



Government of **Western Australia**  
School Curriculum and Standards Authority

# **TURKISH (WACE VERSION)**

**ATAR COURSE**

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**Year 11 and Year 12 syllabus**

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2021.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

### **Acknowledgement**

This syllabus document has been adapted by the School Curriculum and Standards Authority of Western Australia from the Turkish syllabus produced by the Victorian Curriculum and Assessment Authority, Victoria, on behalf of the Australian Curriculum, Assessment and Certification Authorities, in collaboration with:

NSW Education Standards Authority  
SACE Board of South Australia  
Queensland Studies Authority  
School Curriculum and Standards Authority (Western Australia)  
Northern Territory Board of Studies  
Tasmanian Qualifications Authority

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# Introduction

## Course

The School Curriculum and Standards Authority accesses the *Turkish ATAR* syllabus and external examination from Victoria as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). The syllabus content is the equivalent of two years of study, one typically at Year 11 and the other typically at Year 12. Each year of this course is the equivalent of two units for the Western Australian Certificate of Education (WACE) requirements. The notional time for the pair of units is 110 class contact hours.

## Delivery requirements

There are two models of delivery for this course. These two models are:

- delivery by a community organisation/school
  - Mode 1: community organisation prepares students to sit the external examination for the course as non-school candidates
  - Mode 2: community organisation delivers the course and students are enrolled in the course through one or more main schools or a single mentor school
- delivery by a registered school.

The *Guidelines for course delivery and assessment of student achievement 2021* provides information about these models. This information can be accessed on the Interstate Languages page at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages>

## Target group

This syllabus is designed for students who, typically, will have studied Turkish for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience will also be able to meet the requirements of the syllabus successfully.

## The Turkish 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 Kılavuzu*.

## Rationale

Turkish is the official language of the Republic of Turkey and one of the official languages of Cyprus.

The Turkish language belongs to the Turkic family of languages, a group which includes Turkish, Azeri (the official language of Azerbaijan), Uzbek (the official language of Uzbekistan), Kazakh (the official language of Kazakhstan), and other smaller languages spoken from south-eastern Europe, across central Asia, in western China and across to Siberia. These languages share characteristics such as the system of agglutination, principles of vowel harmony, similar sound systems and grammatical structures.

The Turkish language writing system has changed three times since the seventh century when inscriptions were discovered on the Orkhon Valley monuments in Mongolia. The Arabic script used during the Ottoman Empire was changed to Latin characters in 1928 by the founder of the Republic of Turkey, Mustafa Kemal (later known as Mustafa Kemal Atatürk). The new alphabet made reading and writing of the language easier and resulted in significant increases in literacy levels in Turkey.

There are significant populations of speakers of Turkish and associated dialects in Belgium, Bulgaria, Germany, Greece, the Netherlands and other European countries. Other countries with significant Turkish-speaking communities include Australia, Azerbaijan, Canada, Iran, northern Iraq, Kazakhstan, Kyrgyzstan, some parts of the Russian Federation, Turkmenistan, United Kingdom, USA and Xinjiang Uyghur Autonomous Region.

Turkish Cypriot migration to Australia began in the late 1940s, the first migrants coming for work opportunities. Numbers grew from 1963 onwards as a result of the conflict in Cyprus. Larger-scale migration from Turkey began once a bilateral agreement was signed in 1967 between the Turkish and Australian governments. Migration from Turkey continued in the 1980s, involving family reunion programs and an increase in general skilled and educational migration. While more than half of the migrant population settled in Victoria, mostly in Melbourne, significant numbers also settled in Sydney, New South Wales (NSW), and smaller numbers in other states and territories. Turkish is a strong community language in many major Australian cities and in regional centres, such as Mildura and Shepparton in Victoria.

The Turkish-speaking community in Australia includes people from Turkey, Cyprus, Bulgaria, Western Thrace and smaller groups from other Turkic backgrounds.

