

(no-code)

and in familiar and some unfamiliar related to students' experiences, feelings and , their in response to others

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Elaborations

- using , asking for clarification, requesting more details or how to spell or say a , or expression in Turkish to , for example, Eee? Anlayamadım, biraz daha açıklar mısın? Biraz daha detay verebilir misiniz? O kelimeyi irdaha söyler misiniz? Yapma ya! Öyle mi? Gerçekten mi?
- comparing aspects of their personal worlds, such as home, school and social lives, including their use of different and involvement in different cultural practices, for example, aile yaşamı, düğünler, batıl inançlar, misafirperverlik (konukseverlik)
- sharing significant events or milestones in their lives as members of a multicultural society and comparing with those of their peers, for example, Türkiye'ye ilk ziyaret, Avustralya'ya ilk gelişi, düğünler
- initiating written such as to a student in a Turkish-speaking community, requesting information and responding appropriately, for example, Sevgili ... Sana ... hakkında ... bilgi almak için yazıyorum. Bana yardımcı olur musun? Mektubuma cevap verdiğin için teşekkür ederim. Paylaştığın bilgiler çok işime yaradı.
- sharing opinions about issues of shared interest, such as parental expectations, peer pressure or standing up for self and others, identifying points of consensus or disagreement, for example, Annem işlerimi çabucak ve zamanında yapmamı ister ama babam bu konuda biraz daha esnek. Akran baskısı negatif yönde olduğunda gençler zarar görebilir. Farklılıklarımız birbirimizi kırmadan konuşup ortak yolu bulmaya çalışmalıyız.
- acknowledging others' ideas and opinions and indicating agreement or disagreement in non-judgemental ways, for example, Sana katılıyorum ama... Seninle tamamen aynı fikirdeyim. Sana katılmıyorum çünkü... Ben aynı fikirde değilim
- engaging in face-to-face or secure online discussions about shared interests, from different and , for example, fashion, music, dance, sports, online learning tools or experiences such as being part of different friendships and interest groups using Turkish and English
- contributing to posts on secure websites or secure online forums which provide examples of challenges involved in in Turkish or English, for example, sayings such as 'to cost an arm and a leg', 'snags' and 'good on you!' versus ate pahası, ekmek arası, aferin!
- using descriptive and expressive to encourage feedback and to express empathy or indicate agreement or opinion, for example, Nasıl sence bu yazı? Böyle iyi olmu mu? Çok mantıklı geliyor. Ne hissettiğini anlayabiliyorum. Katılıyorum. Haklısın. Bence bu doğru. Devam et iyi gidiyorsun.

Students learn to:

initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others

(AC9LT8C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT8C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

using fillers, asking for clarification, requesting more details or how to spell or say a word, phrase or expression in Turkish to sustain interaction, for example, Eee? Anlayamadım, biraz daha açıklar mısınız? Biraz daha detay verebilir misiniz? O kelimeyi ırd aha söyler misiniz? Yapma ya! Öyle mi? Gerçekten mi?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C01

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

comparing aspects of their personal worlds, such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example, aile ya■am■, dü■ünler, bat■l inan■lar, misafirperverlik (konukseverlik)

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Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9LT8C01

comparing aspects of their personal worlds, such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example, aile ya■am■, dü■ünler, bat■l inan■lar, misafirperverlik (konukseverlik)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C01

comparing aspects of their personal worlds, such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example, aile ya■am■, dü■ünler, bat■l inan■lar, misafirperverlik (konukseverlik)

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

sharing significant events or milestones in their lives as members of a multicultural society and comparing with those of their peers, for example, Türkiye'ye ilk ziyaret, Avustralya'ya ilk geli■, dü■ünler

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

AC9LT8C01

sharing significant events or milestones in their lives as members of a multicultural society and comparing with those of their peers, for example, Türkiye'ye ilk ziyaret, Avustralya'ya ilk geli■, dü■ünler

