



Languages Other Than English

STUDY DESIGN

Turkish

Board of Studies
2000

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)
Turkish

The following agencies have contributed to this document:

Board of Studies, New South Wales
Board of Studies, Victoria
Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

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IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is the standard version of Turkish, the official language of Turkey as exemplified in Turkish Radio and Television Corporation (TRT) broadcasts.

Standard Turkish must be used in writing. Regional variations in pronunciation and accent will be accepted. Linguistic information about the language is contained in the publications of the Ministry of National Education in Turkey. Guidance on correct spelling is provided in the most recent publication of *Türk Dil Kurumu İmla Klavuzu*.

RATIONALE

The study of Turkish contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Turkish-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Turkish develops students' ability to understand and use a language which, in addition to being the official language in the Republic of Turkey, is also spoken in northern Cyprus, and several European countries, including the Balkan regions. Dialects of Turkish are also used in Iraq, Iran, Azerbaijan and Turkmenistan.

Australia has strong business ties with Turkey. Turkish businesses, clubs, educational institutions, social and professional associations and radio/TV programs all contribute to the cultural and economic wealth of Australia.

In conjunction with other skills, a knowledge of Turkish may enhance students' vocational opportunities in areas such as tourism, the media, health, government and translating and interpreting.

AIMS

This study is designed to enable students to:

- use Turkish to communicate with others;
- understand and appreciate the cultural contexts in which Turkish is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Turkish and English, and/or other languages;
- apply Turkish to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

ENTRY

Turkish is designed for students who will, typically, have studied Turkish for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Turkish to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 48–50.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's VCE Administrative Handbook for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Turkish the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

Areas of study

Units 1–4 Common areas of study

The areas of study for Turkish comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Turkish-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 22 and 23.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Turkish-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, family and friends, home and community, personal values and priorities, life at school.</i> • Future aspirations <i>For example, education, career choice, marriage.</i> • Leisure <i>For example, entertainment, travel, hobbies and interests, sport and health.</i> 	<ul style="list-style-type: none"> • Migration <i>For example, past and present causes of immigration, settlement patterns, contributions and achievements, adaptation.</i> • Cultural diversity <i>For example, religion, cuisine, celebrations and festivals, traditional values.</i> • Tourism <i>For example, geography, historical sites and natural assets, tourism industry, travel/accommodation.</i> • Arts and entertainment <i>For example, traditional and modern art/music/writing, an artist/writer of significance, leisure activities at home/in the city/in the country.</i> 	<ul style="list-style-type: none"> • World of work <i>For example, careers and occupations now and in the future, the impact of technology, work and safety.</i> • The younger generation <i>For example, harmful addictions (their role and impact), the role of peer groups, cultural conflict and cohesion (within the family and society).</i> • Issues now, and in the future <i>For example, environmental problems and solutions, globalisation, modernisation (benefits and drawbacks), human rights now and in the future, changing role of men and women and the impact of this on society.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Invitation	Report*
Announcement	Journal/diary entry*	Résumé*
Article*	Map	Review*
Chart	Menu	Song
Conversation*	News item	Story/narrative account*
Discussion*	Note/message*	Survey
Editorial	Personal profile	Table
Email	Play	Text of an interview*
Film	Poem	Text of a speech*
Formal letter*	Postcard	Timetable
Informal letter*	Recipe	Travelogue