The campaign of the Gallipoli Peninsula during World War I laid the foundations of what would later develop as strong, steadily-growing Australian-Turkish connections. Tens of thousands of Australians, including Turkish Australians, visit Gallipoli each year to pay tribute and to gain understanding of shared Australian-Turkish history. The two countries enjoy strong contemporary connections, characterised by productive and steadily developing economic and bilateral trade relationships, cultural exchange and consular cooperation. An Action Plan signed by the two countries in 2011 and 2015 guides further development of economic, trade and technical cooperation, as well as cooperation on environmental and climate change issues.

## Course outcomes

The Turkish ATAR course is designed to facilitate achievement of the outcomes listed below, which represent the knowledge, skills and understanding that students will achieve by the end of this course.

### Outcome 1 – Listening and responding

Students listen and respond to a range of texts in Turkish.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

### Outcome 2 – Spoken interaction

Students communicate in Turkish through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

### Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts in Turkish.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

### Outcome 4 – Writing

Students write a variety of texts in Turkish.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

## Organisation of content

Unless specified, the following content is relevant to both Year 11 and Year 12. While it is expected that over Year 11 and Year 12 students will cover all of the required content, the exact sequencing and timing of delivery is a school decision.

### Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery. The school must provide this information to the students, before teaching begins, in the form of a course outline.

The format for a course outline is a school decision, but each outline must indicate:

- the **timing** of delivery
- the **sequence** in which all the syllabus content will be delivered.

Information about the assessment tasks can be included, but is not essential because it is included in the assessment outline. It is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort. It is also expected that the treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

## Themes, topics and sub-topics

The course content is organised into three prescribed themes:

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

The themes have a number of prescribed topics and suggested sub-topics as shown in the table below. The placement of 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 provide guidance to students and teachers on how the topics may be treated.

During Year 12, students are required to undertake one detailed study. The detailed study should be based on a sub-topic related to one or more of the prescribed topics. For more information about the detailed study, see pages 9-10.

Themes	Prescribed topics	Suggested sub-topics
<b>The individual</b> This theme enables students to explore aspects of their personal world; for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. The theme also enables students to study topics from the perspective of other people.	Personal identity	For example, family and friends, home and community, personal values and priorities, life at school.
	Future aspirations	For example, education, career choice, marriage.
	Leisure	For example, entertainment, travel, hobbies and interests, sport and health.
	Migration	For example, past and present causes of

<b>The Turkish-speaking communities</b> This theme explores topics from the perspective of groups within those communities or the communities as a whole, and encourages students to reflect on their own culture and other cultures.		immigration, settlement patterns, contributions and achievements, adaptation.
	Cultural diversity	For example, religion, cuisine, celebrations and festivals, traditional values.
	Tourism	For example, geography, historical sites and natural assets, tourism industry, travel accommodation.
	Arts and entertainment	For example, traditional and modern art/music/writing, an artist/writer of significance, leisure activities at home/in the city/in the country.
<b>The changing world</b> This theme enables students to explore change as it affects aspects of work, social issues and world issues.	World of work	For example, careers and occupations now and in the future, the impact of technology, work and safety.
	The younger generation	For example, harmful addictions (their role and impact), the role of peer groups, cultural conflict and cohesion (within the family and society).
	Issues now, and in the future	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.

## Text types

In their teaching, learning, and assessment programs, teachers should introduce students to a wide range of text types. Text types for receptive use in teaching, learning, and assessment are not prescribed.

In the external examination, students may be expected to produce the following text types:

- article
- blog
- diary/journal entry
- email
- letter (formal or informal)
- message
- note
- report
- review
- script of a play
- script of a speech or talk
- story
- text of an interview

## Kinds of writing

Students should be familiar with, and able to produce, different kinds of writing such as: personal, imaginative, persuasive, informative and evaluative, either individually or in combination.

## Vocabulary

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the syllabus.

## Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. Students are allowed to use monolingual and/or bilingual printed dictionaries in the external **written** ATAR examination. Students are **not** permitted to use a dictionary for the external **oral** ATAR examination.

## Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions. There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used in this section are neither intended to promote any particular theory of grammar, nor to favour one methodology over another.

