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Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Turkish language. This will be influenced by the extent of students’ backgrounds and prior experiences of language learning. Students use Turkish to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Background-language learners may also interact in Turkish within their family and in their local community. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback as required. Background-language learners and second-language learners may work collaboratively to facilitate learning.  Students access authentic and purpose-developed spoken, written and multimodal resources which may include traditional and contemporary stories, conversations, audio and video clips, textbooks, advertisements, blogs and magazines. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Turkish literacy knowledge of metalanguage to reflect on similarities and differences between Turkish and English language pronunciation, structures and features. They recognise differences between using the Roman alphabet in Turkish and English, including the use of diacritic marks. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| 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. |

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| **Strand: Communicating meaning in Turkish** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Turkish** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds  AC9LT8EC01 | * exchanging greetings relevant to the time of day, context or relationship, for example, *Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!*, noticing differences between how they greet teachers or family members, for example, *Hoşça kalın öğretmenim! Siz nasılsınız Deniz teyzeciğim? İyi geceler Arda!* * sharing information about themselves, for example, *Benim adım ... Ben 12 yaşındayım. Sen kaç yaşındasın? Ben Türkiyeliyim. Hangi dilleri konuşuyorsun? Ben Avustralya’da doğdum ve Sidney’de yaşıyorum. Ben çalışkan bir insanım. Sen nasıl birisin?* * exchanging information about family and friends, for example, *Ailende kaç kişi var? Benim büyük bir ailem var. Üç erkek kardeşim ve bir ablam var. Ablam sessiz ve sakin birisidir. En yakın arkadaşım alışveriş yapmasını çok sever. En yakın arkadaşından bahseder misin?* * discussing daily routine, for example, *Okuldan sonra neler yaparsın? Okuldan sonra televizyon seyrederim. Haftasonunda sen ve arkadaşların neler yapmaktan hoşlanırsınız? Arkadaşlarımla haftasonu alışveriş merkezine gideriz. Ailenle Pazar günleri neler yaparsınız? Ailemle Pazar günleri pikniğe gideriz.* * expressing likes, dislikes and preferences, for example, *Arkadaşlarımla sinemaya gitmeyi severim. Suyu gazoza tercih ederim. En sevdiğin Türk yemeği ne? Akşam yemeği için makarna yerine salata yiyeceğim. Ne tür kıyafetlerden hoşlanırsın?* * offering and responding to culturally appropriate good wishes and thanks associated with significant events in the Turkish community, for example, *Afiyet olsun! Elinize sağlık! Teşekkür ederim. Bir şey deği! Çok yaşa! Sen de gör! Bayramınız kutlu olsun! Mutluluklar dilerim. Tebrikler!* * exchanging emails, cards, letters or text messages, to invite, congratulate or thank someone, for example, *Lütfen buyurun! Davetlisiniz. Gözün aydın! Güle güle oturun! Hayırlı ve uğurlu olsun! Tebrikler! Teşekkür ederim.* * exchanging information about special events or special community celebrations, for example, *Babalar gününde babana ne hediye alacaksın? Doğum günü partim gelecek hafta., Bayramda kimleri ziyaret ettiniz?* * sharing information about their social life and their involvement in different activities and hobbies, for example, *Boş zamanlarımda kitap okurum. Hafta sonu ailemle pikniğe gideceğiz. Okuldan sonra folklör kursuna gidiyorum.* * exchanging information about aspects of their cultural background, for example, *Evde hem Türkçe hem de İngilizce konuşuyoruz. Anneannemle sadece Türkçe konuşuyorum. Bayramlarda babaannem misafirlerine yaprak sarması ve baklava ikram eder. Siz bayramları nasıl kutluyorsunuz?* * participating in online exchanges with buddy schools in Türkiye or other Turkish-speaking communities, asking and answering questions about studies, interests and daily routines, for example, *Kaçıncı sınıftasın? En sevdiğin ders hangisi? Okuldan sonra futbol oynuyorum. Akşamları saat onda yatıyorum. Cumartesi günleri bağlama kursuna gidiyorum.* | |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LT8EC02 | * asking each other questions, making suggestions or checking on progress, for example, Ben ne yapabilirim? Sen not alır mısın? Bu sayfayı mı okuyacaktık? Cevapları maddeler halinde yazsak daha iyi olur. Ne dersiniz? * praising or encouraging each other, for example, Çok güzel! Aferin! Harika! Tebrikler! Başarılarının devamını dilerim. Seninle gurur duyuyorum. * using appropriate language to seek clarification, to attract attention or to ask for something to be repeated, for example, Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız? * developing language appropriate to classroom routines, for example, pencereyi aç/kapat, tahtayı sil, otur, kalk, yaz, dinle, kitabını aç. * stating a problem and asking for advice, for example, Bilgisayar şifremi unuttum, ne yapabilirim? * commenting on activities and their learning, for example, … başardık, … bu konu biraz zordu, … bu parçayı anlamadım … öğrendik * considering and commenting on the contributions and views of others, for example, Sana katılıyorum. Fikirlerine katılmıyorum çünkü ... Haklısın ama …, and interacting with peers to share experiences of and opinions about teenage life, for example, Boş zamanlarımda dizi izlerim. Okulda arkadaşlarımla vakit geçirmeyi seviyorum. * discussing daily life of young people in Türkiye and Australia, and expressing preferences, for example, Okuldan sonra futbol antrenmanım var. Boş zamanlarımda müzik dinlemeyi seviyorum. Sosyal medyaya en fazla bir saat zaman ayırıyorum. | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LT8EC03 | * participating in imagined scenarios such as visiting a city in Türkiye, being lost and taking turns to ask and give directions, for example, *… nasıl gidebilirim, tarif eder misiniz? Bankadan sola dön. Düz git. Kütüphaneden sağa dön.