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

initiating written exchanges such as writing to a student in a Turkish-speaking community, requesting information and responding appropriately, for example, Sevgili ... Sana ... hakkında ... bilgi almak için yazıyorum. Bana yardım et olur musun? Mektubuma cevap verdiğin için teşekkür ederim. Paylaştığın bilgiler çok işime yaradı.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

sharing opinions about issues of shared interest, such as parental expectations, peer pressure or standing up for self and others, identifying points of consensus or disagreement, for example, Annem işlerimi çabucak ve zamanında yapmamı ister ama babam bu konuda biraz daha esnek. Akran baskıları negatif yönde olduğunda gençler zarar görebilir. Farklılıklarımız birbirimizi kırmadan konuşup ortak yolu bulmaya çalışmalıyız.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

acknowledging others' ideas and opinions and indicating agreement or disagreement in non-judgemental ways, for example, Sana katılmıyorum ama... Seninle tamamen ayn fikirdeyim. Sana katılmıyorum çünkü... Ben ayn fikirde değilim

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C01

Continuum extract

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

contributing to posts on secure websites or secure online forums which provide examples of challenges involved in bilingual communication in Turkish or English, for example, sayings such as ‘to cost an arm and a leg’, ‘snags’ and ‘good on you!’ versus ate■ pahas■, ekmek aras■, aferin!

Continuum extract

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8C01

using descriptive and expressive language to encourage feedback and to express empathy or indicate agreement or opinion, for example, Nas■l sence bu yaz■? Böyle iyi olmu■ mu? Çok mant■kl■ geliyor. Ne hissetti■ini anlayabiliyorum. Kat■liyorum. Hakl■s■n. Bence bu do■ru. Devam et iyi gidiyorsun.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C01

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Continuum extract

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Resource – Turkish language resource

Turkish

Language support resource

The Turkish Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Turkish. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Turkish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LT8C02

collaborate in that involve the of transaction, negotiation and problem-solving to plan projects and events

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Elaborations

- organising class events, for example, a lunch, an important event or a
- planning an advertising campaign to improve outcomes for young people, for example, to encourage , exercising, taking up a hobby, improving technology literacy or promoting the importance of keeping their mother tongue or home (s) alive
- making a video or presentation to information about the area in which they live and places of significance for them, for example, Do■du■um ev/hastane. Okula ilk ba■lad■■■■m semt. Futbola ilk ba■lad■■■■m kulüp.
- participating in a collaborative project such as contributing to a school newsletter, secure blog or making posters to promote awareness and understanding of an important issue for the school community, for example, Okul bülteni için bir makale yazabilirim. Bence bu konuya blogunda yer vermelisin.
- participating in simulated transactions and negotiations such as to purchase clothing, souvenirs or transport, for example, Bunun fiyat■ ne kadar? En son kaç verirsiniz? Bu çok pahal■! Biraz indirim yapabilir misiniz?
- planning and collaborating in popular and events for young people from Turkish-speaking backgrounds, for example, music concerts, sports, cultural festivals, youth camps, exhibitions and celebrations
- planning interviews with Turkish-speaking residents in nursing homes, on various topics such as migration, life experiences in Australia, career choices and family history, and preparing a presentation using and apps

- connecting with peers to promote Turkish and in local libraries and primary schools
- creating resources collaboratively to help others, such as compiling helpful hints for new students, a guide for those travelling to Türkiye for the first time, or a step-by-step instruction sheet for teaching a new skill
- creating shared reference resources to support class projects on different topics such as health, environment, science, geography, tourism, and classifying information according to concepts

Students learn to:

collaborate in activities that involve the language of transaction, negotiation and pro
to plan projects and events

(AC9LT8C02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication
- Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Inquiring

- Identify, process and evaluate information

Social management

- Communication

- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT8C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the

perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

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The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

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Snapshot – Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

