# Turkish – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with the teacher and peers to share information about themselves and to exchange greetings, for example, Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk! They describe familiar objects and experiences that are important to them, for example, Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak, Bugün benim doğum günüm, and compare likes and dislikes, for example, Ben çileği çok severim, Ben elmayı hiç sevmem. They use repetitive language when participating in guided activities and use movement, gestures, pictures and objects to support meaning-making, for example, by singing and performing actions to songs such as Mini mini bir kuş donmuştu. They respond to familiar classroom routines, such as the opening and closing of lessons, and transition activities. They interact in classroom routines, by following instructions, for example, Ayağa kalkın! Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın,Tabletlerinizin ekranını açın, and taking turns. When interacting, they reproduce the sounds of Turkish and use intonation to distinguish between questions, statements and exclamations, for example, Geliyor musun? / Geliyorsun / Gelsene! They locate key words and information in simple spoken and written texts, such as names of people, places, or categories of objects, for example, meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar, and convey factual information about themselves, their family, friends and experiences, using gestures, support materials and simple statements such as Bugün ben en sevdiğim oyuncağı tanıtacağım. They respond to imaginative experiences through singing, drawing, movement and action, and create and perform simple imaginative texts, such as adaptations to Turkish songs, puppet performances and texts such as Keloğlan stories, using familiar language and non-verbal forms of expression. Students use vocabulary related to familiar contexts, for example, anne, kitap, kedi, and cognates, such as ev, okul, aile, hayvanlar. They use simple sentences with appropriate word order to communicate information about themselves. Students translate the meaning of Turkish words, phrases and gestures used in everyday contexts and situations, and create simple print or digital texts that use both Turkish and English. They identify differences in the ways they communicate and behave in Turkish- and English-speaking contexts, and identify themselves as members of different groups, including the Turkish class, their family and community.  Students identify the sounds of the Turkish language and Turkish spellings of specific phonemes, for example, /ı/, /ö/, /ü/, /ç/, /ğ/, /ş/. They identify parts of speech and basic rules of word order in simple sentences. They identify similarities and differences in features and structures of different types of familiar texts. They provide examples of different words, expressions and gestures that are used by speakers of Turkish to address and greet people in different contexts and situations. They identify words and expressions that different languages, including Turkish, have borrowed from each other. They identify how ways in which people use language reflect where and how they live and what is important to them. | By the end of Level 2, students identify the different sounds and rhythms of the Turkish language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Turkish through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Turkish sounds are represented by letters that may have diacritic marks, and they can match these with words, copying and combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Turkish. They expand their repertoire of Turkish words and phrases through listening, viewing and reading, and then progress to creating simple sentences and responses using modelled language.  Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Turkish using simple metalanguage. They start to develop written competence by copying letters, including those with diacritic marks, to form words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the spoken and written Turkish language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.  Students explore and recognise the influence of culture on language and identity. They recognise that Turkish is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | * Improved clarity and teachability to make the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands. To make the achievement standard more manageable to use for assessing, it now focuses on skill development rather than individual Turkish linguistic elements, which have been moved to elaborations. Adaptations made to support learning progression with links to the Victorian Early Years Learning and Development Framework (VEYLDF) |

### Content descriptions

#### VC2 strand: Engaging with Turkish Language and Culture

##### Sub-strand: Engaging with Turkish language

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | notice that Turkish looks and sounds different to other languages  VC2LT2E01 | * Newly created for the Engaging with Turkish Language and Culture strand |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LT2E02 | * Newly created for the Engaging with Turkish Language and Culture strand, to show progression from VC2LT2E01 |
| Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using language that are similar or different at home and at school [(VCTRC001)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC001)  Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns [(VCTRC003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC003) | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LT2E03 | * Combined and refined to make more concise, clearly articulating progression. Moved specific language examples to elaborations |

##### Sub-strand: Engaging with Turkish culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explore connections between language and culture through play and/or imagination  VC2LT2E04 | * New |

#### VC2 strand: Communicating meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using language that are similar or different at home and at school [(VCTRC001)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC001)  Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making [(VCTRC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC002)  Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns [(VCTRC003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC003) | communicate using formulaic and modelled language relating to aspects of their personal world  VC2LT2C01 | * Combined and refined to broaden context. Specific examples moved to elaborations |
| Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making [(VCTRC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC002)  Convey factual information about themselves, their family, friends and experiences using simple phrases, gestures and support materials [(VCTRC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC005)  Listen to, view and participate in readings of stories, rhymes or action songs, and respond through singing, drawing, gesture and action [(VCTRC006)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC006) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LT2C02 | * Combined and refined for clarity. Specific examples moved to elaborations |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks [(VCTRC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC004) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LT2C03 | * Refined. Specific examples moved to elaborations to improve clarity |
| Explain in English the meaning of everyday Turkish words, phrases and gestures, noticing which are similar or different to equivalent words in English or other known languages [(VCTRC008)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC008) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Turkish through play, and discover how languages influence each other  VC2LT2C04 | * Adapted from VCTRC008. Reference to ‘explore’ and ‘play’ incorporated to reflect the nature of early language learning and to connect to VEYLDF. Explicit reference to ‘sounds, words and phrases’ added to highlight progression from VC2LT2E02 |
|  |  | * Removed, with elements incorporated into other content descriptions, including VC2LT2E01 and VC2LT2U04 |