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 30.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verb	tense (indicative) and personal suffices	
Simple	present future aorist <i>di</i> past (simple past) <i>miş</i> past (referential)	<i>görüyorum, okuyorum</i> <i>görecek, okuyacak</i> <i>görürsün, okursun</i> <i>gördü, okudu</i> <i>görmüş, okumuş</i>
Compound	future in the past habitual past past continuous pluperfect	<i>görecekti, okuyacaktı</i> <i>görürdü, okurdu</i> <i>görüyordu, okuyordu</i> <i>görmüştü, okumuştü</i>
Copula	omission of copula in informal speech (<i>-dir ekinin düğmesi</i>) participle gerund voice (passive)	<i>Ağabeyim asker (dir)</i> <i>gelen, olmayacak</i> <i>diye</i> <i>görülür</i>
Mood	imperative (formal and informal) necessitative (<i>gereklilik</i>) conditional (<i>part</i>) subjunctive (<i>dilek-part</i>)	<i>bakınız, bak</i> <i>görmeli</i> <i>görürse</i> <i>görse</i>
Other forms	reflexive (<i>dönüplü</i>) reciprocal (<i>ihtiş eylem</i>) causative (<i>ettirgen</i>) interrogative (<i>soru</i>) negative (<i>olumsuz</i>) negative interrogative (<i>olumsuz soru</i>) adverbial suffix (<i>-ce</i>) repeated adjectives and nouns as adverbs	<i>görünmek, bakınmak</i> <i>görüşmek, bakışmak</i> <i>gödürmek, baktırmak</i> <i>görür mü, bakar mı</i> <i>görmedi, bakmadı</i> <i>görmedi mi, bakmadı mı</i> <i>güzelce, yavaşça</i> <i>güzel güzel, kapı kapı</i>
Adverb	adverbs of place adverbs of time adverbs of manner	<i>içeri, yukarı, öte</i> <i>ağşamları, yaza, kışın</i> <i>iyice</i>

Noun case	nominative	<i>ev, okul</i>
	accusative	<i>ev-i, okul-u</i>
	genitive	<i>ev-in, okul-un</i>
	dative	<i>ev-e, okul-a</i>
	locative	<i>ev-de, okul-da</i>
	ablative	<i>ev-den, okul-dan</i>
Noun phrase	simple	<i>tuğla ev</i>
	indefinite	<i>öğretmen evi</i>
	definite	<i>komşunun evi</i>
	compound noun	<i>yayınevi</i>
	verbal noun	<i>yüzme, yemek</i>
Adjective	attributive	<i>uzun yol, cesur adam</i>
	demonstrative	<i>bu yol, şu adam</i>
	quantifier	<i>bir yol</i>
	interrogative	<i>hangi yol</i>
	comparative	<i>daha zor</i>
	superlative	<i>en zor</i>
	intensifying	<i>beyaz, bembeyaz; kuru, kupkuru</i>
	indication of number (omission of plural <i>-ler/lar</i> suffix)	<i>yirmi asker</i>
Pronoun	personal	<i>ben, sen, o, biz, siz, onlar</i>
	demonstrative	<i>bu, şu, o, bunlar, şunlar, onlar</i>
	pronominal <i>ki</i>	<i>çocuğunki</i>
	reflexive	<i>kendi</i>
	interrogative	<i>kim, kimin, hangisi</i>
	indefinite	<i>biri, bazıları</i>
Postposition	primary	<i>üzere, gibi, kadar, ile, için</i>
	secondary	<i>hak, hakkında; taraf, tarafından; yüz, yüzünden</i>
Numeral	number marker	<i>tane</i>
	sequential	<i>beşinci</i>
Conjunctions		<i>ve, ama, fakat</i>
Sentence and Phrase Types	statements	
	questions	
	simple, compound, and complex sentences	
	position of adjective altering meaning	<i>iri bir kuş, bir iri kuş</i>
	adjectival phrases	
	noun phrases	
	adverbial phrases	
	direct and indirect speech	

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a written or spoken exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to cues for turn taking;
- self-correct/rephrase or use fillers to maintain communication;
- communicate in a range of text types, for example, letter, fax, email, voice mail and telephone, as well as face-to-face;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;

- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types; for example, review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant reference materials;
- provide personal comment/perspective on aspects of texts;
- respond appropriately for the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Turkish are assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Turkish or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Turkish or English.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student responds in Turkish to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Turkish, and the other a response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a written or spoken exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreement and reach decisions;
- obtain and provide goods, services or public information;
- link and sequence ideas and demonstrate clarity of expression in spoken or written form;
- initiate, maintain, direct as appropriate, and close an exchange;
- use stance, gesture, facial expression to enhance meaning and persuade;
- use appropriate non-verbal forms of communication;
- use examples and reasons to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;
- infer points of view, opinions and ideas;

UNIT 2

- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types, for example, journal entry, story;
- use structures related to describing, recounting, narrating, reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence main ideas and events logically;
- use stylistic techniques such as repetition, questions and exclamations;
- vary language for audience, context and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Turkish are assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in Turkish to all assessment tasks selected.