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- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LT8C02

making a video or multimodal presentation to exchange information about the area in which they live and places of significance for them, for example, Doğduşum ev/hastane. Okula ilk bağıladığımız semt. Futbola ilk bağıladığımız kulüp.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

making a video or multimodal presentation to exchange information about the area in which they live and places of significance for them, for example, Doñduñum ev/hastane. Okula ilk bañladññm semt. Futbola ilk bañladññm kulüp.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

participating in a collaborative project such as contributing to a school newsletter, secure blog or making posters to promote awareness and understanding of an important issue for the school community, for example, Okul bñlteni iñin bir makale yazabilirim. Bence bu konuya blogunda yer vermelisin.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

participating in simulated transactions and negotiations such as to purchase clothing, souvenirs or transport, for example, Bunun fiyat■ ne kadar? En son kaç₺ verirsiniz? Bu çok pahal■! Biraz indirim yapabilir misiniz?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

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Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LT8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

Continuum extract

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

Continuum extract

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

Continuum extract

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- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C02

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The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LT8C03

interpret information, ideas and opinions in a range of spoken, written and , and respond appropriately to cultural , and

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Elaborations

- to or about issues that concern young people in Turkish-speaking communities, and expressing

opinions and feelings

- to or viewing informative such as television documentaries or feature , and noting key , specialised terms or points of information to reuse in their own newsflash or
- conducting research into aspects of Turkish life to produce a presentation for a school event
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written Turkish
- using the internet responsibly to research, or using secure to with Turkish-speaking students around the world to discover young people's lifestyles across and , and comparing information to identify the influence of factors such as geography, climate, and social and community environment
- gathering information about well-known people in fields such as sports, entertainment, pop , the arts or history, to a profile to present to their peers
- to popular song lyrics or viewing current television programs and comparing representations, and social commentary with those in traditional short stories such as Ka■a■ or Eskici , and novels such as Çal■ku■u or Hababam S■n■f■
- discussing television series or songs, such as Türk dizileri, Türkçe pop, ■ark■lar ve türküler , identifying either shifts in social or cultural from those reflected in traditional , such as efsane or evidence of continuing across time
- watching Turkish Ye■ilçam movies and taking notes to participate in classroom discussions regarding similarities and differences with movies produced today
- creating a shared database of information produced in different media which reflects Turkish lifestyles over different times and , classifying material in domains such as fashion, family, leisure, sport, work or

Students learn to:

interpret information, ideas and opinions in a range of spoken, written and multimodal

respond appropriately to cultural context, purpose and audience

(AC9LT8C03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Inquiring

- Identify, process and evaluate information

Creating and exchanging

- Respect intellectual property

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Inquiring

- Identify, process and evaluate information

Social management

- Collaboration

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LT8C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LT8C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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- evaluate the information selected to determine bias and reliability

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LT8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
- locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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Snapshot – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9LT8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols
- respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C03

Continuum extract

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C03

listening to popular song lyrics or viewing current television programs and comparing representations, values and social commentary with those conveyed in traditional short stories such as *Kaala* or *Eskici*, and novels such as *Çalıkuşu* or *Hababam Sınıfı*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C03

discussing television series or songs, such as Türk dizileri, Türkçe pop, ■ark■lar ve türküler , identifying either shifts in social or cultural attitudes from those reflected in traditional texts, such as efsane or evidence of continuing values across time

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LT8C03

discussing television series or songs, such as Türk dizileri, Türkçe pop, ■ark■lar ve türküler , identifying either shifts in social or cultural attitudes from those reflected in traditional texts, such as efsane or evidence of continuing values across time

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C03

watching Turkish Ye■ilçam movies and taking notes to participate in classroom discussions regarding similarities and differences with movies produced today

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C03

watching Turkish Yeşilçam movies and taking notes to participate in classroom discussions regarding similarities and differences with movies produced today

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT8C03

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LT8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
- locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

AC9LT8C04

interpret and non-verbal, spoken and written to meaning in Turkish in familiar and some unfamiliar cultural

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Elaborations

- paraphrasing or expressions that require cultural knowledge of events or personal celebrations, such as kına gecesi, noting the dangers of literal, for example, Çay, kahve alırmısınız? Instead of Çay, kahve içermisin?
- identifying associated with cultural categories such as family life, clothing or superstitions when translating short from Turkish into English, noticing when expressions require explanation as well as
- translating short excerpts of folktales, stories, songs or plays into English, demonstrating how some cultural elements cannot be translated literally, for example, the opening of fairy tales such as Bir varmış, bir yokmuş. Evvel zaman içinde, kalbur saman içinde, pireler berber, develer tellâl iken ben anamın beşimini tıngır mıngır salları iken... or the closing of stories such as Gökten üç elma düştü, biri masal anlatana, biri dinleyene, biri de bütün iyi insanlara.