* * exchanging details such as time, place, activity and participants when organising events, using texts such as phone conversations, emails and simulated text messages, for example, *Saat 6’da tren istasyonunun önünde Emir ile buluşacağım. Selin ile sinemaya gideceğiz.* * participating in group activities such as surveys or interviews which involve asking and responding to questions and collecting data about individual preferences, attitudes and lifestyles, for example*, Haftada kaç kez spor yapıyorsun? En sevdiğin yemek ne? Seyahat etmekten hoşlanır mısın? Bilgisayar oyunlarını sevmiyorum.* * engaging in shared planning, creating and negotiating to design displays or resources (timelines, schedules, posters, appeals for a fundraiser, etc.) for an upcoming event such as a visit of a Turkish-speaking guest to the classroom, for example, developing planned interview questions such as *Lütfen kendinizi bize tanıtır mısınız? … hakkında ne düşünüyorsunuz? Ne zaman … yapmaya başladınız?* * engaging in a real or simulated interaction at a market, such as commenting on the quality and negotiating the price, for example, *Domates ne kadar? 36 numara ayakkabı var mı? Kaç beden giyiyorsunuz? Ceketin kalitesi iyiymiş. Dün aynısını daha ucuza almıştım.* * participating in a real or simulated excursion to a Turkish restaurant, such as discussing the menu, food and drink preferences and ordering in a culturally appropriate way, for example, *Menüyü alabilir miyim? İlk önce çorbalara sonra da ana yemeklere bakalım. Yemeğin yanında salata ister misin? Fiyatlar biraz pahalı ama yemekler lezzetli.* * planning and participating in activities that combine language and cultural elements, such as an excursion to a Turkish exhibition, film festival, performance, restaurant or community event, for example, *Ne zaman gideceğiz? Saat onda, … da buluşalım, Neler getirelim?, Üniforma giymeyelim, Önce biletimizi alalım. Sonra sinemaya gidelim* * contributing to school-created secure blog site with other students learning Turkish, and sharing ideas about organising a Turkish cultural day at school * organising a real or imagined visit to a Turkish home and using culturally appropriate expressions to communicate with the host, for example, *hoş geldiniz/hoş bulduk. Elinize sağlık. Her şey için teşekkürler. Yine bekleriz.* | |

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| **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 | * listening to video or audio texts and responding to true or false questions * listening for key facts in short live or recorded spoken texts, such as announcements, phone messages or television advertisements, and transposing them to note form in order to communicate to others * identifying the speakers and the setting of a conversation * listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Turkish * compiling details of their family biographies through interviewing and recording family members, presenting key elements in oral, visual or digital presentation modes * sequencing instructions and actions in texts, for example, *ilk önce, sonra, daha sonra* * identifying factual or personal information in an email and responding in spoken or written Turkish * identifying specific information in texts, for example, identifying items and costs in menus and shopping catalogues from Türkiye, and making comparisons with menus and catalogues from Australia * classifying data collected via class surveys, on issues such as school subjects, music preferences or favourite foods, and presenting findings in table or graph form * locating facts and statistics on famous sites, from sources such as websites, documentaries, travel brochures and magazine articles, for example, *Kapadokya, Pamukkale, Kapalıçarşı, Ayasofya, Galata Kulesi* * navigating secure online applications to find out about transport and services in Türkiye, and using this information to create a simulated conversation with a taxi driver or person in a hotel * listening to, reading and viewing a range of simple imaginative texts such as folktales, shadow puppetry or short stories and noticing ideas, and comparing aspects of cultures represented in the class * reading and viewing cartoons, comics and stories in Turkish, and manipulating the images or captions for an Australian context, accessing fictional and imaginative texts, and representing physical or character traits in digital profiles of characters * recognising the many different ways a story can be told, for example, through *Türk halıları ve kilimleri*, discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions and designing a story sequence for their own rug or carpet |
| develop and begin to apply strategies to interpret, translate and convey meaning in Turkish in familiar contexts  AC9LT8EC05 | * developing strategies to interpret gestures, body language and non-verbal cues, for example, clicking tongue to express, “No”, raising chin and moving eyebrows up to express, “No”, waving hand up and down, palm towards the ground to signal to come beside them * using dictation to develop listening skills for understanding * translating public signs and notices, comparing versions with other class members, and considering reasons for differences in how they transferred meaning from one language to the other * identifying and translating words and expressions that reference cultural values or histories and are difficult to translate into English, for example, *başınız sağ olsun, sıhhatler olsun, geçmiş olsun, hayırlı olsun, nazar değmesin* * using dictionaries or electronic translation tools to find meaning of words or expressions and applying familiar Turkish structures to suit context * evaluating the effectiveness of bilingual dictionaries and electronic translation tools, identifying issues such as alternative or multiple meanings of words and the importance of context to meaning * translating and interpreting familiar social interactions, such as emails, phone conversations or greetings on special occasions, noticing similarities and differences between Turkish and English language versions * using prior knowledge to access culture-specific vocabulary and images to interpret meaning * examining literal translations of everyday interactions in different domains of language use, such as school, home or special interest activities, identifying culturally significant concepts reflected in expressions such as *Ellerinize sağlık! Afiyet olsun*! Used after meals; *yine bekleriz,* in a restaurant; or *Kusura bakma. A*ffedersiniz used for apologising or excusing * exploring, expanding and consolidating word usage, using electronic translation tools to translate and interpret idioms, proverbs, sayings and set phrases |