##### Sub-strand: Creating text in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Express imaginative experience in stories, songs, rhymes and puppet performances using sound patterns, familiar language and non-verbal forms of expression [(VCTRC007)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC007) | create spoken and written texts, copying letters, some with diacritic marks, as appropriate, and using words, familiar phrases and modelled language  VC2LT2C05 | * Refined for clarity. Broadened context by removing the word ‘imaginative’ and moving specific examples to elaborations |
| Create simple bilingual print or digital texts, such as captioned picture dictionaries, wall charts, labels for the classroom or ID cards [(VCTRC009)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC009) |  | * Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language [(VCTRU012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU012) | imitate the pronunciation and intonation of spoken Turkish, and understand how sounds are produced  VC2LT2U01 | * Refined to focus on oral and aural language skills to reflect the nature of language learning. Reference to reading and writing moved to VC2LT2U03 and VC2LT2U04 |
| Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences [(VCTRU013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU013) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LT2U02 | * New with elements of VCTRU013 included to reflect learning progression, and oral and aural language development |
| Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language [(VCTRU012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU012)  Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences [(VCTRU013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU013) | recognise and explore how the Roman alphabet, diacritic marks, and features of language are used to construct meaning in Turkish  VC2LT2U03 | * Combined and refined, with specific language examples moved to elaborations |
| Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences [(VCTRU013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU013)  Understand that language is organised as ‘texts’ that take different forms and use different structures to achieve their purposes [(VCTRU014)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU014)  Recognise that different languages, including Turkish, borrow words and expressions from each other [(VCTRU016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU016) | identify that written and spoken Turkish has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LT2U04 | * Combined and refined to make more concise. Elements of VCTRU013 and VCTRU014 incorporated |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice how using Turkish and English involves some different ways of communicating and behaving [(VCTRC010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC010)  Recognise that different words, expressions and gestures are used by speakers of Turkish to address and greet people in different contexts and situations [(VCTRU015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU015)  Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them [(VCTRU017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU017) | reflect on how language, culture and identity are interconnected and discuss how Turkish-speaking communities are similar to or different from others  VC2LT2U05 | * Combined and refined for clarity. Specific examples moved to elaborations |
| Identify themselves as members of different groups, including their family, community and school, using simple statements, gestures and support materials [(VCTRC011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC011)  Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them [(VCTRU017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU017) | identify where Turkish is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LT2U06 | * Combined and refined for clarity. Specific examples moved to elaborations |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| By the end of Level 4, students interact with the teacher and peers to exchange information about themselves and others, everyday routines and events at school and in their local Turkish and multilingual communities. They ask and respond to questions to elicit information about each other, for example, Kendini tanıtır mısın? Nerelisin? Ailen nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya’ya İzmir’den geldi and identify wishes associated with events in their communities, for example, Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun! They compare preferences, for example, Futbol yerine tenis oynamak istiyorum and exchange simple written forms of social correspondence, such as invitations, messages for birthdays, Mother’s and Father’s Days, religious celebrations and national days, for example, Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!. They use formulaic expressions to participate in shared tasks, activities and transactional exchanges such as working together to organise an event, for example, Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm. They use modelled language to interact in classroom routines, such as responding to questions, directions and requests, for example, Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız, asking for help or permission, for example, Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?, attracting attention and rehearsing new language. When interacting, they use Turkish pronunciation and intonation and apply the vowel harmony rule to high-frequency words. Students locate and organise key points of information in different types of spoken, written and visual texts relating to personal, social and natural worlds and, with the assistance of support materials such as photos and maps, present information about home, school and community. They respond to imaginative texts by making simple statements about favourite elements and acting out key events and interactions. They create simple imaginative texts using formulaic expressions and modelled language. Students use key grammatical forms and structures, such as verbs, adjectives and adverbs, to describe and elaborate on action, places and people, for example*,*mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürüandDün sabah geldi and conjunctions to link ideas. They express facts using simple present and past tense suffixes, and use negation and affirmation suffixes to form simple sentences, for example, biliyorum/ bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş. They translate and compare common Turkish and English expressions, words or gestures and create simple bilingual texts for the classroom and community. Students describe similarities and differences in ways of using language and interacting with people when communicating in Turkish and English, and identify how their individual and group sense of identity is expressed in the languages they use.  Students identify Turkish sound and writing patterns to pronounce and spell high frequency words. They use simple metalanguage such as isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler to talk about language. They identify ways that the features of texts differ according to mode and context, and compare Turkish texts with similar texts in English. They provide examples of how language use varies according to age, gender and social position, for example, lütfen yapmayın/yapmasana!/yapma!, and identify regional differences in language use, including dialects and accents. They identify how languages change over time, providing examples of Turkish words borrowed from other languages such as English and vice versa. They make connections between Turkish language and culture, identifying culture-specific terms, expressions and gestures. | By the end of Level 4, students use Turkish to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.  Students imitate the sound combinations and rhythms of spoken Turkish. They demonstrate their understanding that Turkish has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Turkish and make comparisons between Turkish and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Turkish language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in conversations about themselves and others, everyday routines and events at school and in their local communities [(VCTRC018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC018)  Respond to questions, directions and requests from the teacher and each other, and use questions and statements to ask for help or permission, to attract attention and to rehearse new language [(VCTRC020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC020) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LT4C01 | * Combined and refined to be more concise. Removed specificity of examples and activities |
| Participate in shared learning experiences and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items [(VCTRC019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC019) | participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures  VC2LT4C02 | * Refined to broaden context and to remove specificity of examples and activities for clarity |

##### Sub-strand: Mediating meaning in and between languages

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| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Locate and organise information in spoken, written and visual texts relating to personal, social and natural worlds [(VCTRC021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC021)  Engage with imaginative texts such as stories, puppet shows, songs or dance, identifying favourite elements and acting out key events or interactions [(VCTRC023)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC023) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LT4C03 | * Refined to specify macro skills more explicitly, including viewing. Reference to particular topics and text types removed to broaden the context and make it more concise |
|  | develop strategies to comprehend and produce Turkish, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LT4C04 | * New |