- comparing versions of fairy tales such as Snow White, Little Red Riding Hood and Cinderella in Turkish, noticing challenges related to the use of such as *miñli Geçmiñ Zaman* , to vocabulary equivalence and to the of cultural elements
- noticing variations in use according to and relationship, for example, by identifying differences in in English such as, “Apologies for any inconvenience caused”, “Not at all”, “Sorry mate”, “No worries” and in Turkish, *Kusurumuza bakmayñn lütfen. Çok özür dilerim anneciñim. Rica ederim. Lafñ mñ olur? Ne olur affedin beni!*
- comparing their own of short with those of their classmates, then comparing both to versions produced by print or digital dictionaries, discussing reasons for variations and discrepancies
- recognising features of used in different which identify the intended and , for example, *Beñenmiyorum. Hiç beñenmedim. Bu hoñuma gitti. Tam bana göre!*
- considering why some topics of conversation such as *duygular, saygñ göstermek* may be approached differently in Turkish and English, and appropriately
- identifying and examples of colloquialisms, slang and typically used by young people, such as *fñrça çekmek, tuzlu, kafa ütölemek, boñ yapmak sallamak*
- analysing how Turkish proverbs and are used differently in different and modes of delivery, for example, *fñkralar, hikayeler, mektuplar* or *resmi konuñmalar*
- samples that show how people vary their based on their relationships with others, different situations, social status and cultural backgrounds, for example, used by teachers to students, students to students, politicians’ speeches to electorate
- recognising features of used in different which identify intended and , for example, *Beñenmiyorum. Hiç beñenmedim. Bu hoñuma gitti. Tam bana göre!*
- identifying expressions, and in Turkish children’s songs, poems and storybooks which have no direct English equivalents, for example, from the stories of *Hacñvat ve Karagöz* , the *sadaka* and *mirasyedi* ; from *Dilenci Hacñvat* , the *avucunu yalamak* ; from *Parayñ Kim Buldu?* The expression *Ellerin dert görmesin*

Students learn to:

interpret and adjust non-verbal, spoken and written language to convey meaning in in familiar and some unfamiliar cultural contexts

(AC9LT8C04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Creating and exchanging

- Respect intellectual property

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Resources

Snapshot – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9LT8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols
- respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LT8C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always

desirable")

- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LT8C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

paraphrasing words or expressions that require cultural knowledge of events or personal celebrations, such as k■na gecesi, noting the dangers of literal translation, for example, Çay, kahve al■r m■s■n? Instead of Çay, kahve içer misin?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8C04

translating short excerpts of folktales, stories, songs or plays into English, demonstrating how some cultural elements cannot be translated literally, for example, the opening rhymes of fairy tales such as *Bir varmı, bir yokmu. Evvel zaman içinde, kalbur saman içinde, pireler berber, develer tellâl iken ben anamın beşimini tığır mığır salları iken...* or the closing of stories such as *Gökten üç elma düğü, biri masal anlatana, biri dinleyene, biri de bütün iyi insanlara.*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

translating short excerpts of folktales, stories, songs or plays into English, demonstrating how some cultural elements cannot be translated literally, for example, the opening rhymes of fairy tales such as *Bir varmı, bir yokmu. Evvel zaman içinde, kalbur saman içinde, pireler berber, develer tellâl iken ben anamın beşimini tığır mığır salları iken...* or the closing of stories such as *Gökten üç elma düğü, biri masal anlatana, biri dinleyene, biri de bütün iyi insanlara.*

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

comparing versions of fairy tales such as Snow White, Little Red Riding Hood and Cinderella in Turkish, noticing challenges related to the use of tenses such as *miçli Geçmiç Zaman*, to vocabulary equivalence and to the translation of cultural elements