| **Sub-strand: Creating text in Turkish** | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LT8EC06 | * creating greeting cards for different occasions, for example, to a relative to say ‘‘… *bayramınız kutlu olsun”* or wish them, “*Doğum günün kutlu olsun*” * creating a video, digital presentation, web post or print profile of a significant Turkish cultural or historic event * writing an email to introduce themselves to a real or imagined Turkish host family, providing personal information, likes and interests * creating a print or digital poster in Turkish to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * creating multimedia presentations to share with their peers on aspects of their personal and social worlds, for example, hobbies and leisure activities such as *spor, okul* * using modes of presentation such as photo montages, journals or recorded interviews to inform members of their extended family or friends overseas about their social and educational experience in Australia * creating a video to introduce and present information about school and school subjects, or home and household furniture, to peers and teachers at a buddy school in Türkiye. * creating a poster to present classroom instructions and responsibilities * designing a flyer for a class event or performance which uses Turkish and English, considering how to convey information and ideas in each language * using different modes of presentation, such as displays or recorded commentaries with visual texts, to profile events, characters or places related to Turkish culture, history or experience, such as *Gelibolu ve Anzaklar, Atatürk, Göç* * composing songs, jingles, posters or video clips to promote real or imagined Australian products for a Turkish market, writing and participating in dialogues between characters in a short drama or skit, rap or poem * using secure digital tools to create a video clip or photo story based on imagined characters, places and events * creating texts such as photo stories, plays, cartoons, comic strips, animations or video clips with voice-overs or subtitles * creating a narrative in spoken or written text with each class member contributing to the text when it is their turn, for example, a story starting with ‘On that day I was happy because …’ |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 | * identifying and using the sounds and spelling of letters *ı-I, o-ö, u-ü, ş, ç, ğ* in spoken and written Turkish * learning about strong/back *(a,ı,o,u)* and weak/front *(e,i,ö,ü)* vowels in Turkish and applying the vowel harmony rule to high-frequency words * recognising the use of *yumuşak* g (soft g) ğ only in the middle and end of words * recognising different stress, intonation patterns and rhythms, as in statements, questions or exclamations, and understanding how these affect meaning, for example, *İnanmıyorum!, Gerçekten mi? Bana hediyeesuti. Hediyeyi banaesuti.* * understanding the pronunciation of long and short vowels with and without the accent, and how the length of the vowel and the accent can change the meaning of words as in *adet-âdet x*and *hala-hâlâ*, and palatalises the previous consonant as in *kar-kâr* * applying principles of vowel harmony, sound assimilation of consonants and grammatical knowledge to spelling and writing unfamiliar words, for example, suffixes such as -*cı, kapkaç çı, banka cı, yol cu, odun cu,* sound assimilation such as *sokak+- d a = sokak t a, süt+- d e = süt t e, kebap+- c ı = kebap ç ı, simit+- c i = simit ç i, ağaç+-ı = ağac ı*x * understanding and applying language used in social interactions such as greetings, apologies, farewells and good wishes in relation to social relationships, age or backgrounds of speakers, for example, *Merhaba Leman Teyze, nasılsın? Selam Zeynep, Ne haber Suzan? Hoşça kal, Allahaısmarladık, Yine görüşmek dileğiyle* | |
| 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 | * understanding that Turkish uses the Roman alphabet with diacritic marks on some of the letters * recognising spelling patterns such as softening p, ç, t, k before suffixes starting with a vowel, and understanding how these affect meaning, for example, *kitap-kitabı, ağaç-ağacı, kağıt-kağıdı, kapak-kapağı* * understanding and responding to instructions by learning the subject+object+verb word order in simple statements, imperatives and questions, such as *Ali topu attı, Ali topu al ve at!* and *Ali topu bana atar mısın?* * learning to apply the familiar and formal second-person singular forms -n and -n(ı)z, for example, *kalemini verir misin? Kaleminizi verir misiniz?* and second-person pronouns, *sen* and *siz* * using subject pronouns and possessive pronouns, for example*, ben, sen, o, bizim, sizin, onların* * using a range of common interrogative word endings and pronouns, for example, Haftada kaç kez … yapıyorsun? … seviyor musun? Lütfen kendinizi bize tanıtır mısınız? Pencereyi açar mısın? Kapıyı kapatır mısın? Bunu nasıl yapacağız? Tekrar eder misiniz? * using interrogative pronouns ‘who’ and ‘what’, for example, *kim, ne Pencereyi kim açtı? Bu ne?