example, *hala-hâlâ, kar-kâr, kitap-kitabı, ağaç-ağacı*, vowel harmony and sound assimilation of consonants. They identify how grammatical forms and functions are represented through agglutination. They identify the characteristic features of different types of texts and compare these features with texts in English to identify similarities and differences. They describe how language use varies according to age, gender, social position or region. Students provide examples of how the Turkish language has changed over time due to different influences and interactions, identifying Turkish words that have emerged through contact with other languages, for example, *e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek*. They identify the relationship between language and culture and describe how languages reflect personal and community experience and values. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Turkish |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Turkish |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LT8EC01 | Refined | Interact with peers and teacher to socialise, exchange information and opinions, talk about personal worlds[Key concepts: self, family, leisure, preferences; Key processes: interacting, exchanging information, describing] (ACLTUC086) |

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| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LT8EC02 | Refined  | Interact in classroom routines and exchanges, such as asking and responding to questions, requesting help, repetition or permission, giving praise or encouragement[Key concepts: discussion, clarification, feedback; Key processes: questioning, suggesting, responding] (ACLTUC088) |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environmentAC9LT8EC03 | Refined | Plan and participate in collaborative activities such as performances, displays and events which involve planning, transacting and negotiating[Key concepts: interaction, collaboration, negotiation; Key processes: planning, negotiating, responding, creating] (ACLTUC087) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LT8EC04 | CombinedRefined | Identify key points of information such as details about people, places or events in a range of spoken, written and digital texts and use the information in new ways[Key concepts: data, information, experience; Key processes: researching, recording, reporting] (ACLTUC089)Convey information, obtained from personal, community and media sources relating to their own cultural, social and environmental contexts, using spoken, written and digital modes of communication[Key concepts: experience, lifestyle, culture, diversity; Key processes: creating, presenting] (ACLTUC090)Engage with imaginative and creative texts such as stories, cartoons, poems and songs, identifying favourite elements and discussing events, characters and messages[Key concepts: imagination, creativity, character, narrative, representation; Key processes: responding, creating, analysing, reviewing; Key text types: poetry, folktales, story, song] (ACLTUC091) |
| develop and begin to apply strategies to interpret, translate and convey meaning in Turkish in familiar contextsAC9LT8EC05 | New  |  |
|  | Removed  | Translate and interpret familiar texts such as public signs, song titles or menus from Turkish to English and vice versa, noticing which words or phrases translate easily and which do not[Key concepts: equivalence, meaning, translation, interpretation; Key processes: translating, explaining, evaluating] (ACLTUC093) |
| Removed  | Consider similarities and differences in ways of communicating in Turkish and English, noticing how/when they choose to use either language or both languages[Key concepts: language domains, code-switching, generation, expression; Key processes: comparing, identifying, monitoring, analysing] (ACLTUC095) |
| Version 9.0 Sub-strand: Creating text in Turkish |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventionsAC9LT8EC06 | New  |  |
|  | Removed  | Reinterpret or create texts that involve imagination and creativity, experimenting with a range of expressive and performance genres[Key concepts: humour, suspense, character, dramatisation; Key processes: composing, creating, performing; Key text types: stories, cartoons, songs, role plays, speeches] (ACLTUC092) |
| Removed | Create shared bilingual texts and learning resources such as word banks, glossaries, displays and digital presentations[Key concepts: language codes, meaning, equivalence; Key processes: creating, interpreting, exemplifying, explaining] (ACLTUC094) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and use features of the Turkish sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LT8EU01 | Refined  | Understand the relationship between the sounds, rhythms, stress and intonation patterns of spoken Turkish, and recognise elements of the written language, such as spelling patterns, agglutination, vowel harmony and symbols[Key concepts: pronunciation, intonation, vowel harmony, agglutination; Key processes: listening, distinguishing, recognising, applying] (ACLTUU097) |
| develop knowledge of, and use structures and features of, the Turkish grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LT8EU02 | CombinedRefined  | Understand the relationship between the sounds, rhythms, stress and intonation patterns of spoken Turkish, and recognise elements of the written language, such as spelling patterns, agglutination, vowel harmony and symbols[Key concepts: pronunciation, intonation, vowel harmony, agglutination; Key processes: listening, distinguishing, recognising, applying] (ACLTUU097)Recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions and sentence structures, recognising how grammatical forms and functions are represented through agglutination[Key concepts: grammar, sentence structure, agglutination; Key processes: understanding, recognising, applying] (ACLTUU098) |
| compare Turkish language structures and features with English, using familiar metalanguageAC9LT8EU03 | New |  |
|  | Removed | Identify features that characterise different types of texts in Turkish, comparing them with similar texts in English[Key concepts: genre, language features, register; Key processes: noticing, analysing, comparing] (ACLTUU099) |

