

Levels 7 and 8

Levels 9 and 10

Communicating	
<b>Socialising</b>	
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	Exchange ideas, opinions and aspirations, comparing views, preferences and responses to different experiences, noting commonalities and differences
Engage in shared activities in real or imagined situations that involve planning, transacting, negotiating, and taking action	Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives
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	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
<b>Informing</b>	
Access, collate and analyse information from different print, digital and visual sources to develop deeper understanding of events, personalities or circumstances	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
Present information and personal perspectives on issues of local or global interest, using a range of spoken, written and multimodal forms	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
<b>Creating</b>	
Interpret and compare representations of values, characters and events in a range of traditional and contemporary imaginative texts	Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence
Present, reinterpret or create alternative versions of songs, images or stories, adapting events or characters to different modes or cultural contexts	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
<b>Translating</b>	
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	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
Produce short bilingual texts such as digital stories, comics, blogs and contributions to newsletters or websites which capture the experience of 'living between languages'	Create glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary and traditional Turkish texts
<b>Reflecting</b>	
Consider their use of Turkish and English in different contexts, considering how their choices position them as intercultural communicators	Reflect on their language choices and styles of communicating when interacting with speakers of different languages, identifying strategies that assist in intercultural communication
Consider how their personal biography, including family origins, traditions, interests and experiences, shapes their sense of identity and influences their ways of communicating	Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of thinking and communicating
<b>Understanding</b>	
<b>Systems of language</b>	
Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language	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
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	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
Understand the influence of purpose, audience and context on the structure and organisation of texts, and apply this understanding to interpret unfamiliar texts	Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural and contextual elements
<b>Language variation and change</b>	
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	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
Understand how their own use of Turkish in social, school and community contexts has changed over time, discussing reasons for changes or adaptations	Understand that Turkish and other languages and cultures continuously change over time, identifying influences such as education, changing values, new technologies and intercultural exchange
<b>Role of language and culture</b>	
Understand that language is not neutral and that its forms and usage reflect cultural values, ideas and perspectives	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
<b>Achievement Standard</b>	
<p>By the end of Level 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 <i>Türkiye'ye ilk ziyaret, Avustralya'ya ilk geliş</i> and offer and justify opinions, for example, <i>Sana katılmıyorum çünkü..., Seninle tamamen aynı fikirdeyim</i>. Students use action-related and spontaneous language to engage in shared activities that involve planning, transacting, negotiating and taking action, for example, <i>Bana göre... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver.</i> They use reflective and evaluative language to support their own and others' learning, for example, <i>Türkçe öğrenmek İngilizce öğrenmekten daha kolay, Bu sorularda çok zorlandım, Hem tekrar ederek hem yazarak öğreniyorum</i>, and to manage discussion and debate, for example, <i>inaniyorum ki, bana kalsa, anlıyorum ama katılmıyorum, bence, aynı fikirde değilim</i>. 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, <i>Ozan yıkandı ve sonra giyindi, Maçtan sonra arkadaşları ile buluştu. Dün kuaförde saçını kestirdi, Bugün işten kovuldu</i>; reduplication, for example, <i>kapkara, upuzun, çirkin mirkin, Selma'yı Melma'yı görmedim</i>; doubling, for example, <i>yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya</i>; auxiliary verbs, for example, <i>reddetmek, affetmek, kaybolmak</i>; particles and honorific forms, for example, <i>Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan</i>. 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.</p> <p>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, <i>onbaşı/ombası, herkes/herkez</i> and <i>eczane/ezzane</i>. 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, <i>beğenmiyorum, hiç beğenmedim, bana yaramaz or iğrenç bir şey!</i> 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.</p>	<p>By the end of Level 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, <i>Türkçe öğretmeni olmak istiyorum</i>. They use analytical and comparative language when comparing views, preferences and responses to different experiences, for example, <i>Doktorluğu tercih ederim çünkü doktor olunca Türkçe konuşmak çok yararlı olacak</i>. They use spontaneous language to participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives, for example, <i>Bazıları böyle düşünse de ben tamamen farklı düşünüyorum</i>. They extend discussions and justify their views by asking questions that invite reflection, analysis and comparison of experience, for example, <i>okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun</i> and by providing elaborated responses, for example, <i>Türkçe'yi daha farklı ortamlarda rahatça kullanabiliyorum</i>. 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, <i>geldi, gitti</i>, and evidential past perfect tense, for example, <i>gelmiş, gitmiş, uyuyormuş</i>. 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.</p> <p>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, <i>özür dilerim/affınıza sığınırım, naber(nbr)/nasılsın</i>. 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.</p>