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Turkish-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Turkish-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Turkish community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers, and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of questions forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas and information.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

UNIT 3

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Turkish-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Turkish-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

UNIT 4

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Turkish-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Turkish.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Turkish-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Turkish in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Turkish covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Turkish for responses in Turkish.

Section 2: Reading and responding*Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Turkish to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Turkish of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Turkish of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Turkish. The task will be phrased in English and Turkish for a response in Turkish.

Section 3: Writing in Turkish*Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Turkish.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Turkish. The tasks will be phrased in English and Turkish for a response in Turkish.

UNIT 4

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions.	Formal letter/fax/email. or Role-play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Turkish or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Turkish or English.	2 Listen to, read, and extract and use information and ideas from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in written or spoken form.	Journal entry. or Personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Turkish-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. and A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Turkish	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Turkish	10 5
Three- to four-minute interview.	10	Writing	7.5

UNIT 4

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 34.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.


USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Turkish, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
The individual	bring family photographs to class and talk about each member of the family, including yourself
Topic	
Personal identity	view a video about a Turkish family and write down a description of the personal and physical characteristics of each family member
Grammar	
Imperatives, present tenses, direct and indirect speech	write an article comparing key features of family life in Turkey and Australia
Text types	
Conversation, informal letter, article	 reply to a friend's email telling them about a significant family event

Example assessment task	
Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.	Take part in a conversation focusing on aspects of your family life.

Unit 1

Theme

The Turkish-speaking communities

Topic

Cultural diversity

Grammar

Past tenses, simple present, adverbs of frequency, passive

Text types

Speech, poem, report, notes

Examples of learning activities

read encyclopaedia entries and summarise in note form the historical facts which underpin present-day celebrations

watch a documentary film, e.g. *Kurtulus* and take notes of the events that shaped today's Turkish republic

make a list of religious and national festivals in chronological order for the year; select one and analyse its cultural origin

describe a *bayram* gathering organised by Turkish communities in a brief report

prepare a speech to be given to a group of students about the meaning and importance of a national celebration

recite a poem based on a national celebration

Example assessment tasks

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Listen to the account of a festivity and complete a table of the key features and origins mentioned.

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Write an article for your school magazine explaining why in your view, a documentary film such as *Kurtulus*, is a useful film for everyone to see.

Unit 1

Theme

The changing world

Topic

Issues now, and in the future

Grammar

Noun phrase, syllable reduction, numerals

Text types

Chart, interview, film, talk, article, report

Examples of learning activities

watch a film, e.g. *Sosyete Saban* and discuss how modernisation has changed society in the city and in the country

listen to an interview and note the key changes mentioned

prepare a chart to show the history of identified changes in Turkey and reasons given

interview a person about their views on women's roles today and prepare a brief oral report

read about current issues in relation to women's role at work in Turkey and possible solutions; prepare a written report

Example assessment task

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Read a text outlining role expectations in the last century and use the information to complete a chart of issues and changes.

Unit 2

Theme

The Turkish-speaking communities

Topic

Migration

Grammar

Noun cases, causatives, adjectives, vowel harmony

Text types

Survey, talk, notes, article, report, journal entry

Examples of learning activities

read articles to collect information on population movement within Turkey

listen to interviews and use information to summarise factors affecting population movement

conduct a survey among Turkish migrants to find out reasons for migration to Australia and make a list of the factors underlying migration

write an article about some of the difficulties confronting migrants who come from Turkey to Australia

give a short talk to your class about an aspect of migration



using website addresses provided, note the impact of population movement

write a short article on the contribution made by a Turkish migrant

prepare notes for a debate arguing for or against the idea that migration has positive results for all

write a report in which you detail some advantages of living in a multicultural society

Example assessment tasks

Outcome 2: Listen to, read, and extract and use information from written and spoken texts.