* * recognising and using a range of common compounds such as özür dilerim, geç kalmak, ders çalışmak, iş adamı, inşaat mühendisi, lise öğrencisi, Türk halısı * applying the rule of major vowel harmony when adding nominal case endings–*I), -(i), -d(e), -d(e)n* to different nouns, such as *ev-e, ev-i, ev-de, ev-den* * applying simple verb tenses, using affirmation and negation and suffixes to form simple and compound sentences, for example, *biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş* * recognising and using appropriate endings and sentence structures for subject+verb agreement in simple and compound sentences, for example, *Taylan yemeğini yedi, Onlar eve gelecekler. Defne yemekten sonra ödevini yaptı ve uyudu.* * recognising and using verbal conjugations and nominal declensions through common noun and adjective forming suffixes, such –I-*(c)a* as in *çocuk-ça, binler-ce, İngiliz-ce, güzel-ce, -(h)ane* as in *hast–-haIe -(ç)ı* as in *Iebap ç ı, simit ç i, eskici* * using a range of adjectives, adverbs and postpositions to describe actions, places and people, for example, *hızlı yürü, güzel ev, çalışkan öğrenci,* *kısa saçlı bir çocuk* * learning the correct written form of suffixes, for example, using the written form *geleceğim* and *alacaksın* instead of the spoken and colloquial use of predicates *gelcem, alcan;* using the correct spelling *geliyorum* instead of *geliyom* * using demonstratives such as bu, şu, o, bunlar, şunlar, onlar * understanding and using pluralisation of nouns in Turkish, for example, suffixes *-ler, -lar* * applying the use of apostrophe for separating proper nouns from their inflectional suffixes, for example, *Arda’nın, İstanbul’un, İzmir’in* | |
| compare Turkish language structures and features with English, using familiar metalanguage  AC9LT8EU03 | * comparing features of different types of texts encountered in and out of school, considering differences in structure, layout, language features and register, for example, the use of imperatives and instructional language in recipes or direction * identifying characteristic elements of texts associated with national, religious or cultural events, such as festivals or weddings, for example, formulaic and respectful language such as *bayramınız kutlu olsun, Allah analı babalı büyütsüesutlah mesut etsin, Allah kavuştursun,* and comparing with typical elements or features of equivalent texts in English * identifying differences between spoken and written forms of familiar text types such as invitations, apologies or greetings, noticing variations in grammar, structure and cohesion, for example, *sizleri de aramızda görmekten mutluluk duyarız, mutlaka gelin, affınızı rica ederim, çok üzgünüm* * building knowledge about grammar in Turkish and English, such as bağlaçlar, özne ve yüklem uyumu, -de/-da ekler, ilgi zamiri -ki, edatlar * using metalanguage to talk about texts, for example, by referring to textual elements such as structure, mood, register, and by identifying features of text types, for example, *mektuba hitap ile başlanır, elektronik mesajda kısaltmalar kullanılır* * identifying examples of Turkish word-borrowings from other languages, noticing groups of words or expressions in particular categories or areas of interest, such as food, music and sport, for example, *hamburger, nota, gitar*and*Avustralya futbolu* * recognising the influence of Turkish on English, for example, by identifying words commonly used in Australian English, such as yoghurt– *yoğurt,* coffee – *kahve*, horde – *ordu*, kiosk ­– *köşk*, kebab – *kebap*, turquoise – *turkuaz* * classifying loan words from English used in Turkish in terms of domains of language use, for example, technological words such as *televizyon, radyo, internet, video, cd* | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LT8EU04 | * recognising that language is used differently to reflect levels of politeness and formality, for example, the use of the pronoun *siz* instead of *sen* and the second plural indicator *-iz*, and the use of professional titles or honorifics with elders and strangers, instead of their names, *Seren Teyze/Seren Hanım gelir misiniz lütfen?* compared with *Mustafa gelir misin lütfen? Melek gelsene! Hale buraya gel! Doktor Hanım, Müdür Bey* * discussing how values, such as politeness, affection or respect, are conveyed in Turkish, for example, by comparing interactions in their family with interactions they observe in non-Turkish-speaking families, for example, the use of terms of affection such as *güzelim, hayatım, kuzum, canım,* or terms of politenesssuch as *lütfen, rica ederim* * explaining protocols associated with the use of body language and gestures that reflect cultural values or traditions in Turkish-speaking interactions, such as kissing hands, standing up to greet or farewell, avoiding crossing of the legs or placing hands in pockets, to show respect * examining, in Turkish or English, how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared with language variation across Turkish-speaking communities * investigating the influence of different languages on Turkish through different periods, such as the influence of Persian and Arabic after the adoption of the religion of Islam, and of French during the 19th century following reforms in the Ottoman Empire * understanding reasons for historical developments and reforms in relation to the Turkish language such as changes implemented under the leadership of *Atatürk*, for example, changing the script from the Arabic to the Latin alphabet in 1928 * understanding that Turkish culture and language constantly change due to contact with other cultures and languages, and in response to developments in communications, popular culture and technology, for example, through the adoption and adaptation of new words and expressions, such *as e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek* * discussing how values such as politeness, affection or respect are conveyed in Turkish, for example, terms of affection such as *Ayşeciğim, tatlım, kuzum, canım*, or terms of politeness such as *lütfen, rica ederim* * understanding the use of set phrases related to cultural and religious customs, such as *nazar değmesin, çok yaşa, afiyet olsun.