##### Sub-strand: Creating text in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey information about their home, school and community using simple statements and support materials such as photos, maps or charts [(VCTRC022)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC022)  Create simple imaginative texts, such as stories, dialogues, songs or chants, which allow for exploration and enjoyment of language [(VCTRC024)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC024) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LT4C05 | * Combined and refined to make it more concise. Activities and topics moved to elaborations |
| Identify common spoken Turkish expressions, words or gestures that translate/do not translate readily into English and words that are used in both languages [(VCTRC025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC025) |  | * Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |
| Create simple bilingual texts such as signs, notices or captions for displays for the classroom and wider school community [(VCTRC026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC026) |  | * Removed. Specific activities have been moved to the elaborations |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

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| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Understand and apply the principle of vowel harmony, experiment with Turkish pronunciation, intonation and spelling patterns [(VCTRU029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU029) | recognise sound combinations and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LT4U01 | * Refined for clarity. Progression articulated by adding ‘words, phrases and simple sentences’ |
| Understand and apply the principle of vowel harmony, experiment with Turkish pronunciation, intonation and spelling patterns [(VCTRU029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU029)  Understand and use key grammatical forms and structures, such as simple verb tenses, recognising how grammatical forms and functions are represented through suffixation [(VCTRU030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU030) | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LT4U02 | * Combined and refined. Improved teachability by articulating progression and moving specific examples to elaborations |
|  | recognise and compare familiar Turkish language structures and features with those of English and/or other languages, using simple metalanguage  VC2LT4U03 | * New |
| Notice characteristic features of simple spoken, written and multimodal texts that they use in their home and community and of similar texts in English [(VCTRU031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU031) |  | * Removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Understanding the interrelationship of language and culture

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Notice and describe differences and similarities in ways of using language and interacting with people when communicating in Turkish and in English [(VCTRC027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC027)  Explore their individual and group sense of identity and how this is expressed through the different languages they use [(VCTRC028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC028)  Understand that language varies according to factors such as the age, gender and social position of speakers, and that it involves regional dialects and accents [(VCTRU032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU032)  Recognise that languages change over time and that Turkish language is influenced by and also influences other languages and cultures [(VCTRU033)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU033)  Make connections between Turkish language and culture, for example, by identifying words, gestures, forms of address or expressions that reflect cultural values and practices [(VCTRU034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU034) | identify connections between personal identity, language and aspects of culture  VC2LT4U04 | * Combined and refined to be more concise. Reference to identity retained |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students use spoken and written Turkish to interact by sharing ideas and experiences, for example, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramında ben şiir okudum. Ramazan Bayramında dedem bana harçlık verdi. When interacting, they show interest and respect for others by actively listening and providing feedback, for example, Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin? They use action-oriented language to make shared arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, for example, Ben ne yapabilirim? Sen not alır mısın? Cevapları maddeler halinde yazsak daha iyi olur. and seek clarification, for example, Bu sayfayı mı okuyacaktık? They use evaluative language to reflect on learning activities and to provide each other with feedback, for example, Süper, harika, mükemmel, unutma, çok zor. Students use specific features of pronunciation, intonation and stress when interacting. They locate, classify and compare information about their physical environment and social and cultural worlds from a range of sources in different modes. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and sharing opinions on key elements such as storylines, characters, messages and themes, for example, Ben … çok beğendim çünkü …, … hiç sevmedim, Çok üzücüydü, and create and perform short imaginative texts based on a stimulus, concept or theme. When constructing texts, students use grammatical features of spoken and written language, such as negative and interrogative sentence structures, for example, Ramazan Bayramı’nda tüm okullar tatile girmeyecek; conjugations of verbs, for example, ‘oku-mak’: oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar; And oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar; and subject–verb agreement. When writing, they apply appropriate spelling and punctuation to a range of sentence types. Students translate simple texts from Turkish into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts and resources for their own language learning and to support interactions with non-Turkish speakers. Students identify ways in which their bilingual and bicultural experiences impact on their identity and influence how they communicate in Turkish and English.  Students apply their knowledge of vowels, consonants and suffixes to form new words, for example, kapkaççı, bankacı, yolcu, oduncu; sokak+-da=sokakta, süt+-de= sütte, and identify how vowel length and accent affect the meaning of words, for example, hala-hâlâ and kar-kâr. They distinguish between the structure and features of different types of texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience, for example, gelir misiniz lütfen?/gelin lütfen. Students provide examples of influences on the Turkish language over time, including the influence from other languages and cultures, for example, e-posta, yazıcı, tarayıcı, çevrimiçi. They explain how language use is shaped by values and belief systems, and identify why these may be interpreted differently by speakers of other languages. | By the end of Level 6, students initiate and use strategies to maintain interactions in Turkish that are related to their personal worlds and school environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share and discuss information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Turkish or English, adjusting their response to suit purpose.  Students use modelled structures when creating and responding in Turkish. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts, and using conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Turkish and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Turkish language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in spoken, written and digital interactions to share ideas and experiences, showing interest and respect for others [(VCTRC035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC035)  Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback [(VCTRC037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC037) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LT6C01 | * Combined and refined to be more concise. Specific examples and activities moved to elaborations |
| Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition [(VCTRC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC036)  Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback [(VCTRC037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC037) | participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideas  VC2LT6C02 | * Combined and refined to be more concise. Specific examples and activities moved to elaborations |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Gather, classify and compare information from print, digital and multimodal resources relating to their physical environment and social and cultural worlds [(VCTRC038)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC038)  Respond to imaginative texts such as TV programs, folktales, performances or cartoons by sharing opinions on elements such as storylines, messages, characters and themes [(VCTRC040)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC040) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LT6C03 | * Combined and refined to be more concise and to more explicitly articulate macro skills, including viewing. Specific examples of topics and activities moved to elaborations for clarity |
|  | apply strategies to interpret and convey meaning and/or intercultural understanding in Turkish in familiar non-verbal, spoken and written contexts  VC2LT6C04 | * New |