Listen to an interview and use the information to write an informative article for a magazine about the challenges faced and overcome in this instance of living in a new country.

Outcome 3: Give expression to real or imaginary experience in written or spoken form.

Imagine you have just arrived in a new country. Write a journal entry in which you reflect on the challenges and possibilities ahead.

Unit 2

Theme

The individual

Topic

Future aspirations

Grammar

Future tenses, sound assimilation, syllable reduction, conjunctions

Text types

Advertisement, formal letter, resume, personal profile, telephone call, speech

Examples of learning activities

read and collect advertisements for different types of employment detailing the skills required

respond to a job advertisement by writing an application letter and a résumé

take part in a debate 'is a high level of education really useful?'



search the Internet for employment where knowledge of Turkish is required, and make notes as the basis for an article

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Write a formal letter requesting further information in response to an advertised part-time job.

Unit 2

Theme

The changing world

Topic

The younger generation

Grammar

Adverbs of place, time and manner,
necessitative mood, adjectival phrases

Text types

Announcement, email, news item, article

Examples of learning activities

listen to an extract from a radio show and summarise the main issues covered

write an announcement for the school bulletin board about a forthcoming activity encouraging younger students to attend

read a text about the generation gap; in groups discuss the differences mentioned and their impact



write an email to convince a friend who has recently left school to return



search the Internet for statistics on harmful addictions among young people, and use the information to write a letter to the editor calling for urgent action

in class, discuss the possible reasons for drug addiction, and some solutions in preparation for an oral report

Example assessment task

Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts.

Read a report with attached statistics, and use the information to write an article alerting young drivers to the need for practice as well as training, if accidents are to be reduced.

Unit 3

Theme

The changing world

Topic

Issues now and in the future

Grammar

Conditional and subjunctive moods, postpositions

Text types

Advertisement, leaflet, report, documentary

Examples of learning activities

view a documentary that shows the current and future effects of pollution; discuss which areas need more effort to ensure a safe future for the world

write an advertisement stressing the importance of conservation, by, for example, recycling goods



use the Internet to research a selected environmental issue; make notes for use in a discussion

write a leaflet outlining the dangers of industrial pollution and measures that must be taken now for the sake of the future

read texts about air pollution and discuss the measures suggested to reduce this danger

Example assessment task

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

It is the year 2050. Write a report on the current state of affairs in relation to an environmental issue, emphasising either the good work that has been done, or the strong measures that are needed.

Unit 3

Theme

The changing world

Topic

Issues now and in the future

Grammar

Reflexive and reciprocal verb suffixes, *mis*
past tenses, nouns, negation

Text types

Article, discussion, speech, brochure

Examples of learning activities

read tourist brochures about Turkey; complete a chart to establish the most cost efficient destinations and make notes on places of interest/tourist attractions

view a video promoting tourist destinations in Turkey, and note the ways in which the video tries to influence viewers

debate: Increase tourism – a positive or negative move?

read an article on national treasures and the need for them to be returned to their country of origin; summarise the arguments presented

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Listen to an interview about the impact of tourism on a local community. Write a review of the interview explaining how the positions taken by those interviewed reflect their own interests rather than those of the whole community.

Unit 3

Theme

The individual

Topic

Leisure

Grammar

Revision of texts, direct and indirect speech

Text types

Journal entry, email, brochure, role-play, postcard, message

Examples of learning activities

write a journal entry in which you describe a memorable day during a holiday

send a postcard to a friend briefly explaining why you have selected the particular postcard, and its appeal to you

listen to a recorded message from a friend and return the call responding to the message

read about some unusual leisure activities and jot down notes on these pursuits for a short talk in class



write an email message to reserve accommodation, and enquire about special rates and group bookings

read an article about the importance of balancing work and leisure; use the information to create a brochure for students

Example assessment task

Outcome 3: Exchange information, opinions and experience.