* * discussing different ways of celebrating national or religious festivals by the cultures represented in the class and the values that underpin them, *Ramazan Bayrami, 30 Ağustos Zafer Bayramı.* * listening to songs and acknowledging how aspects of language, culture, attitudes, beliefs and values are represented * researching how cultural expectations for travellers vary between Türkiye and Australia |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Turkish language learning builds on each student’s prior learning and experiences. Students use Turkish to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, view and write to communicate with other speakers of Turkish in local and global settings through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local-community events. Students continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles, and social media. Background-language learners may source texts and other resources from their local and global communities to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| 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. |

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| **Strand: Communicating meaning in Turkish** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Turkish** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds  AC9LT10EC01 | * using strategies to sustain interactions, to excuse and apologise, clarify and make requests, for example, *Affedersiniz.* Özür *dilerim. Lütfen tekrar eder misiniz?, Bakar mısınız? Aa öyle mi? Onu hiç düşünmemiştim.* * asking and responding to questions, expressing opinions and clarifying statements in structured discussions or debates, for example, örnek verir misin? *bana göre …, şöyle ki, seninle aynı fikirde değilim* * using evaluative language to acknowledge strengths in others’ arguments or challenge views in a courteous manner, for example, *İnanıyorum ki* …, *Haklısın ama bence …, Seninle tamamen aynı fikirdeyim, hemfikiriz, katılıyorum* * sharing with peers aspects of own identity and personal worlds, for example, describing significant events, role models and pastimes, for example, doğum günün ne zaman? Tatilde ne yaptın? Basketbol oynamaktan hoşlanır mısın? Okuldan sonra yüzmeye giderim. En sevdiğin sanatçı/kahraman kimdir? * communicating through secure digital spaces such as text messages, using informal abbreviations, for example, *görüşürüz: grsrz. Selam: slm. Kendine iyi bak: kib.* * discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media or the nature of parental expectations, and identifying points of agreement or disagreement, for example, *Okula alıştım çünkü arkadaşlar edindim. Türkçe’yi sevmeye başladım çünkü gerçek hayattan konuşuyoruz. Türkçe öğrenmeye seneye devam edebilirim. Gece dışarı çıkmak tehlikeli olabilir, Sosyal media yanlış yönlendirebilir. Ailelerin bizden beklentileri vardır.* * participating in discussions on local issues that they see impacting on their current or future lives such as environmental change, by focusing on questions such as *Çevremizi korumak için neler yapmalıyız? Arkadaşlarınla sosyal medyayı nasıl kullanıyorsun?* * engaging in online discussions with Turkish-speaking students in different contexts and expressing preferences in shared-interest topics such as music, sports, fashion and travel, for example, *Ben futbol oynamaktan hoşlanıyorum ama müzik dinlemekten hoşlanmıyorum. Antalya’ya gitmek isterim ama önce Istanbul’u gezmek isterim.* * comparing their aspirations in terms of personal and professional opportunities, for example, *Liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum. Sen nerede okumak istersin? Okulu bitirdikten sonra seyahat etmek istiyorum. Mühendis olmak istiyorum.* | |
| use Turkish language in exchanges to question, offer opinions and compare and discuss ideas  AC9LT10EC02 | * participating in discussions and responding to questions about their opinions, for example, *Sana katılıyorum*. *Evet, ama* * interacting with peers to share experiences and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, *Her sabah odamı toplarım. En iyi ablamla anlaşırım. Gelecekte başarılı bir insan olmak istiyorum.* * expressing opinions and comparisons about school rules and offering suggestions for changes, for example, Okul kuralları değişmeli, Bence ders programı değişmeli. Salı günü Matematik değil Türkçe olmalı. Beyaz çorap yerine siyah çorap olmalı. Neden peki? Çünkü … * discussing their responsibilities at home and at school, comparing with those of young people living in Türkiye or other Turkish-speaking communities around the world, noting the relative importance of concepts such as küçük kardeşlere bakmak, derslerde başarılı olmak, Türkçe öğrenmek büyük sorumluluk, iki kültür arasında yaşamak, aile şirketinde çalışmak * comparing their reflections on the experience of learning Turkish in school, identifying personal learning strategies and preferred learning modes, and using statements such as Ben çok sık tekrar yapıyorum, Yeni kelimeleri defterime yazarım. Şimdi daha rahat Türkçe konuşabiliyorum. Türkçe televizyon programlarını daha rahat anlayabiliyorum. Yazmaktansa dinlemeyi tercih ederim. * exchanging opinions about significant Turkish events such as Kurtulus Savaşı’nın Türkiye için önemi, 18 Mart Çanakkale Zaferinin Avustralya ve Türkiye için ortak önemi, TBMM’'nin Açılışı’nın demokrasiye etkisi. * developing skills to debate views on local and global issues such as pollution, mental health, drug and alcohol use in the media, and social media, using descriptive and expressive language to persuade the audience, for example, bana göre …, buradan bakarsak …, bir açıdan böyle öteki açıdan şöyle, bence doğru, çevre kirliliği ve etkisi, akıl sağlığı için günlük rutinin önemi, uyuşturucu ve alkol içeren yayınların yararları/zararları * preparing and presenting an oral or multimodal presentation on different viewpoints about topics such as leisure, shopping, celebrations | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LT10EC03 | * reaching negotiated decisions by making suggestions, discussing ideas, justifying opinions and reaching agreement, for example, *Nasıl bir yöntem/yol izleyelim? Bence bu yöntemi/yolu izlersek daha uygun. Sen nasıl uygun görürsen. Daha iyi olur. Beraber karar verdik.