##### Sub-strand: Creating text in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey information about aspects of their own language(s), culture(s) and communities in suitable formats for different audiences and contexts [(VCTRC039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC039)  Create and perform expressive and imaginative texts such as stories, dance, skits or video clips based on a stimulus concept, theme or resource [(VCTRC041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC041) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LT6C05 | * Combined and refined to be more concise. Examples and activities moved to elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Translate simple texts from Turkish to English and vice versa, identifying elements that require interpretation rather than translation and noticing words that are similar but pronounced differently [(VCTRC042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC042) |  | * Removed. References to translation moved to elaborations |
| Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making [(VCTRU046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU046) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentences  VC2LT6U01 | * Refined to broaden context |
| Create bilingual texts such as websites, posters, class journals and menus to support their own learning and to assist interactions with non-Turkish speakers [(VCTRC043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC043) |  | * Removed. Specific activities have been moved to the elaborations |
| Recognise and apply grammatical features of spoken and written language, such as verbal conjugations and nominal declensions and modifications, negative and interrogative sentence structures and subject–verb agreements [(VCTRU047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU047)  Understand that spoken and written forms of Turkish both vary in terms of formality according to context, purpose and audience [(VCTRU049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU049) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LT6U02 | * Combined and refined to be more concise. Specific language elements moved to elaborations |
| Understand how different types of text in Turkish, including prose and verse, create effects to suit different audiences [(VCTRU048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU048) |  | * Removed. Specific text types and language elements have been moved to the elaborations |
|  | compare Turkish language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LT6U03 | * New |
| Understand that the Turkish language has evolved and developed through different periods of influence from other languages, cultures and changes [(VCTRU050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU050) |  | * Removed. The sub-strand ‘Language variation and change’ has been removed |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discuss the experience of switching between languages, noticing when they choose to use either Turkish or English and how each culture influences ways of communicating [(VCTRC044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC044)  Compare their experiences of moving between Turkish and English, identifying advantages and challenges in respect to being bilingual or multilingual [(VCTRC045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC045)  Reflect on how communities’ ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages [(VCTRU051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU051) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communication  VC2LT6U04 | * Combined and refined for clarity and to be more concise |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use spoken and written Turkish to initiate and sustain social interactions and to reflect on their experiences. They exchange ideas on topics such as Türkiye’ye ilk ziyaret, Avustralya’ya ilk geliş and offer and justify opinions, for example, Sana katılmıyorum çünkü..., Seninle tamamen aynı fikirdeyim. Students use action-related and spontaneous language to engage in shared activities that involve planning, transacting, negotiating and taking action, for example, Bana göre... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver. They use reflective and evaluative language to support their own and others’ learning, for example,Türkçe öğrenmek İngilizce öğrenmekten daha kolay*,*Bu sorularda çok zorlandım, Hem tekrar ederek hem yazarak öğreniyorum, and to manage discussion and debate, for example, inanıyorum ki, bana kalsa, anlıyorum ama katılmıyorum, bence, aynı fikirde değilim. When interacting, they apply pronunciation, rhythm and intonation in spoken Turkish to a range of sentence types. Students locate, collate and analyse information from a variety of texts to develop a deep understanding of events, personalities or circumstances. They convey information, ideas and perspectives on issues of interest in different modes of presentation using specialised and less familiar language. They respond to traditional and contemporary imaginative texts by interpreting and comparing how values, characters and events are represented and present, reinterpret or create alternative versions of imaginary texts in different modes. When creating texts, they use a variety of verb tenses and moods, for example, Ozan yıkandı ve sonra giyindi, Maçtan sonra arkadaşı ile buluştu. Dün kuaförde saçını kestirdi, Bugün işten kovuldu; reduplication, for example, kapkara, upuzun, çirkin mirkin, Selma’yı Melma’yı görmedim; doubling, for example, yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya; auxiliary verbs, for example, reddetmek, affetmek, kaybolmak; particles and honorific forms, for example, Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan. They translate and interpret texts from Turkish into English and vice versa, compare their versions and explain cultural elements. They produce short multimodal resources in Turkish and English that reflect the bilingual experience. They reflect on their own bilingualism, on the importance of language in intercultural communication and how their own biography contributes to their sense of identity and influences their ways of communicating.  Students identify and apply features of the Turkish sound and writing system to convey meaning in a range of texts, including identifying when sound assimilation in spoken Turkish does not exist in the written form, for example, onbaşı/ombaşı, herkes/herkez and eczane/ezzane. They use metalanguage to identify and explain different types of adverbs, adjectives and sentence structures relating to grammatical functions, such as predicates, subjects and objects. They explain how structure and organisation of texts depend on the context, audience and purpose of the exchange, for example, beğenmiyorum, hiç beğenmedim, bana yaramaz or iğrenç bir şey! They identify and explain regional and national variations in language use and how language use also varies according to context, mode of delivery and relationship between participants. They explain how and why their own use of Turkish has changed over time and depends on context. They explain how cultural values, ideas and perspectives are embedded in language use and communication styles. | By the end of Level 8, students initiate and maintain Turkish-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Turkish to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.  Students apply the conventions of spoken Turkish and continue to enhance fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Turkish text, using some metalanguage. They reflect on how the Turkish language, culture and identity are interconnected and compare this with their own language(s), culture(s) and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Turkish language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain a range of spoken and written social interactions and personal reflections, including discussion of their experiences as members of different friendship groups or language communities [(VCTRC052)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC052) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LT8C01 | * Refined to be more concise. Specific topics or examples moved to elaborations |
| Engage in shared activities in real or imagined situations that involve planning, transacting, negotiating, and taking action [(VCTRC053)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC053)  Interact with peers and teachers to complete learning activities and to support their own and others’ learning, by managing debate and discussion, checking understanding and reflecting on their learning [(VCTRC054)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC054) | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LT8C02 | * Combined and refined to be more concise. Specific examples and activities moved to elaborations |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access, collate and analyse information from different print, digital and visual sources to develop deeper understanding of events, personalities or circumstances [(VCTRC055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC055)  Interpret and compare representations of values, characters and events in a range of traditional and contemporary imaginative texts [(ACLTUC057)](http://www.scootle.edu.au/ec/search?accContentId=ACLTUC057)  Understand the influence of purpose, audience and context on the structure and organisation of texts, and apply this understanding to interpret unfamiliar texts [(VCTRU065)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU065) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LT8C03 | * Combined and refined to place greater emphasis on language use. Examples and activities moved to elaborations |
| Translate and interpret short texts from Turkish into English and vice versa, comparing versions and considering how to explain elements that involve cultural knowledge or understanding [(VCTRC059)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC059) |  | * Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |
| Produce short bilingual texts such as digital stories, comics, blogs and contributions to newsletters or websites which capture the experience of ‘living between languages’ [(VCTRC060)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC060) |  | * Removed. Specific activities have been moved to the elaborations |
|  | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LT8C04 | * New |