Continuum extract

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

noticing variations in language use according to context and relationship, for example, by identifying differences in exchanges in English such as, “Apologies for any inconvenience caused”, “Not at all”, “Sorry mate”, “No worries” and in Turkish, *Kusurumuza bakmayın lütfen. Çok özür dilerim anneciğim. Rica ederim. Laf mı olur? Ne olur affedin beni!*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

recognising features of language used in different texts which identify the intended purpose and audience, for example, Be■enmiyorum. Hiç be■enmedim. Bu ho■uma gitti. Tam bana göre!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

considering why some topics of conversation such as duygular, sayg■ göstermek may be approached differently in Turkish and English, and adjusting language appropriately

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C04

considering why some topics of conversation such as duygular, sayg■ göstermek may be approached differently in Turkish and English, and adjusting language appropriately

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

identifying and interpreting examples of colloquialisms, slang and idioms typically used by young people, such as f■rça çekmek, tuzlu, kafa ütülemek, bo■ yapmak sallamak

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

analysing how Turkish proverbs and idioms are used differently in different text types and modes of delivery, for example, fıkralar, hikayeler, mektuplar or resmi konumalar

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore the influence of cultures on interactions

Content description

AC9LT8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

recognising features of language used in different texts which identify intended purpose and audience, for example, Benimiyorum. Hiç benimmedim. Bu hoşuma gitti. Tam bana göre!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8C04

identifying expressions, words and phrases in Turkish children's songs, poems and storybooks which have no direct English equivalents, for example, from the stories of Hacıvat ve Karagöz , the words sadaka and mirasyedi ; from Dilenci Hacıvat , the phrase avucunu yalamak ; from Paray Kim Buldu?

The expression Ellerin dert görmesin

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8C04

identifying expressions, words and phrases in Turkish children's songs, poems and storybooks which have no direct English equivalents, for example, from the stories of Hacıvat ve Karagöz , the words sadaka and mirasyedi ; from Dilenci Hacıvat , the phrase avucunu yalamak ; from Paray Kim Buldu?

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The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LT8C05

and present spoken, written and , informative and imaginative for specific , selecting vocabulary, expressions, grammatical structures, features and appropriate to type and

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-

Elaborations

- presenting information gathered from different media sources to raise awareness or invite action on a social or community issue such as learning in Australia, a healthy lifestyle, or environmental pollution, using a combination of print, sound, visual images and hyperlinks
- reporting on good news items, such as successful fundraising , academic or sporting achievements, via posts on the school website or segments on local radio
- combining modes of presentation such as displays, videos or music to present an overview of Turkish cultural themes such as family life, hospitality and marriage
- creating a print or digital poster in Turkish to promote travel to a significant cultural location on a First Nations , including what to see and do

- creating subtitles, captions or commentaries for such as video clips, displays or slide shows which introduce the school community to significant aspects of Turkish cultural and national celebrations
- developing a glossary of ICT terms and using the terms in their own , for example, bilgisayar, fare, yükleme/indirme, a, e-posta, bilgisayar korsan, yaz, aktarma, sanal alem, uygulama, tablet, özçekim
- creating menus or programs for Turkish-themed events, with key items or information in Turkish and explanatory footnotes or glossaries in English
- collaborating with peers to imagined scenarios between contemporary versions of or events encountered in traditional Turkish literature or songs
- selecting an imaginative that they enjoy, such as a poem or song, and adapting it to a different , such as a rap or children's story, for example, Süt içtim dilim yand, Mavi Boncuk, Sev kardeşim, Domates biber patlıcan- Barış Manço
- creating to share with younger learners, such as big books, comics or Vokis , incorporating humorous and expressive
- planning and performing a short play or skits which contain references to familiar stories, legends, drama or film
- telling the story of Türk halılar ve kilimleri in their own , comparing their interpretations of the design, symbols and colours in the rug
- experimenting with , and play by creating their own poems, raps or songs on selected topics, such as mevsimler, milli bayramlar