* * participating in role-play scenarios related to life in Türkiye or Turkish-speaking communities, such as living with a host family, seeking medical treatment, planning a day out with Turkish friends, and using appropriate facial and hand gestures, for example, raising thumb to say, “Okay, successful, very good”, shaking head up and down to show approval and acknowledgment, kissing fingertips to indicate that the meal is delicious. * discussing how to promote community action on a social or environmental issue by contributing to simple web posts, information leaflets or segments for a local radio station, creating a spoken or written text for a short documentary that presents aspects of shared cultural experiences, for example, family migration stories, shopping at Turkish markets, or participating in a henna ceremony with language structures such as *Bugün size … ile ilgili bir belgesel gösterecegim. Burada … görüyorsunuz, sonra … oluyor, daha sonra … olur. Belgeselimiz burada sona erdi. Bana bir sorunuz var mı? Dinlediğiniz/katıldığınız için teşekkürler.* * contributing to a school-created secure blog to exchange information about themselves with other Turkish learners in different contexts, for example, *En sevdiğim yemek karnıyarık ve pilav. Senin en sevdiğin yemek ne?* *Ben baklava sevmiyorum.* * participating in transactions that involve negotiation, for example, bidding in a class auction or deciding on learning resources using language associated with exchange and evaluation, such as *Var mı arttıran? Satıyorum, satıyorum sattım! Biraz indirim yapar mısınız? Bence bu kadar etmez.* * sharing responsibility for a multimodal report or presentation about excursions to local displays, festivals or shows in Turkish-speaking communities, or virtual excursions to famous cultural places such as Gelibolu, Anıtkabir, Topkapı Sarayı in Türkiye | |
| **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 | * listening to and viewing texts such as travel brochures or documentaries which depict aspects of Turkish culture, art, history or geography, and selecting information to share with others, for example, preparing a digital display or photo montage with recorded commentary * listening to, and viewing short informative texts such as documentaries or news reports, listing key words and expressions to be reused in their own newsflash, and considering how emphasis or perspective can reflect culture and context * researching aspects of young people’s lifestyles across Turkish-speaking cultures and contexts, and identifying the influence of factors such as geography, belief systems, climate, and social and community environments on lifestyles and practices, and presenting a comparison in their chosen presentation mode,for example, *Coğrafya ve sosyal çevre insanların davranış ve inançlarını etkiler. Karadeniz bölgesindeki insanlar yazın yaylaya çıkarlar. Türkiye’de kışın kaymamak icin bot giyilir.* * listening to or reading First Nations Australian authors’ stories in English, and creating an author profile in Turkish * accessing information in media such as advertisements, promotional websites or documentaries, which involve different representations of Turkish culture and experience, and presenting findings in spoken or written modes * collecting examples of good news/success stories related to their school, homes or local communities, for example, sporting achievements or successful fundraising, and sharing their findings in formats such as digital displays or newsletter contributions * identifying how cultural traditions and beliefs are communicated through visual and creative arts, including traditions of oral storytelling, and discussing how these are manifested in cultures represented in the class * conducting surveys or structured interviews with classmates or online Turkish-speaking contacts, comparing opinions and perspectives on community or personal issues, and identifying social or cultural variations and reporting findings back to class * listening to, reading or viewing excerpts from interviews with public figures such as activists, politicians, sports stars, musicians or actors, noting how vocabulary, phrases or gestures are used to emphasise or clarify key points of information, and collating new phrases and expressions * listening to popular Turkish songs or viewing music videos and summarising key ideas or messages and comparing these with songs and music videos that appeal to young people in Australia * listening to and reading weather reports and selecting appropriate clothing, for example, *Bugün yağmur yağıyor; Rüzgarlı; Sıcak / soğuk; Yağmur yağdığında yağmurluk giyerim. Soğuk olduğunda ceket giyerim. Kampagitmek için bavulunuza ne koyarsınız?* * listening to, reading or viewing to identify key ideas across a range of familiar subject matter presented in different formats, such as listening to interviews about what teenagers do at school and after school, for example, *sınıfta sınav, sorular, olgunluk, lise, okula giderken ne giyerim? evim, mahallem, şehrim, seyahatlerim, ev işleri, spor ve eğlenceler* * examining a variety of resources to prepare multimodal presentations on aspects of Turkish lifestyles and cultural practices, and comparing with their own experiences, such as fashion, regional food and music * viewing documentaries that reflect lifestyles of Turkish-speaking communities in different regions of the world such as *Kuzey Kıbrıs Türk Cumhuriyeti,Türkmenistan*, and recording key facts and unfamiliar vocabulary or expressions | |