Students will already have a reasonable understanding of the function of grammar in Turkish through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Turkish are expected to recognise and use the grammatical items listed on the following pages. These grammatical structures apply to both Year 11 and Year 12. While it is expected that students will cover all of these items, the exact sequencing and timing of delivery is a teacher decision.

Grammatical Item	Sub-elements	Example(s)
<b>Verb</b>	tense (indicative) and personal suffices	
<b>Simple</b>	present future aorist <i>di</i> past (simple past) <i>miş</i> past (referential)	<i>görüyorum, okuyorum</i> <i>görecek, okuyacak</i> <i>göürsün, okursun</i> <i>gördü, okudu</i> <i>görmüş, okumuş</i>
<b>Compound</b>	future in the past habitual past past continuous pluperfect	<i>görecekti, okuyacaktı</i> <i>göürdü, okurdu</i> <i>görüyordu, okuyordu</i> <i>görmüştü, okumuştü</i>
<b>Copula</b>	omission of copula in informal speech ( <i>-dir ekinin düşmesi</i> ) participle gerund voice (passive)	<i>Ağabeyim asker (dir)</i> <i>gelen, olmayacak</i> <i>diye</i> <i>görülür</i>
<b>Mood</b>	imperative (formal and informal) necessitative ( <i>gereklilik</i> ) conditional ( <i>şart</i> ) subjunctive ( <i>dilek-şart</i> )	<i>bakınız, bak</i> <i>görmeli</i> <i>görürse</i> <i>görse</i>
<b>Other forms</b>	reflexive ( <i>dönüşlü</i> ) reciprocal ( <i>işteş 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>
<b>Adverb</b>	adverbs of place adverbs of time adverbs of manner	<i>içeri, yukarı, öte</i> <i>akşamları, yaza, kışın</i> <i>iyice</i>

Grammatical Item	Sub-elements	Example(s)
<b>Noun case</b>	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>
<b>Noun phrase</b>	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>
<b>Adjective</b>	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>
<b>Pronoun</b>	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>
<b>Postposition</b>	primary	<i>üzere, gibi, kadar, ile, için</i>
	secondary	<i>hak, hakkında; taraf, tarafından; yüz, yüzünden</i>
<b>Numeral</b>	number marker	<i>tane</i>
	sequential	<i>beşinci</i>
<b>Conjunctions</b>		<i>ve, ama, fakat</i>
<b>Sentence and Phrase Types</b>	statements	
	questions	
	simple, compound, and complex sentences	
	position of adjective altering meaning	
	adjectival phrases	<i>iri bir kuş, bir iri kuş</i>
	noun phrases	
	adverbial phrases	
	direct and indirect speech	

## School-based assessment

The *WACE Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus. The *WACE Manual 2021* is available from the Authority website at <https://www.scsa.wa.edu.au/publications/wace-manual>.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Turkish ATAR syllabus and the weighting for each assessment type.

### Assessment table

Type of assessment	Weighting for types
<p><b>Oral</b></p> <p>This assessment type involves participation in oral activities to establish and maintain a spoken exchange related to personal areas of experience; to exchange information and opinions; to discuss aspects of the language and culture of Turkish-speaking communities and to give expression to real or imaginary experiences in Turkish.</p> <p>Text types include interviews (formal and informal), conversations, role-plays, oral presentations and discussions.</p>	12.5%
<p><b>Listening and responding</b></p> <p>This assessment type requires comprehension and interpretation skills to respond to a range of spoken and/or audio texts in Turkish. It also involves analysing and using the obtained information to respond critically, in Turkish or English as specified, to spoken texts which reflect aspects of the language and culture of Turkish-speaking communities.</p> <p>Text types include conversations, interviews, charts or tables.</p>	15%
<p><b>Reading and responding</b></p> <p>This assessment type involves reading, extracting, analysing and using information and ideas from written texts in Turkish and may require reorganising information in a different text type. It also comprises responding critically, in Turkish or English as specified, to written texts which reflect aspects of the language and culture of Turkish-speaking communities.</p> <p>Text types include articles, extracts, reviews, advertisements and letters.</p>	12.5%
<p><b>Writing in Turkish</b></p> <p>This assessment type involves the production of original written responses to texts, focusing on giving expression to real or imaginary experiences and ideas, as well as responding critically to written texts which reflect aspects of the language and culture of Turkish-speaking communities.</p> <p>Text types include emails, letters, invitations, journal/diary entries, personal accounts, reviews, reports and narratives.</p>	10%
<p><b>Oral examination</b> (approximately 15 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	12.5%
<p><b>Written examination</b> (2 hours and 30 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	37.5%

## Assessment outline

Teachers are required to use the assessment table to develop an assessment outline for Year 11 and an assessment outline for Year 12.