##### Sub-strand: Creating text in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information and personal perspectives on issues of local or global interest, using a range of spoken, written and multimodal forms [(VCTRC056)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC056)  Present, reinterpret or create alternative versions of songs, images or stories, adapting events or characters to different modes or cultural contexts [(VCTRC058)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC058) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LT8C05 | * Combined and refined to be more concise. Specific topics and activities moved to elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language [(VCTRU063)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU063) | apply conventions of spoken Turkish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LT8U01 | * Wording refined for clarity, with a focus on spoken language skills |
| Understand and use grammatical forms and structures such as reduplication, auxiliary verbs, particles and honorific forms, using metalanguage to identify or explain forms, structures and parts of speech [(VCTRU064)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU064) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LT8U02 | * Refined to be more concise. References to specific grammatical structures moved to elaborations |
| Understand and use grammatical forms and structures such as reduplication, auxiliary verbs, particles and honorific forms, using metalanguage to identify or explain forms, structures and parts of speech [(VCTRU064)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU064) | reflect on the structures and features of Turkish, and compare them with English and/or other languages, using some metalanguage  VC2LT8U03 | * Refined. References to specific grammatical structures moved to elaborations |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider their use of Turkish and English in different contexts, considering how their choices position them as intercultural communicators [(VCTRC061)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC061)  Consider how their personal biography, including family origins, traditions, interests and experiences, shapes their sense of identity and influences their ways of communicating [(VCTRC062)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC062)  Understand the nature of regional and national variations in language use and that language varies according to context, mode of delivery and relationship between participants [(VCTRU066)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU066)  Understand that language is not neutral and that its forms and usage reflect cultural values, ideas and perspectives [(VCTRU068)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU068) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LT8U04 | * Combined and refined to be concise. Examples and activities moved to elaborations |
| Understand how their own use of Turkish in social, school and community contexts has changed over time, discussing reasons for changes or adaptations [(VCTRU067)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU067) |  | * Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use spoken and written Turkish to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes. They exchange ideas, opinions and aspirations, for example, Türkçe öğretmeni olmak istiyorum. They use analytical and comparative language when comparing views, preferences and responses to different experiences, for example, Doktorluğu tercih ederim çünkü doktor olunca Türkçe konuşmak çok yararlı olacak. They use spontaneous language to participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives, for example, Bazıları böyle düşünse de ben tamamen farklı düşünüyorum. They extend discussions and justify their views by asking questions that invite reflection, analysis and comparison of experience, for example, okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun and by providing elaborated responses, for example, Türkçe’yi daha farklı ortamlarda rahatça kullanabiliyorum. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information from different perspectives and sources, and present information, views and perspectives on topics of interest in different modes and formats selected to suit purpose and audience. Students respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. They create a range of imaginative texts that reflect their bilingual and bicultural experiences and use language for effect. When creating texts, students use a variety of tenses, such as simple present, past, progressive, simple past perfect, for example, geldi, gitti, and evidential past perfect tense, for example, gelmiş, gitmiş, uyuyormuş. They use cohesive devices to sequence and connect actions and ideas in texts, and apply the rules of agglutination to adverbs, adjectives and nouns. They compare translations of Turkish texts and identify factors that may have influenced the translation. They create explanations in English of cultural and contextual references embedded in traditional and contemporary Turkish texts. They explain the relationship between language, culture and identity, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.  Students identify regular and irregular elements of spoken and written Turkish and apply their understanding to produce complex phrases and elaborated texts, and to participate in extended interactions. They analyse how grammatical elements such as agglutination and cohesive devices impact on mood, register and tense variation. They know how to construct a range of spoken, written and multimodal texts to suit context, purpose and audience, incorporating elements appropriate to culture and context. They analyse how spoken and written Turkish varies according to social roles, communities and contexts, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions, for example, özür dilerim/affınıza sığınırım, naber(nbr)/nasılsın. Students explain why languages and culture change over time, including the impact of education, new technologies, changing values and intercultural exchange. They explain the reciprocal and evolving nature of the relationship between language and culture. | By the end of Level 10, students contribute to and extend interactions in Turkish in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and evaluate information, ideas and perspectives in texts. They contribute to discussions involving diverse views, negotiate outcomes and compare experiences. They demonstrate understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.  Students incorporate features and conventions of spoken Turkish to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language, structures and features to make and predict meaning. They analyse Turkish texts using metalanguage. They reflect on their own cultural perspectives and identify and draw on their experience of learning Turkish to evaluate how this learning influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Turkish language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Exchange ideas, opinions and aspirations, comparing views, preferences and responses to different experiences, noting commonalities and differences [(VCTRC069)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC069)  Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives [(VCTRC070)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC070)  Ask and respond to questions that invite reflection, analysis and comparison of experiences, for example, as learners and users of Turkish in and out of school [(VCTRC071)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC071) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LT10C01 | * Combined and refined, and language use emphasised. Specificity of topics moved to be more concise. Contexts for interactions broadened to improve teachability |
| Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives [(VCTRC070)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC070) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LT10C02 | * Combined and refined to place emphasis on communication rather than activities. Specific teaching activities moved to elaborations |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Research, synthesise and evaluate information on a selected subject from a range of perspectives and sources, identifying how culture and context affect how information is presented [(VCTRC072)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC072)  Present information related to social and cultural issues or events of interest to their peer group, using different modes and formats to capture different perspectives [(VCTRC073)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC073) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LT10C03 | * Combined to be more concise and refined to articulate macro skills more explicitly, including the skill of viewing, to align with VCE |
| Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence [(VCTRC074)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC074) |  | * Removed. Specific activities have been moved to the elaborations |
| Compare translations of familiar Turkish texts, such as community notices or literary texts, considering factors that may have influenced the translation from one language to the other [(VCTRC076)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC076) |  | * Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |
| Create glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary and traditional Turkish texts [(VCTRC077)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC077) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LT10C04 | * Broadened to include ‘apply strategies’, allowing for improved teachability |