| 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 | * recording, transcribing and translating short conversations between friends or family members from English into Turkish, and vice versa * translating or glossing words, symbols or expressions commonly used in emails and text messages, such as *slm (Selam), mrb (merhaba), kib (kendine iyi bak), inş (inşallah)* * comparing their translated versions of news headlines or popular advertisements, discussing perceived differences in focus or emphasis between Turkish and English * interpreting the significance of Turkish terms or phrases used on formal occasions, such as weddings, school speech days or religious occasions, for example, *Saygıdeğer misafirler ve sevgili çocuklar, Allah bir yastıkta kocatsın, darısı başına, Allah kabul etsin*, and explaining cultural connotations that are unfamiliar when translated directly into English * considering why one language may use more words than another to communicate a particular meaning * comparing wordings of texts such as public signs or community announcements which reflect cultural expectations or priorities, for example, *Çimlere basmayınız! Veresiyemiz yoktur! Tuvalet ücreti ... TL. Buraya çöp atmak yasaktır. Bu fırsat kaçmaz!* * explaining the significance of single Turkish words that reflect complex cultural concepts that are difficult to translate, such as *örf ve adetler, mecburiyet, sorumluluk, görev,* comparing with expressions in Australian English that are similarly difficult to translate, such as ‘mateship’ or ‘the bush’ * analysing the use of appropriate language in different contexts and situations, for example, using *rica ederim. Başka bir arzunuz var mı?* at a shop or restaurant as opposed to *başımızın üstünde yeriniz var, ne zahmeti canım!* * using prior knowledge to mediate meaning of unfamiliar content, for example, recognising terms associated with time or place in airport announcements, or ‘reading’ images as well as written text in advertisements * providing examples of interactions that ‘work’ better in Turkish than in English, and discussing why this might be the case, for example, talking to their grandparents, participating in cultural events, joking between themselves | |

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| **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 audiences  AC9LT10EC06 | * designing a travel guide for young Turkish visitors planning a trip to Australia including information about which cities to visit, where to stay, ideal time of the year to travel, etc. * creating texts to inform or promote events or community action, for example, a poster or web post to advertise a multicultural evening or a letter to a community newspaper to highlight a school fundraiser * creating an interactive presentation for younger students, friends or members of extended families to reflect their personal language learning experience * writing a journal entry, or contributing to a school newsletter in Turkish reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * explaining a procedure to a specified audience such as older or younger people, using supporting images, actions and gestures to highlight key elements and explain key terms, for example, cooking instructions, giving directions of places * creating bilingual texts such as community information leaflets, menus, timetables or instructions which cater to the needs of members of both Turkish and English speakers of the community * creating bilingual texts for specific audiences, for example, songs or games for younger learners of Turkish, a schedule for a multicultural event or recording bilingual directions for a virtual tour of the school campus, noticing how information and representation is differently shaped in Turkish and English * composing and presenting a cultural exhibition or performance for members of the school community, providing English-language support in the form of captions or recorded or live commentaries * writing accounts of significant people, events, influences or milestones in their lives, for example, *Türkiye’ye ilk ziyaret, Avustralya’ya geliş, sünnet düğünü, ilk iş görüşmesi, Türk konserine gitmek* * creating stories about fantasy characters or contexts, using appropriate descriptive and expressive language to engage younger learners * creating and performing skits that respond to stimulus themes and involve characterisation, context and dramatic tension, for example, *kuşak çatışması aile problemleri, alışveriş, arkadaşlık* * using digital resources to create entertaining cartoon characters associated with school or home contexts * composing spoken and written versions of a particular text type such as an instruction or a dialogue, to demonstrate how text mode determines selection of language features and text structure * performing scenarios that involve challenging situations or intercultural encounters, using gestures, expression and props to build mood and explore relationships and emotions * creating texts such as photo stories, plays, cartoons, comic strips, animations or video clips with voice-overs or subtitles, and experimenting with elements such as humour, pathos or suspense |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features of the Turkish sound system, including tone, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LT10EU01 | * understanding and applying the principles of word stress when pronouncing unfamiliar words and phrases, for example, stressing the first syllable of each word in the sentence *Atatürk, cumhuriyeti kurdu* * applying the pronunciation of ğ (silent g) letter in words * recognising and applying the vowel elision rule to suffixes of multisyllabic words, understanding how this is related to the spelling and pronunciation of words, for example, *oğul-oğlu*, *burun-burnu, beyin-beyni, göğüs- göğsü* and *karın-karnı* * using homophones such as *gül, yüz, dolu, yaz, kır, ekmek, Pazar, ben, aç and çay* in spoken and written texts, and learning how these affect meaning in sentences and in familiar idioms, for example, *Gülü seven dikenine katlanır*, *Güle güle gidin* and *Gülmekten kırılıyordum* * varying the use of tone for emphasis during extended interactions and to contribute to the cohesion of longer spoken texts * building fluency and accuracy in relation to pitch, stress and intonation | |