The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the **number** of tasks to be assessed
- a general **description** of each task
- the assessment **type**, as prescribed in the syllabus
- an indication of the syllabus **content** on which each task is based
- the approximate **timing** of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the **weighting** of each assessment **task**
- the **weighting** of each assessment **type**, as prescribed in the assessment table of the syllabus.

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Teachers should limit the use of small value tasks and focus on developing tasks that accurately reflect the assessment type in the syllabus. Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Appendix 1 is a sample assessment outline for Year 12. Teachers can use this as the basis of the assessment outline for their class.

## The detailed study

Students are required to undertake a detailed study in Year 12. Students will be expected to discuss their detailed study in Section 2, Discussion, of the external oral examination. 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 from either *The Turkish-speaking communities*, or *The changing world*. The sub-topic may be drawn from the table at the end of this section, or a different sub-topic may be selected.

Students may choose their own sub-topic, or one sub-topic may be selected for a whole class. 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 school-based assessment task(s) set, as well as in the Discussion in Section 2 of the oral examination.

At least one of the school-based assessment tasks in Year 12 should focus on the detailed study. This could be, for example:

- an oral presentation in Turkish (3 to 5 minutes)
- a written response to the topic in Turkish (500 words)
- a reflective response in Turkish (600 words or 5 to 7 minutes).

The detailed study assessment task(s) should be designed to assess students' understanding of the language and culture of the Turkish-speaking community. It should enable students to explore and compare aspects of the language and culture of the Turkish-speaking community through a range of oral and written texts in Turkish related to the selected sub-topic. This will develop students' 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, paintings 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 students 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.

### Suggested sub-topics for detailed study

The table below shows possible sub-topics that might form the focus of a detailed study. Teachers may choose to focus on one of these areas, or where they can be linked, focus on more than one area.

Themes	Topic	Possible sub-topics for the detailed study
<b>The Turkish-speaking communities</b>	Migration	<ul style="list-style-type: none"> <li>• Maintenance of cultural ties</li> <li>• Challenges and opportunities</li> </ul>
	Cultural diversity	<ul style="list-style-type: none"> <li>• Changes to traditional values and their impact on Turkish-speaking communities in Australia</li> <li>• The significance of food in festivals and traditions</li> <li>• Language, culture and identity</li> </ul>
	Tourism	<ul style="list-style-type: none"> <li>• Historical sites and their cultural significance</li> <li>• The hospitality industry in Turkey today and in the future</li> </ul>
	Arts and entertainment	<ul style="list-style-type: none"> <li>• An artist/writer/famous person and their impact</li> <li>• Traditional and contemporary entertainment: a comparison</li> </ul>
<b>The changing world</b>	World of work	<ul style="list-style-type: none"> <li>• Changes in the world of work and the impact on young people</li> <li>• Trade between Australia and Turkey</li> <li>• The role of education and training</li> <li>• The impact of technology</li> </ul>
	Issues now, and in the future	<ul style="list-style-type: none"> <li>• Endangered species and their survival</li> <li>• Scientific advances: positive or negative?</li> <li>• The impact of globalisation</li> </ul>

## Grading

Schools report student achievement in completed ATAR units in grades. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied). The following grades are used:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Turkish ATAR course are provided in Appendix 2.

Grade descriptions:

- relate directly to the syllabus content
- describe the general characteristics of student achievement at each grade
- express, in positive terms, what a student knows, understands and is able to do
- clearly define the level of proficiency for each grade on a continuum of performance
- provide a guide for teachers when developing teaching and assessment programs
- provide improvement targets for students
- provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards

To be assigned a grade, a student must have had the opportunity to complete the teaching and learning program, including the assessment program.