Students learn to:

create and present spoken, written and multimodal, informative and imaginative text for different purposes, selecting vocabulary, expressions, grammatical structures, features and appropriate to text type and context

(AC9LT8C05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Creating and exchanging

- Create, communicate and collaborate

Speaking and listening

- Speaking

Writing

- Creating texts
- Creating texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Creating and exchanging

- Create, communicate and collaborate

Systems

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Generating

- Create possibilities

Social management

- Collaboration

Generating

- Create possibilities

Social management

- Communication

Generating

- Create possibilities

Social management

- Communication

Social management

- Communication

- Collaboration

Generating

- Create possibilities

Social management

- Communication

Social management

- Communication

- Collaboration

Resources

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LT8C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LT8C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

Text forms and features

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

Vocabulary

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a

historical event from the perspective of a secondary source)

- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

- uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LT8C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

Crafting ideas

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

Vocabulary

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

Text forms and features

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

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- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LT8C05

developing a glossary of ICT terms and using the terms in their own texts, for example, bilgisayar, fare, yükleme/indirme, a■, e-posta, bilgisayar korsan■, yaz■c■,aktarma, sanal alem, uygulama, tablet, özçekim

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C05

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LT8C05

selecting an imaginative text that they enjoy, such as a poem or song, and adapting it to a different text genre, such as a rap or children's story, for example, Süt içtim dilim yand■, Mavi Boncuk, Sev karde■im, Domates biber patl■can- Bar■■ Manço

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C05

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LT8C05

creating texts to share with younger learners, such as big books, comics or Vokis , incorporating humorous and expressive language

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C05

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8C05

Continuum extract

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- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LT8C05

telling the story of Türk halıları ve kilimleri in their own words, comparing their interpretations of the design, symbols and colours in the rug

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
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Snapshot – Communication

Personal and Social capability: Social management: Communication

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8C05

experimenting with alliteration, repetition and word play by creating their own poems, raps or songs on selected topics, such as mevsimler, milli bayramlar

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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AC9LT8U01

apply knowledge of of spoken Turkish to enhance , and to respond to and in familiar and some unfamiliar

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Elaborations

- applying the rule in 2-syllable and understanding how this is related to , for example, burun-burnu, beyin-beyni, göğüs- göğsü, karın-karn and oğul-oğlu
- understanding sound assimilation in spoken Turkish which does not exist in the written form, for example, the written marj is pronounced marz, herkes is pronounced herkez and eczane is pronounced ezzane
- practising of and in , for example, the and of in mükemmel and tr- in tren,-ks- in faksla, sp- in spor , and pl- in plaj
- identifying the different use of in Turkish, learning how these affect meaning in , for example, gül, yüz, dolu, ben, aç and çay
- experimenting with and tempo in recitation of poems and ballads, developing understanding of the function of and applying it to unfamiliar and in more and

Students learn to:

apply knowledge of conventions of spoken Turkish to enhance fluency, and to respond to texts in familiar and some unfamiliar contexts

(AC9LT8U01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LT8U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U01

applying the vowel elision rule in 2-syllable words and understanding how this is related to suffixes, for example, *burun-burnu*, *beyin-beyni*, *gö■üs- gö■sü*, *kar■n-karn■* and *o■ul-o■lu*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U01

understanding sound assimilation in spoken Turkish which does not exist in the written form, for example, the written word ■arj is pronounced ■arz, herkes is pronounced herkez and eczane is pronounced ezzane

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U01

practising pronunciation of vowels and consonant clusters in loan words, for example, the stress and pronunciation of vowels in mükemmel and consonant clusters tr- in tren,-ks- in faksla, sp- in spor , and pl- in play

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U01

identifying the different use of homophones in Turkish, learning how these affect meaning in sentences, for example, gül, yüz, dolu, ben, aç and çay

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U01

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Resource – Turkish language resource

Turkish

Language support resource

The Turkish Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Turkish. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Turkish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LT8U02

apply understanding of grammatical structures and expressions to compose and respond to

