

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Interact with peers and teacher to socialise, exchange information and opinions, talk about personal worlds	Exchange views and information on local and global issues, including aspects of their own lives, such as family relationships and responsibilities, education and community
Plan and participate in collaborative activities such as performances, displays and events which involve planning, transacting and negotiating	Participate in individual and collaborative projects and learning experiences that involve brainstorming, negotiating, transacting, problem-solving and action
Interact in classroom routines and exchanges, such as asking and responding to questions, requesting help, repetition or permission, giving praise or encouragement	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
Informing	
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	Organise and classify information compiled from different sources in different modes of presentation, re-presenting chosen elements in formats suitable for particular audiences
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	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
Creating	
Engage with imaginative and creative texts such as stories, cartoons, poems and songs, identifying favourite elements and discussing events, characters and messages	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
Reinterpret or create texts that involve imagination and creativity, experimenting with a range of expressive and performance genres	Create imaginative texts in different modes and formats to entertain, convey ideas and express emotions for particular audiences
Translating	
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	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
Create shared bilingual texts and learning resources such as word banks, glossaries, displays and digital presentations	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'
Reflecting	
Consider similarities and differences in ways of communicating in Turkish and English, noticing how/when they choose to use either language or both languages	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
Consider the nature of identity and of cultural experience, reflecting on how their linguistic and cultural background contributes to their sense of identity	Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking
Understanding	
Systems of language	
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	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
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	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
Identify features that characterise different types of texts in Turkish, comparing them with similar texts in English	Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements
Language variation and change	
Understand that Turkish language use varies according to factors such as age, gender, social position or regional variation	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
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	Investigate changes to Turkish over time and across contexts, reflecting on changes in their personal use of the language
Role of language and culture	
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	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
Achievement Standard	
<p>By the end of Level 8, students interact with the teacher and peers to exchange information and express opinions, for example, <i>Arkadaşlarımla sinemaya gitmeyi severim</i>. They use descriptive and expressive language to share feelings and to express preferences such as <i>Suyu gazozla tercih ederim</i>. Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example, <i>Haftada kaç kez ... yapıyorsunuz? ... hakkında ne düşünüyorsunuz?</i> They interact in classroom routines and exchanges by asking and responding to questions, for example, <i>Ben ne yapabilirim? Sen not alır mısın?</i>, requesting help or permission, for example, <i>Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?</i> and giving praise or encouragement, such as <i>çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum</i>. When interacting, they use the features of the sound system in their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, <i>kapıaçık kaldı, inanmıyorum</i>, and questions, for example, <i>gerçekten mi?</i> 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, <i>beni... çok etkiledi çünkü ..., Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı... Çok üzücüydü, Anlaşılması zordu</i>. 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, <i>Ali topu attı, Ali topu al ve at!</i> and <i>Ali topu Tarkan dan sonra bana atar mısın?</i>, adjectives, for example, <i>mavi köşkte</i> adverbs, for example, <i>çok dikkatli yürü</i>, postpositions, for example, <i>dün sabah geldi</i>, verb tenses and subject–verb agreement, for example, <i>Defne yemekten sonra ödevini yaptı ve uyudu</i>. They apply rules of agglutination to verbs, for example, <i>bilmiyorum/biliyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş</i>, and nouns, for example, <i>ev-e, ev-i, ev-de, ev-den, kebabçı, simitçi</i>. They translate and interpret familiar texts from Turkish into English and vice versa, identifying words and phrases that are not easily translated, such as <i>imece, hayırlı olsun, nazar değmesin</i>, 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.</p> <p>Students apply elements of the Turkish writing system to write and spell unfamiliar words, including symbols and characters, for example, <i>hala-hâlâ, kar-kâr, kitap-kitabı, ağaç-ağacı</i>, 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, <i>e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek</i>. They identify the relationship between language and culture and describe how languages reflect personal and community experience and values.</p>	<p>By the end of Level 10, students interact in written and spoken Turkish to exchange and compare views and experiences on personal, local and global issues, for example, <i>liseyi bitirince Türkiye'de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum</i>. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiating, problem-solving and taking action, for example, <i>Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen</i>. They offer opinions, for example, <i>bana göre</i>, and justify them, for example, <i>şöyle ki, Haklısın ama bence</i> They engage in structured discussions by asking and responding to questions, for example, <i>görüşünü destekleyecek kanıtın var mı?</i> and expressing agreement or disagreement, for example, <i>seninle aynı fikirde değilim</i>. 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, <i>yazabilmek, koşabilmek</i>, reflexive, for example, <i>Tayla giyindi ve süslendi</i>, reciprocal, for example, <i>Babası ile araba için tartıştı</i>, causative, for example, <i>Dün kuaförde saçını boyattı</i> and passive, for example, <i>Pirinç ayıklandı ve pilav pişirildi</i>. They use grammatical forms such as auxiliary verbs, for example, <i>yardım etmek, namaz kılmak, ayıp olmak</i>; particles, for example, <i>karşı, gibi, beri, dek, kadar, üzere</i>; and honorific forms, for example, <i>Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Ablai, Hoca/Öğretmen, Bay/Bayanı</i>. 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.</p> <p>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, <i>nbr (ne haber), tmm (tamam), slm (selam), kib (kendine iyi bak), bye (güle güle)</i> and <i>aeo (allaha emanet ol)</i>. 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.</p>