### Assigning grades

To assign a grade at the completion of the pair of units (or unit, where a single Year 11 unit is studied), the teacher:

- generates a **ranked list** of all students based on the weighted mark out of 100 using the school's assessment outline
- identifies from the ranked list the points where a **change of standard** is evident
- examines the work of the students either side of this point
- assigns a grade with reference to the grade descriptions.

For further information about the process of generates a ranked list and assigning grades see Section 2.4.3 in the *WACE Manual*.

Students who enrol to sit the external examination as a non-school candidate are not assigned a grade.

## External examination

The external examination consists of:

- an oral examination
- a written examination.

### Examination specifications

<b>Oral examination: time allocation – approximately 15 minutes</b>		
Weighting:	25%	
Section 1: Conversation	10%	approximately 7 minutes
Section 2: Discussion	15%	approximately 8 minutes
<b>Written examination: time allocation – 2 hours and 30 minutes, plus 10 minutes reading time</b>		
Weighting:	75%	
<b>Section 1: Listening and responding</b>		
Weighting	30%	
Part A:	15%	Three texts in Turkish with responses in English
Part B:	15%	Three texts in Turkish with responses in Turkish
<b>Section 2: Reading and responding</b>		
Weighting	25%	
Part A:	10%	Two texts in Turkish with responses in English
Part B:	15%	One text in Turkish with a response in Turkish
<b>Section 3: Writing in Turkish</b>		
Weighting:	20%	
Choice of two to four questions with a response of 250 words in Turkish		

## Oral examination (approximately 15 minutes)

Candidates are **not** permitted to use a dictionary in the oral examination.

### Purpose

The oral examination is designed primarily to assess the candidate'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 candidate and the marker/s. It will consist of a general conversation about the candidate's personal world (e.g. school and home life, family and friends, interests, and aspirations).

#### Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate will indicate to the marker/s the sub-topic chosen for the detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic. The focus of the discussion will be to explore aspects of the language and culture of Turkish-speaking communities and the candidate will be expected to make reference to texts studied.

Notes and cue cards are **not** permitted for either section of the oral examination.

**Note:** Western Australian candidates undertake the oral examination via telephone with the marker/s in Victoria. Candidates may **not** support the conversation and discussion with objects such as photographs, pictures, or maps.

## Written examination (2 hours and 30 minutes, plus 10 minutes reading time)

Candidates are allowed to use monolingual and/or bilingual printed dictionaries in one or two volumes in the written examination. The written examination has three sections.

### Section 1: Listening and responding

#### Purpose

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

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

- the context, purpose, and audience of the text
- aspects of the language of the text (e.g. 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 candidate will hear six texts in Turkish covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 8 minutes (16 minutes in total for two readings of each text).

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 candidate may take notes. The candidate will be given sufficient time after the second reading to complete responses.

The candidate 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 three texts in Turkish, including at least one shorter text and at least one longer text. Questions on the texts will be written in English for responses in English.

#### Part B

There will be three texts in Turkish, including at least one shorter text and at least one longer text. Questions on the texts will be written 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 candidate's knowledge and skill in analysing and responding to information from written Turkish texts.

In Part A, the candidate will be required to demonstrate understanding of written Turkish texts. The candidate may be required to extract, summarise, and/or evaluate information from two texts. The candidate may be required to respond critically to the texts and to compare and/or contrast aspects of both.

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

### 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 candidate will be required to read two texts in Turkish of 400 to 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 written in English for responses in English.

#### Part B

The candidate will be required to read one text or two related texts totalling approximately 150 words in Turkish. If two related texts are used (for example, an attachment within an email) they will be presented as one text with two parts.

The candidate 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 candidate will be required to produce will be drawn from those listed for productive use in this syllabus.

The candidate will be expected to write a response of approximately 150 words in Turkish.

The question will be written 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 candidate's ability to express ideas through the creation of an original text in Turkish.