A three- to four-minute role-play, focusing on the resolution of an issue.

A friend is overworking. Convince them of the need to maintain a balance, referring to your own experience, as well as factual evidence.

Unit 4

Theme

The Turkish-speaking communities

Topic

Arts and entertainment

Grammar

Complex sentences, coordinating and subordinating clauses, word order

Text types

Biography, novel, review, discussion, report, speech

Examples of learning activities

read a novel (for example, *Sessiz ev* by Orhan Kemal) and make notes on the content

discuss setting, characters, plot and the author's style

give a speech on an issue dealt with in the novel, stating your position on the issue



use the Internet to obtain information for a short biography of an author, e.g. Orhan Pamuk

Example assessment task

Outcome 1: Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read two articles about a writer of significance. Write a report comparing the views presented.

Unit 4

Theme

The changing world

Topic

The world of work

Grammar

Noun and adjectival clauses, comparatives and superlatives, conjunctions

Text types

Report, debate, talk

Examples of learning activities

read texts on the changing social status of women and summarise the points made

view a film (for example, *Berdel*) and discuss the importance accorded to male children at the expense of female children



use the Internet to research and summarise the achievements of a selected female politician, scientist, artist, etc.

read historical accounts of the reforms made to emancipate women in the early years of the republic, and use the information to write an article

debate the issue 'women's rights simply mean more responsibility and work, not less'

Example assessment tasks

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Turkish-speaking communities.

A 250–300-word informative, persuasive or evaluative written response.

Write a 250–300-word informative report outlining the progress made in relation to women's rights over the past 50 years.

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Turkish-speaking communities.

A three- to four-minute interview on an issue related to texts studied.

Based on texts studied, complete a three- to four-minute interview on the impact of developments in gender equity.

SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Turkish-speaking communities

Topic: Migration

Possible sub-topics for detailed study:

- Maintenance of cultural ties.
- Challenges and opportunities.

Theme: The Turkish-speaking communities

Topic: Cultural diversity

Possible sub-topics for detailed study:

- Changes to traditional values and their impact on Turkish-speaking communities in Australia.
- The significance of food in festivals and traditions.
- Language, culture and identity.

Topic: Tourism

Possible sub-topics for detailed study:

- Historical sites and their cultural significance.
- The hospitality industry in Turkey today and in the future.

Theme: The Turkish-speaking communities

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- An artist/writer/famous person and their impact.
- Traditional and contemporary entertainment: a comparison.

Theme: The changing world

Topic: The world of work

Possible sub-topics for detailed study:

- Changes in the world of work and the impact on young people.
- Trade between Australia and Turkey.
- The role of education and training.
- The impact of technology.

Topic: Issues now, and in the future

Possible sub-topics for detailed study:

- Endangered species and their survival.
- Scientific advances: positive or negative?
- The impact of globalisation.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying to do a training course at a college in a Turkish-speaking community. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry into courses related to your area of interest. Enquire also about the types, cost and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/ chemist (1.1, 1.2, 1.3, 1.4) Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3)
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interview conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.

VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Turkish-speaking community. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to a Turkish-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Turkish-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.

ADVICE FOR TEACHERS

VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Turkish-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Turkish-speaking community.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Turkish-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in a Turkish-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Turkish-speaking community, and provide key advice for potential tourists.

Detailed study	
VET Outcome 13: and VET Outcomes 14,15:	Demonstrate basic knowledge of politics and government in a Turkish-speaking community. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 2:	250–300-word informative piece. Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Turkish-speaking community, and one or two recent issues or events. There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address), register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off, (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

ADVICE FOR TEACHERS

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

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Ozanlar, Müzik Organize Bürosu.

Şiirler, Kassettenprogramme, Munchen

VIDEOS

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Yörellerimiz, Türkülerimiz

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Kıbar Feyzo

Banker Bilo

Öğretmen Zeynep

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VIDEOS

Şara

Züğürt Ağa

Bekçiler Kralı

Çöpçüler Kralı

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