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| **Version 9.0 Sub-strand: Understanding the interrelationship of language and culture** |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LT8EU04 | Refined  | Consider the nature of identity and of cultural experience, reflecting on how their linguistic and cultural background contributes to their sense of identity[Key concepts: identity, multiculturalism, code-switching, communication; Key processes: reflecting, discussing, comparing] (ACLTUC096) |
|  | Removed | Understand that Turkish language use varies according to factors such as age, gender, social position or regional variation[Key concepts: variation, context, register, relationship; Key processes: noticing, identifying, comparing, explaining] (ACLTUU100) |
| Removed  | Recognise that the Turkish language has evolved and developed through different periods of time, across different contexts and as a result of different influences and interactions, and that it is related to many other languages and has influenced other languages used in the Australian community[Key concepts: language change, language contact, loan words, globalisation; Key processes: investigating, identifying, classifying] (ACLTUU101) |
| Removed | Understand the relationship between language and culture, reflecting on how language reflects personal and community experience and values, and may be differently interpreted by speakers of other languages[Key concepts :culture, language, meaning, interdependence, perspective; Key processes: analysing, identifying, reflecting, making connections] (ACLTUU102) |

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| Years 9–10 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students initiate and sustain Turkish language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Turkish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Turkish to create texts.Students apply features and conventions of spoken Turkish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Turkish, to discuss how this learning influences their ideas and ways of communicating. | By the end of Year 10, students interact in written and spoken Turkish to exchange and compare views and experiences on personal, local and global issues, for example*, liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum*. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiating, problem-solving and taking action, for example, *Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen*. They offer opinions, for example, *bana göre*, and justify them, for example, *şöyle ki, Haklısın ama bence* …. They engage in structured discussions by asking and responding to questions, for example, *görüşünü destekleyecek kanıtın var mı?* and expressing agreement or disagreement, for example, *seninle aynı fikirde değilim*. When speaking, they apply the vowel elision rule to suffixes of multisyllabic words, the principles of word stress to pronounce unfamiliar words and phrases and intonation patterns, stress and tone to contribute to the cohesion of longer spoken texts. Students organise and classify information and ideas obtained from different sources, re-presenting content in new formats for different audiences. They convey information and perspectives using different modes of presentation appropriate to a variety of contexts and to achieve different purposes. They share their responses to a range of traditional and contemporary imaginative texts by describing key elements, including settings, themes and values and discussing the representation of characters and events. They use expressive, descriptive and evocative language to produce imaginative texts in a range of modes and formats selected to suit particular audiences. When writing, they identify and use a variety of verb moods, such as potential, for example, *yazabilmek, koşabilmek*, reflexive, for example, *Tayla giyindi ve süslendi*, reciprocal, for example, *Babası ile araba için tartıştı*, causative, for example, *Dün kuaförde saçını boyattı* and passive, for example, *Pirinç ayıklandı ve pilav pişirildi*. They use grammatical forms such as auxiliary verbs, for example, *yardım etmek, namaz kılmak, ayıp olmak*; particles, for example*, karşı, gibi, beri, dek, kadar, üzere*; and honorific forms, for example*, Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Ablai, Hoca/Öğretmen, Bay/Bayan/*. Students translate and interpret a range of texts from Turkish into English and vice versa, explaining how cultural elements affect meaning. They produce a range of multimodal resources in Turkish and English for the wider community which reflect the bilingual experience. They explain their language choices and communicative behaviours in different intercultural interactions and identify the adjustments they make according to context. They explain how language, culture and identity shape and reflect ways of communicating and thinking.Students apply their understanding of the Turkish writing system, including spelling patterns, symbols, characters and punctuation, to express complex ideas and information and to engage in extended interactions. They use metalanguage to explain language forms, structures and conventions. They apply their understanding of texts to construct a range of written, spoken and multimodal texts, incorporating elements appropriate to culture and context. They explain how language use varies according to roles, relationships and contexts, and make comparisons with other languages, including English. They identify influences, such as technology and social media on Turkish and other languages, such as abbreviations in text messages, for example*, nbr (ne haber), tmm (tamam), slm (selam), kib (kendine iyi bak), bye (güle güle)* and *aeo (allaha emanet ol).* They explain variations in their own language use in different contexts, the reciprocal and evolving nature of the relationship between language and culture, and how cultural experiences, values and identities are reflected in language. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Turkish |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Turkish |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds AC9LT10EC01 | Refined  | Exchange views and information on local and global issues, including aspects of their own lives, such as family relationships and responsibilities, education and community[Key concepts: relationship, education, family, community; Key processes: discussing, debating, responding, comparing] (ACLTUC103) |