| select and use structures and features of the Turkish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LT10EU02 | * learning how to use suffixes for modality, for example, -malı/-meli as in Neler yapmalıyız? Türkçe öğrenmeliyim, Büyüklerimizi saymalıyız ve sevmeliyiz. * learning to use particles such as karşı, gibi, beri, dek, kadar, üzere and complex conjunctions such as hem ... hem de, ne ... ne, -k(i), ancak, yoksa, oysa, hatta, rağmen, yani * learning how to use different auxiliary verbs formed by adding the verbs *etmek, kılmak* and *olmak* to nouns, for example, *yardım etmek, mecbur kılmak, ayıp olmak* and attaching them to single-syllable words, for example, *reddetmek, affetmek, kaybolmak* * understanding verb moods, such as imperative, potential *-(e) bilmek*, reciprocal, causative and passive, and relevant suffixes used to create each mood*, yazabilmek, koşabilmek* (potential*), okuyabilirim, Tayla giyindi ve süslendi* (reflexive*), Babası ile araba için tartıştı* (reciprocal)*, Dün kuaförde saçını boyattı* (causative), *Pirinç ayıklandı ve pilav pişirildi* (passive) * understanding and using more complex verb tenses, compound and complex sentence structures and parts of speech to describe, recount, reflect, inform and express opinions, for example, *Annesinin upuzun sarı saçları vardı. Sabah 8’de kalkıp okula gittim. Amcam o gün bana harçlık vermişti. Seninle tamamen aynı fikirdeyim.* * developing understanding of how a range of noun, verb and adjective endings such as *-lı-lı, -lik and -cı*can be used to form new words, for example, *Avustralyalı, gençlik, bilgisayarcı* * understanding how a range of noun, verb and adjective endings such as *-daş, -lik and -cı* can be used to form new words, for examp*le, yazıcı, yoldaş, demlik* * understanding and using the conditional marker -s(e) and/or the word *eğer* in compound and complex sentences to make suggestions, for example, *Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen öyle yapalım, Çevremizi kirletmeye devam edersek eğer gelecekte dünyamız yok olacak* * understanding and using the three types of reduplication for emphasis, for example, emphatic reduplication, *kapkara, upuzun; -m* reduplication, *çirkin mirkin, Selma’yı Melma’yı görmedim*; and doubling, as in *yavaş yavaş*, *ikişer ikişer*, *koşa koşa*, *ağlaya ağlaya* * understanding and using different types of formal and informal honorific forms such as *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Abla, Hoca/Öğretmen, Bay/Bayan,* in a range of contexts | |
| reflect on and evaluate Turkish texts, using metalanguage to discuss language structures and features  AC9LT10EU03 | * using metalanguage, in Turkish or English, to identify grammatical differences between languages, for example, word orders, tenses, verb forms, pronouns * understanding and developing metalanguage for talking about forms and functions of language, for example, identifying and explaining different types of sentence structures relating to grammatical functions such as predicates, subjects and objects * identifying ways that Turkish and English texts achieve cohesion, for example, explaining the effects of paragraphing or cohesive devices used to sequence and link ideas, and maintain the flow of expression, for example, *konu cümlesi, giriş, gelişme ve sonuç paragrafları, ‘İlk olarak, Bununla beraber, Bu nedenle’ gibi bağlaçlar* * identifying the intended purpose and audience of texts by analysing language features and text structures, such as colourful and persuasive language in advertisements compared with economical, factual language in product labelling or signage, and applying their understanding to the composition of their own texts * analysing the use of rhetorical devices and emotive language to engage the intended audience in texts such as slogans or speeches | |
| **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 | * keeping a journal of memorable experiences associated with learning and using Turkish in and out of school, noting personal reactions and reflections over time and insights gained into themselves as language users, for example, how they choose to use either Turkish or English in different contexts and situations * identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example*, aile yaşamı, düğünler, futbol maçları* * identifying how language change reflects social, political and historical influences and events, for example, the change of Turkish from Arabic during the Ottoman period under the leadership of the sultans, and then to modern Turkish script under the leadership of Atatürk * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Turkish to a group of Turkish-speaking visitors at a school assembly * comparing superstitions in Turkish and English, considering possible origins, how they reflect cultural experience and whether they stay relevant across time and cultural change, for example, evil-eye bead used to protect against the evil-eye *nazar*, repeating something 40 times can make the thing happen, knocking on wood protects from all evil, and breaking a mirror brings 7 years of bad luck * recognising how cultural values are reflected in Turkish song lyrics, poems, idioms and expressions, for example, *tanrı misafiri, misafir odası, kırk fırın ekmek yemen lazım, gel kim olursan ol gel* * identifying and discussing Turkish idioms or proverbs that could be applied to their experience of learning languages in school, for example, *Bir lisan, bir insan. Bir elin nesi var, iki elin sesi var.* * using quotations, idiomatic expressions and proverbs, for example, *Allah bir yastıkta kocatsın, darısı başına, ağaç yaşken eğilir, ayağını yorganına göre uzat* * reflecting on the influence that language can have on national behaviours and identity, for example, language used in art, graffiti, online media and political protests in public spaces * analysing how the influence of non-verbal, visual or written language of activists, artists or authors may affect attitudes and values regarding diverse social issues * discussing intercultural experiences and challenges, and sharing personal reactions, comparing aspects of identity that may be important, such as *misafirperverlik, vatanseverlik, inançlar* | |