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-

Elaborations

- applying reflexive, reciprocal, causative and passive verbal in simple , for example, Ozan y■kand■ ve sonra giyindi. (reflexive), Maçtan sonra arkada■■ ile bulu■tu. (reciprocal), Dün kuaförde saç■n■ kestirdi. (causative), Bugün i■ten kovuldu. (passive)
- applying formal and informal second person singular forms -n and -n(■)z , for example, Yeme■in haz■r! Yeme■iniz haz■r! And second person , sen and siz
- understanding and using the 3 types of reduplication for emphasis, for example, emphatic reduplication, kapkara, upuzun, -m reduplication, çirkin mirkin, Selma'y■ Melma'y■ görmedim., and doubling, as in yava■ yava■, iki■er iki■er, ko■a ko■a, a■laya a■laya
- using more complex , such as hem... hem de, ne... ne, ki, ancak, yoksa, oysa, hatta, , yani, -e göre as in Ay■e hem telefonda konu■ur hem de bilgisayarda oyun oynar. Zeynep ne telefonda konu■maktan ne de bilgisayarda oyun oynamaktan ho■lan■r
- using a range of interrogative endings and more complex interrogative , for example, Babam kahveyi yapacak m■? Sunumu beraber yap■yor muyuz? O da gelmesin mi?
- conjugating in different to form new and , for example, Aç■klad■m. Aç■klayacaklar. ■yi aç■kl■yor. Aç■klam■■.
- using different formed by adding such as etmek, kalmak and olmak to and attaching them to single-syllable , for example, yard■m etmek,affetmek, geç kalmak, sessiz kalmak, kaybolmak hasta olmak
- using different types of formal and informal forms, such as Han■m/Bey, Amca/Teyze, Han■mefendi/Beyefendi, Say■n, Abi/A■abey/Abla, Hoca/Ö■retmen, Bay/Bayan

Students learn to:

apply understanding of grammatical structures and expressions to compose and re

(AC9LT8U02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Grammar

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LT8U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the

search and rescue mission still went ahead.")

Whole text level

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

Group and word level

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

Sentence level

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part-whole, class-subclass, compare-contrast, cause and effect)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

applying reflexive, reciprocal, causative and passive verbal mood suffixes in simple sentences, for example, Ozan y■kand■ ve sonra giyindi. (reflexive), Maçtan sonra arkada■■ ile bulu■tu. (reciprocal), Dün kuaförde saç■n■ kestirdi. (causative), Bugün i■ten kovuldu. (passive)

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

applying formal and informal second person singular forms -n and -n(■)z , for example, Yeme■in

hazır! Yemeğinizi hazır! And second person pronouns, sen and siz

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

understanding and using the 3 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, aşıya aşıya

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Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

using more complex conjunctions, such as hem... hem de, ne... ne, ki, ancak, yoksa, oysa, hatta, , yani, -e göre as in Ayşe hem telefonda konuşur hem de bilgisayarda oyun oynar. Zeynep ne telefonda konuşmaktan ne de bilgisayarda oyun oynamaktan hoşlanır

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

using a range of interrogative word endings and more complex interrogative pronouns, for example, Babam kahveyi yapacak mı? Sunumu beraber yapılıyor muyuz? O da gelmesin mi?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

conjugating verbs in different tenses to form new words and phrases, for example, Açıkla. Açıklayacaklar. İyi açıklıyor. Açıklamam.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

using different auxiliary verbs formed by adding verbs such as etmek, kalmak and olmak to nouns and attaching them to single-syllable words, for example, yard■m etmek, affetmek, geç kalmak, sessiz kalmak, kaybolmak hasta olmak

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8U02

using different types of formal and informal honorific forms, such as Han■m/Bey, Amca/Teyze, Han■mefendi/Beyefendi, Say■n, Abi/A■abey/Abla, Hoca/Ö■retmen, Bay/Bayan

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AC9LT8U03

reflect on similarities and differences between Turkish and English and features, using