##### Sub-strand: Creating text in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create a range of imaginative or expressive texts that reflect elements of their experience of living in Turkish- and English-speaking communities, and using language for humorous or emotive effect [(VCTRC075)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC075)  Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural and contextual elements [(VCTRU082)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU082) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LT10C05 | * Combined and refined. Removed reference to imaginative or expressive texts to broaden range of texts for students to create |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand regular and irregular elements of spoken and written Turkish, and use elements such as affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions [(VCTRU080)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU080) | apply features and conventions of spoken Turkish to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LT10U01 | * Refined to improve teachability by moving specific language elements to elaborations |
| Understand regular and irregular elements of spoken and written Turkish, and use elements such as affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions [(VCTRU080)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU080)  Analyse how grammatical elements, such as rules of agglutination and cohesive devices, impact on more complex elements of text construction and word formation, such as mood, register and tense variation [(VCTRU081)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU081) | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LT10U02 | * Combined and refined to remove specific language elements. The words ‘to respond to’ added to make student output more explicit |
|  | reflect on and evaluate Turkish texts, using metalanguage to analyse language structures and features  VC2LT10U03 | * New |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on their language choices and styles of communicating when interacting with speakers of different languages, identifying strategies that assist in intercultural communication [(VCTRC078)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC078)  Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of thinking and communicating [(VCTRC079)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC079)  Understand that variations in the use of spoken and written Turkish relate to social roles, communities and contexts, and consider how and why these differ from similar variations in the use of Australian English [(VCTRU083)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU083)  Understand that Turkish and other languages and cultures continuously change over time, identifying influences such as education, changing values, new technologies and intercultural exchange [(VCTRU084)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU084)  Explore how the Turkish language and associated cultures, like all languages and cultures, are interrelated, how they shape and are shaped by each other in ways that change over time [(VCTRU085)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU085) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LT10U04 | * Combined and refined to be more concise and remove duplication. Specific examples moved to elaborations |