| use Turkish language in exchanges to question, offer opinions and compare and discuss ideas AC9LT10EC02 | Refined | Contribute to structured discussions and shared learning experiences by asking and responding to questions, clarifying statements, demonstrating understanding, expressing agreement or disagreement and reflecting on their learning[Key concepts: debate, response, dialogue; Key processes: questioning, responding, evaluating, reflecting] (ACLTUC105) |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersAC9LT10EC03 | Refined  | Participate in individual and collaborative projects and learning experiences that involve brainstorming, negotiating, transacting, problem-solving and action[Key concepts: discussion, action, responsibility, collaboration; Key processes: problem-solving, planning, negotiating, collaborating] (ACLTUC104) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LT10EC04 | CombinedRefined  | Organise and classify information compiled from different sources in different modes of presentation, re-presenting chosen elements in formats suitable for particular audiences[Key concepts: information, data, perspective, representation, media; Key processes: summarising, surveying, comparing, analysing] (ACLTUC106)Present information collected from different sources that represents different perspectives on selected issues or activities, using appropriate modes of presentation to suit different contexts and purposes[Key concepts: argument, opinion, action; Key processes: selecting, composing, presenting] (ACLTUC107) |
|  | Removed  | Respond to a range of traditional and contemporary creative and imaginative texts, describing settings, identifying key themes and values and discussing the representation of characters and events[Key concepts: expression, themes, representation, values; Key processes: comparing, analysing, explaining, narrating; Key text types: stories, song lyrics, films, poetry, dance, diaries] (ACLTUC108) |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LT10EC05 | New  |  |
|  | Removed  | Translate and interpret a range of texts, including conversational exchanges, proverbs, media and literary texts, considering the role of culture when transferring meaning from one language to the other[Key concepts: bilingualism, translation, interpretation, equivalence; Key processes: composing, interpreting, explaining] (ACLTUC110) |
| Version 9.0 Sub-strand: Creating text in Turkish |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9LT10EC06 | Refined  | Create imaginative texts in different modes and formats to entertain, convey ideas and express emotions for particular audiences[Key concepts: adaptation, audience, characterisation, context; Key processes: creating, adapting, performing; Key text types: poems, stories, songs, skits] (ACLTUC109) |
|  | Removed  | Produce bilingual texts for the school or wider community, such as instructions, presentations, commentaries or contributions to newsletters that capture the experience of ‘living between languages’[Key concepts: interculturality, multiculturalism, identity, fluidity; Key processes: reflecting, analysing, describing, comparing] (ACLTUC111) |
| Removed  | Reflect on their own and others’ language choices when interacting in bilingual/bicultural situations, identifying adjustments they make and strategies they adopt to assist in intercultural communication[Key concepts: interculturality, response, reflection, reciprocity; Key processes: reflecting, monitoring, comparing, discussing (ACLTUC112)  |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply features of the Turkish sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LT10EU01 | Refined | Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions[Key concepts: word building, pronunciation, stress, cohesion; Key processes: recognising, applying, glossing] (ACLTUU114) |
| select and use structures and features of the Turkish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LT10EU02 | CombinedRefined  | Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions[Key concepts: word building, pronunciation, stress, cohesion; Key processes: recognising, applying, glossing] (ACLTUU114)Understand and use grammatical forms such as verb moods, auxiliary verbs, particles and honorific forms, and use metalanguage to identify or explain language forms, structures and conventions[Key concepts: grammatical systems, tenses, verb moods, sentence structure, cohesion; Key processes: understanding, classifying, applying] (ACLTUU115) |
|  | Removed | Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements[Key concepts: genre, context, register, mode, audience; Key processes: analysing, comparing, composing] (ACLTUU116) |
| Removed  | Investigate changes to Turkish over time and across contexts, reflecting on changes in their personal use of the language[Key concepts: change, social media, history, culture; Key processes: tracking, reflecting, discussing] (ACLTUU118) |
| reflect on and evaluate Turkish texts, using metalanguage to discuss language structures and featuresAC9LT10EU03 | RefinedSplit  | Use metalanguage to identify or explain language forms, structures and conventions[Key concepts: grammatical systems, tenses, verb moods, sentence structure, cohesion; Key processes: understanding, classifying, applying] (ACLTUU115) |
|  | Removed  | Understand that variations in the use of spoken and written Turkish relate to roles, relationships and contexts, and consider how and why these differ from similar interactions in English[Key concepts: register, values, non-verbal communication; Key processes: identifying, explaining, comparing] (ACLTUU117) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LT10EU04 | Refined  | Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking[Key concepts: affiliation, identity, community, representation; Key processes: representing, discussing, reflecting] (ACLTUC113) |
|  | Removed  | Understand that the Turkish language and associated cultures shape and are shaped by each other in ways that change over time and across contexts, and that cultural experience, values and identities are reflected in language[Key concepts: change, social practice, values, concepts, expression; Key processes: tracking, identifying, comparing, analysing] (ACLTUU119) |