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-

Elaborations

- developing for identifying and explaining different types of structures relating to grammatical functions such as , object and predicate and comparing with English
- recognising the format and stylistic of different Turkish and English , such as addressing in formal and informal speeches, letters, emails and signing off
- understanding how Turkish and English achieve by using elements such as paragraphing or to sequence and link ideas and to maintain the flow of expression, for example, Öncelikle, Sonuç olarak, Bu yüzden gibi ba■laçlar
- applying their understanding of key features of familiar types of Turkish and English to understand unfamiliar content, for example, in print and digital public announcements, commercials, advertisements or itineraries
- comparing examples of in Turkish and English, such as horoscopes, advertisements or weather forecasts, explaining their choice of particular and
- analysing how in Turkish and English establish by identifying and expressions that suggest degrees of formality, and , for example, siz/sen, say■n, sayg■de■er, müstakbel, beyefendi/han■mefendi , the use of first-person diminutives, -c(i)■(i)m (anneci■im) with bey-bey amcac■■m or han■m teyzeci■im and with can■m-can■m teyzeci■im, kuzucuklar■m and can■m kuzucuklar■m

Students learn to:

reflect on similarities and differences between Turkish and English language structures, using metalanguage

(AC9LT8U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

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Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

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Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8U03

Continuum extract

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- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8U03

understanding how Turkish and English texts achieve cohesion by using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, Öncelikle, Sonuç olarak, Bu yüzden gibi bağlaçlar

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8U03

analysing how texts in Turkish and English establish register by identifying words and expressions that suggest degrees of formality, audience and context, for example, *siz/sen*, *sayın*, *saygıdeğer*, *müstakbel*, *beyefendi/hanımefendi*, the use of first-person diminutives, *-c(i)m* (*anneciğim*) with *bey-bey amcam* or *hanım teyzeciğim* and with *canım-canım teyzeciğim*, *kuzucuklarım* and *canım kuzucuklarım*

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8U03

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AC9LT8U04

reflect on and explain how is shaped by (s), (s), , and

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-

Elaborations

- sharing understandings of what is and of how it relates to and to , using statements such as *Kültür ... demektir, Kültür ... olur. Kültür ve dil bir milletin en önemli özelliklerindendir. Kültür dili, dil kültürü yaratır*
- identifying how , expressions and actions reflect relationships and social hierarchies in Turkish and considering how concepts such as respect and hierarchy are expressed in English, for example, the use of titles such as *bey/hanım*, *usta*, *çırak*, *muavin*, *yardımcı*, *paşa*, *öğretmen*, *hoca*
- reflecting on significant cultural experiences or events for example, *köy düğünleri*, *misafirperverlik*, *imece*, *komuluk ilrikleri*, *geleneksel kışlak yiyecek hazırlıkları*
- examining, in Turkish or English, how First Nations Australians' have strong connections to and how these can be compared to variation across Turkish-speaking countries and regions/regional
- explaining aspects of Australian lifestyles and terminology to Turkish-speaking friends and relatives, for example, the use of abbreviations and colloquialisms such as 'barbie', 'arvo', 'brekkie', 'g'day', 'fair dinkum' or 'no worries!'
- analysing humorous , such as comics, stories or dialogues between Turkish-speaking in Australia
- researching culturally-important symbols and how they relate to and national pride, such as symbols from historical events or in myths and legends

Students learn to:

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values

(AC9LT8U04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Analysing

- Interpret concepts and problems

Analysing

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Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

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Engaging with cultural and linguistic diversity

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Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8U04

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8U04

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8U04

sharing understandings of what culture is and of how it relates to language and to identity, using statements such as *Kültür ... demektir, Kültür ... olur*. *Kültür ve dil bir milletin en önemli özelliklerindendir. Kültür dili, dil kültürü yaratır*

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8U04

identifying how words, expressions and actions reflect relationships and social hierarchies in Turkish and considering how concepts such as respect and hierarchy are expressed in English, for example, the use of titles such as *bey/hanım, usta, çırak, muavin, yardımcı, paşa, öğretmen, hoca*

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT8U04

reflecting on significant cultural experiences or events for example, köy düğünleri, misafirperverlik, imece, komşuluk ilişkileri, geleneksel kışlak yiycek hazırlıkları

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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