## 

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students interact with the teacher and peers to exchange information and express opinions, for example, Arkadaşlarımla sinemaya gitmeyi severim. They use descriptive and expressive language to share feelings and to express preferences such as Suyu gazoza tercih ederim. Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example, Haftada kaç kez … yapıyorsun? … hakkında ne düşünüyorsun? They interact in classroom routines and exchanges by asking and responding to questions, for example, Ben ne yapabilirim? Sen not alır mısın?, requesting help or permission, for example, Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız? and giving praise or encouragement, such as çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum. When interacting, they use the features of the sound system in their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, kapı açık kaldı, inanmıyorum, and questions, for example,gerçekten mi?Students locate key points of information from a range of spoken, written and visual texts, and present information related to social, cultural and environmental contexts using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing events, characters and messages, for example, beni… çok etkiledi çünkü …, Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı… Çok üzücüydü, Anlaşılması zordu. Students use imaginative language to create original or adapt familiar imaginative texts in different genres. They use key elements of Turkish grammar in spoken and written texts, such as basic rules of word order, for example, Ali topu attı, Ali topu al ve at! and Ali topu Tarkan dan sonra bana atar mısın?, adjectives, for example, mavi köşkte adverbs, for example, çok dikkatli yürü, postpositions, for example, dün sabah geldi, verb tenses and subject–verb agreement, for example,Defne yemekten sonra ödevini yaptı ve uyudu*.* They apply rules of agglutination to verbs, for example, bilmiyorum/biliyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş, and nouns, for example*,*ev-e, ev-i, ev-de, ev-den,kebapçı, simitçi. They translate and interpret familiar texts from Turkish into English and vice versa, identifying words and phrases that are not easily translated, such as imece**,**hayırlı olsun**,**nazar değmesin, and create shared bilingual texts to support their own learning. They compare ways of communicating in Turkish and English and explain how being bilingual influences their cultural identity and ways of communicating.  Students apply elements of the Turkish writing system to write and spell unfamiliar words, including symbols and characters, for example, hala-hâlâ, kar-kâr, kitap-kitabı, ağaç-ağacı, vowel harmony and sound assimilation of consonants. They identify how grammatical forms and functions are represented through agglutination. They identify the characteristic features of different types of texts and compare these features with texts in English to identify similarities and differences. They describe how language use varies according to age, gender, social position or region. Students provide examples of how the Turkish language has changed over time due to different influences and interactions, identifying Turkish words that have emerged through contact with other languages, for example, e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek. They identify the relationship between language and culture and describe how languages reflect personal and community experience and values | By the end of Level 8, students use Turkish to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Turkish or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences, grammatical structures and some textual conventions to create Turkish texts appropriate to audience.  Students begin to use pronunciation, intonation and rhythm in spoken Turkish to develop fluency. They demonstrate understanding that Turkish has conventions for non-verbal, spoken and written communication. They comment on aspects of Turkish and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Turkish language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher to socialise, exchange information and opinions, talk about personal worlds [(VCTRC086)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC086) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LT8CM01 | * Context broadened to improve teachability |
| Interact in classroom routines and exchanges, such as asking and responding to questions, requesting help, repetition or permission, giving praise or encouragement [(VCTRC088)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC088) | develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LT8CM02 | * Refined. Context broadened by moving prescriptive elements to elaborations |
| Plan and participate in collaborative activities such as performances, displays and events which involve planning, transacting and negotiating [(VCTRC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC087) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LT8CM03 | * Refined. Contexts for interacting broadened by moving prescriptive activities to elaborations, improving teachability |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify key points of information such as details about people, places or events in a range of spoken, written and digital texts and use the information in new ways [(VCTRC089)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC089)  Convey information, obtained from personal, community and media sources relating to their own cultural, social and environmental contexts, using spoken, written and digital modes of communication [(VCTRC090)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC090)  Engage with imaginative and creative texts such as stories, cartoons, poems and songs, identifying favourite elements and discussing events, characters and messages [(VCTRC091)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC091) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LT8CM04 | * Combined and refined. The macro skill of viewing articulated. Expanded to include reference to student responses considering context. Prescriptive activities and elements moved to elaborations |
| Convey information, obtained from personal, community and media sources relating to their own cultural, social and environmental contexts, using spoken, written and digital modes of communication [(VCTRC090)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC090)  Understand that Turkish language use varies according to factors such as age, gender, social position or regional variation [(VCTRU100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU100) | develop and apply strategies to interpret and respond to Turkish texts, and to convey meaning and intercultural understanding in Turkish in familiar contexts  VC2LT8CM05 | * Combined and refined for clarity |
| Translate and interpret familiar texts such as public signs, song titles or menus from Turkish to English and vice versa, noticing which words or phrases translate easily and which do not [(VCTRC093)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC093) |  | * Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |
| Create shared bilingual texts and learning resources such as word banks, glossaries, displays and digital presentations [(VCTRC094)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC094) |  | * Removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Creating text in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reinterpret or create texts that involve imagination and creativity, experimenting with a range of expressive and performance genres [(VCTRC092)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC092) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures and some textual conventions  VC2LT8CM06 | * Activities moved to elaborations and context broadened |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand the relationship between the sounds, rhythms, stress and intonation patterns of spoken Turkish, and recognise elements of the written language, such as spelling patterns, agglutination, vowel harmony and symbols [(VCTRU097)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU097) | recognise and apply the sounds and conventions of spoken Turkish to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LT8UL01 | * Refined for clarity. Reference to fluency added to support the learning progression. Specific language elements moved to elaborations to improve teachability |
| Recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions and sentence structures, recognising how grammatical forms and functions are represented through agglutination [(VCTRU098)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU098) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LT8UL02 | * Combined and refined by removing prescriptive language elements to broaden context. References to audience and text type added to support students to create texts for specific purposes |
| Identify features that characterise different types of texts in Turkish, comparing them with similar texts in English [(VCTRU099)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU099) | compare the structures and features of Turkish with English and/or other languages using some metalanguage  VC2LT8UL03 | * Refined for clarity and to improve teachability. Comparison with other languages added to acknowledge Victoria’s multilingual student population. Explicit reference to metalanguage added to support literacy more broadly |

