

Languages – Turkish – Foundation to Year 10 Sequence – Sequence of achievement

Achievement Standard	Foundation to Year 2	Years 3 and 4
	<p>By the end of Year 2, students interact with the teacher and peers to share information about themselves and to exchange greetings, for example, <i>Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!</i> They describe familiar objects and experiences that are important to them, for example, <i>Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak, Bugün benim doğum günüm</i>, and compare likes and dislikes, for example, <i>Ben çileği çok severim, Ben elmayı hiç sevmem</i>. 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 <i>Mini mini bir kuş donmuştu</i>. 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, <i>Ayağa kalkın! Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın, Tabletlerinizin ekranını açın</i>, and taking turns. When interacting, they reproduce the sounds of Turkish and use intonation to distinguish between questions, statements and exclamations, for example, <i>Geliyor musun? / Geliyorsun / Gelsene!</i> They locate key words and information in simple spoken and written texts, such as names of people, places, or categories of objects, for example, <i>meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar</i>, and convey factual information about themselves, their family, friends and experiences, using gestures, support materials and simple statements such as <i>Bugün ben en sevdiğim oyuncuğayı tanıtacağım</i>. 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 <i>Keloğlan</i> stories, using familiar language and non-verbal forms of expression. Students use vocabulary related to familiar contexts, for example, <i>anne, kitap, kedi</i>, and cognates, such as <i>ev, okul, aile, hayvanlar</i>. 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.</p> <p>Students identify the sounds of the Turkish language and Turkish spellings of specific phonemes, for example, <i>/l/, /ò/, /ü/, /ç/, /ğ/, /ş/</i>. 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.</p>	<p>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, <i>Kendini tanıtır mısın? Nerelisin? Ailen nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya'ya İzmir'den geldi</i> and identify wishes associated with events in their communities, for example, <i>Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun!</i> They compare preferences, for example, <i>Futbol yerine tenis oynamak istiyorum</i> 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, <i>Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!</i> They use formulaic expressions to participate in shared tasks, activities and transactional exchanges such as working together to organise an event, for example, <i>Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm</i>. They use modelled language to interact in classroom routines, such as responding to questions directions and requests, for example, <i>Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız</i>, asking for help or permission, for example, <i>Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?</i>, 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, <i>mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürüdü</i> and <i>Dün sabah geldi</i> 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, <i>biliyorum/ bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş</i>. 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.</p> <p>Students identify Turkish sound and writing patterns to pronounce and spell high frequency words. They use simple metalanguage such as <i>isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler</i> 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, <i>lütfen yapmayın/yapmasana!/yapma!</i>, 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.</p>

Achievement Standard	Years 5 and 6	Years 7 and 8
	<p>By the end of Year 6, students use spoken and written Turkish to interact by sharing ideas and experiences, for example, <i>23 Nisan Ulusal Egemenlik ve Çocuk Bayramında ben şiir okudum. Ramazan Bayramında dedem bana harçlık verdi.</i> When interacting, they show interest and respect for others by actively listening and providing feedback, for example, <i>Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin?</i> 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, <i>Ben ne yapabilirim? Sen not alır mısın? Cevapları maddeler halinde yazsak daha iyi olur.</i> and seek clarification, for example, <i>Bu sayfayı mı okuyacaktık?</i> They use evaluative language to reflect on learning activities and to provide each other with feedback, for example, <i>Süper, harika, mükemmel, unutma, çok zor.</i> 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, <i>Ben ... çok beğendim çünkü ..., ... hiç sevmедim, Çok üzücüydü,</i> 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, <i>Ramazan Bayramı'nda tüm okullar tatile girmeyecek;</i> conjugations of verbs, for example, <i>'oku-mak': oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar;</i> And <i>oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar;</i> 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.</p> <p>Students apply their knowledge of vowels, consonants and suffixes to form new words, for example, <i>kapkaççı, bankacı, yolcu, oduncu; sokak+da=sokakta, süt+de= sütte,</i> and identify how vowel length and accent affect the meaning of words, for example, <i>hala-hâlâ</i> and <i>kar-kâr.</i> 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, <i>gelir misiniz lütfen?/gelin lütfen.</i> Students provide examples of influences on the Turkish language over time, including the influence from other languages and cultures, for example, <i>e-posta, yazıcı, tarayıcı, çevrimiçi.</i> 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.</p>	<p>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 <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>inanıyorum 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 arkadaşı 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/ombaşı, 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>

Achievement Standard	Years 9 and 10
	<p>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, <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>