**Sub-strand: Understanding the interrelationship of language and culture**

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider similarities and differences in ways of communicating in Turkish and English, noticing how/when they choose to use either language or both languages [(VCTRC095)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC095)  Consider the nature of identity and of cultural experience, reflecting on how their linguistic and cultural background contributes to their sense of identity [(VCTRC096)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC096)  Understand that Turkish language use varies according to factors such as age, gender, social position or regional variation [(VCTRU100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU100)  Understand the relationship between language and culture, reflecting on how language reflects personal and community experience and values, and may be differently interpreted by speakers of other languages [(VCTRU102)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU102) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LT8UL04 | * Combined and refined to be more concise and to remove duplication. Specific language examples moved to elaborations |
| Recognise that the Turkish language has evolved and developed through different periods of time, across different contexts and as a result of different influences and interactions, and that it is related to many other languages and has influenced other languages used in the Australian community [(VCTRU101)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU101) |  | * Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students interact in written and spoken Turkish to exchange and compare views and experiences on personal, local and global issues, for example, liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiating, problem-solving and taking action, for example, Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen. They offer opinions, for example, bana göre, and justify them, for example, şöyle ki, Haklısın ama bence …. They engage in structured discussions by asking and responding to questions, for example, görüşünü destekleyecek kanıtın var mı? and expressing agreement or disagreement, for example, seninle aynı fikirde değilim. When speaking, they apply the vowel elision rule to suffixes of multisyllabic words, the principles of word stress to pronounce unfamiliar words and phrases and intonation patterns, stress and tone to contribute to the cohesion of longer spoken texts. Students organise and classify information and ideas obtained from different sources, re-presenting content in new formats for different audiences. They convey information and perspectives using different modes of presentation appropriate to a variety of contexts and to achieve different purposes. They share their responses to a range of traditional and contemporary imaginative texts by describing key elements, including settings, themes and values and discussing the representation of characters and events. They use expressive, descriptive and evocative language to produce imaginative texts in a range of modes and formats selected to suit particular audiences. When writing, they identify and use a variety of verb moods, such as potential, for example, yazabilmek, koşabilmek, *reflexive*, for example, Tayla giyindi ve süslendi, reciprocal, for example, Babası ile araba için tartıştı, causative, for example, Dün kuaförde saçını boyattı and passive, for example, Pirinç ayıklandı ve pilav pişirildi. They use grammatical forms such as auxiliary verbs, for example, yardım etmek, namaz kılmak, ayıp olmak; particles, for example, karşı, gibi, beri, dek, kadar, üzere; and honorific forms, for example, Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Ablai, Hoca/Öğretmen, Bay/Bayan/. Students translate and interpret a range of texts from Turkish into English and vice versa, explaining how cultural elements affect meaning. They produce a range of multimodal resources in Turkish and English for the wider community which reflect the bilingual experience. They explain their language choices and communicative behaviours in different intercultural interactions and identify the adjustments they make according to context. They explain how language, culture and identity shape and reflect ways of communicating and thinking.  Students apply their understanding of the Turkish writing system, including spelling patterns, symbols, characters and punctuation, to express complex ideas and information and to engage in extended interactions. They use metalanguage to explain language forms, structures and conventions. They apply their understanding of texts to construct a range of written, spoken and multimodal texts, incorporating elements appropriate to culture and context. They explain how language use varies according to roles, relationships and contexts, and make comparisons with other languages, including English. They identify influences, such as technology and social media on Turkish and other languages, such as abbreviations in text messages, for example, nbr (ne haber), tmm (tamam), slm (selam), kib (kendine iyi bak), bye (güle güle) and aeo (allaha emanet ol). They explain variations in their own language use in different contexts, the reciprocal and evolving nature of the relationship between language and culture, and how cultural experiences, values and identities are reflected in language. | By the end of Level 10, students initiate and sustain Turkish to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Turkish or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Turkish to create texts.  Students apply features and conventions of spoken Turkish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Turkish texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Turkish, to discuss how this influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Turkish language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Exchange views and information on local and global issues, including aspects of their own lives, such as family relationships and responsibilities, education and community [(VCTRC103)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC103) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LT10CM01 | * Refined by removing prescriptive elements and broadening context |
| Contribute to structured discussions and shared learning experiences by asking and responding to questions, clarifying statements, demonstrating understanding, expressing agreement or disagreement and reflecting on their learning [(VCTRC105)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC105) | use Turkish language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LT10CM02 | * Refined by moving specific elements to elaborations |
| Participate in individual and collaborative projects and learning experiences that involve brainstorming, negotiating, transacting, problem-solving and action [(VCTRC104)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC104) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LT10CM03 | * Refined to focus on communicative language use. Specific elements moved to elaborations |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Organise and classify information compiled from different sources in different modes of presentation, re-presenting chosen elements in formats suitable for particular audiences [(VCTRC106)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC106)  Present information collected from different sources that represents different perspectives on selected issues or activities, using appropriate modes of presentation to suit different contexts and purposes [(VCTRC107)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC107) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LT10CM04 | * Combined and refined to be more concise. Macro skills articulated, including the skill of viewing, to align with VCE |
| Respond to a range of traditional and contemporary creative and imaginative texts, describing settings, identifying key themes and values and discussing the representation of characters and events [(VCTRC108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC108)  Translate and interpret a range of texts, including conversational exchanges, proverbs, media and literary texts, considering the role of culture when transferring meaning from one language to the other [(VCTRC110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC110) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LT10CM05 | * Combined and refined. Context broadened by removing prescriptive elements. Reference to translating removed to focus on essential skills and to improve teachability. Explicit reference to intercultural understanding included |

##### Sub-strand: Creating text in Turkish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative texts in different modes and formats to entertain, convey ideas and express emotions for particular audiences [(VCTRC109)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC109) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LT10CM06 | * Reference to imaginative texts removed for clarity and to broaden range of texts. Reference to student responses retained to suit a varying range of audiences |
| Produce bilingual texts for the school or wider community, such as instructions, presentations, commentaries or contributions to newsletters that capture the experience of ‘living between languages’ [(VCTRC111)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC111) |  | * Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions [(VCTRU114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU114) | apply features and conventions of spoken Turkish to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LT10UL01 | * Refined for clarity. Specific language elements moved to elaborations to improve teachability. The words ‘enhance and extend fluency’ added to support the learning progression |
| Understand and use grammatical forms such as verb moods, auxiliary verbs, particles and honorific forms, and use metalanguage to identify or explain language forms, structures and conventions [(VCTRU115)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU115)  Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements [(VCTRU116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU116) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LT10UL02 | * Refined. Specific language elements moved to elaborations to improve teachability. The words ‘a range of texts’ added to reinforce the use of grammatical structures in communicative contexts. Reference to ‘some complex structures’ added to support the learning progression |
| Reflect on their own and others’ language choices when interacting in bilingual/bicultural situations, identifying adjustments they make and strategies they adopt to assist in intercultural communication [(VCTRC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC112) | reflect on and evaluate Turkish texts, using metalanguage to discuss language structures and features  VC2LT10UL03 | * Refined and reworded for clarity. Explicit reference to metalanguage added to support literacy more broadly |
| Investigate changes to Turkish over time and across contexts, reflecting on changes in their personal use of the language [(VCTRU118)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU118) |  | * Removed. The sub-strand ‘Language variation and change’ has been removed |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking [(VCTRC113)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC113)  Understand that variations in the use of spoken and written Turkish relate to roles, relationships and contexts, and consider how and why these differ from similar interactions in English [(VCTRU117)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU117)  Understand that the Turkish language and associated cultures shape and are shaped by each other in ways that change over time and across contexts, and that cultural experience, values and identities are reflected in language [(VCTRU119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU119) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LT10UL04 | * Combined, refined and reworded for clarity |