#### **Specifications**

The candidate will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of candidate interests and will be set to ensure that the candidate is given opportunities to produce different kinds of writing (for example, personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive, either individually or in combination) by, for example:

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

The candidate will be expected to write a response of 250 words in Turkish. The questions will be written in English and Turkish for a response in Turkish.

## Criteria for judging performance – external examination

These criteria are based on Collaborative Curriculum and Assessment Framework for Languages (CCAFL) information and are provided here as a guide for teachers and students. They may be subject to variation by the host state.

### Oral examination

#### Section 1: Conversation

When judging performance in the oral examination, the marker/s will take into account the extent to which the candidate demonstrates:

#### Communication

##### Criterion 1

Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

#### Content

##### Criterion 2

Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

#### Language

##### Criterion 3

Accuracy of vocabulary and grammar

##### Criterion 4

Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

##### Criterion 5

Clarity of expression

- pronunciation, intonation, stress and tempo

## Section 2: Discussion

### Communication

#### Criterion 6

Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

### Content

#### Criterion 7

Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

### Language

#### Criterion 8

Accuracy of vocabulary and grammar

#### Criterion 9

Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

#### Criterion 10

Clarity of expression

- pronunciation, intonation, stress and tempo

## Written examination

All candidates will be assessed against the following criteria. In all sections, responses in the wrong language will receive no credit.

### Section 1: Listening and responding

#### Part A

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

#### Part B

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

### Section 2: Reading and responding

#### Part A

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and/or specific aspects of texts by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

#### Part B

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types).

### Section 3: Writing in Turkish

When judging performance in this section, the marker/s will take into account the extent to which the candidate demonstrates:

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and use conventions of text types.

## Appendix 1 – Sample assessment outline (Year 12)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content Themes: 1) the individual; 2) the Turkish-speaking communities; 3) the changing world
<b>Oral</b> 12.5%	6.25%	Semester 1 Week 13	<b>Task 3</b> A 3–4 minute role play, focusing on the resolution of an issue.	<b>Topics:</b> world of work; issues now, and in the future <b>Text types:</b> conversation <b>Grammar:</b> adjectival phrases, conjunctions, subordinate conjunctions
	6.25%	Semester 2 Week 8	<b>Task 7</b> Interview based on the question: People say that nothing changes, that life just goes on. Do you think this is true?	<b>Topics:</b> personal identity; leisure; cultural diversity <b>Text types:</b> conversation <b>Grammar:</b> question words; conjunctions; superlatives
<b>Listening and responding</b> 15%	7.5%	Semester 1 Week 7	<b>Task 2A</b> Listen to a discussion on changing attitudes to work etc. Respond in English or Turkish to questions.	<b>Topics:</b> world of work; future aspirations; issues now, and in the future <b>Text types:</b> discussion; interview <b>Grammar:</b> prepositions; adverbs
	7.5%	Semester 2 Week 4	<b>Task 5</b> Listen to a radio report. Respond in English or Turkish to questions.	<b>Topics:</b> tourism <b>Text types:</b> report/article <b>Grammar:</b> range of grammar from the syllabus
<b>Reading and responding</b> 12.5%	6.25%	Semester 1 Week 5	<b>Task 1</b> Read articles related to the detailed study topic. Respond in English or Turkish to questions.	<b>Topics:</b> detailed study <b>Text types:</b> letter, news item, diary entry <b>Grammar:</b> conjunctions, conditional sentences
	6.25%	Semester 2 Week 6	<b>Task 6</b> Read articles on the role of family today and yesteryear. Respond in English or Turkish to questions.	<b>Topics:</b> personal identity; future aspirations; cultural diversity <b>Text types:</b> article, text of a speech <b>Grammar:</b> range of grammar from the syllabus
<b>Writing in Turkish</b> 10%	5%	Semester 1 Week 7	<b>Task 2B</b> Using the information provided in the text for 2A, write a summary of the different attitudes.	<b>Topics:</b> world of work; future aspirations; issues now, and in the future <b>Text types:</b> article <b>Grammar:</b> compound and complex sentences, construct state of noun
	5%	Semester 2 Week 10	<b>Task 8</b> A 250–300 word journal entry for a significant day.	<b>Topics:</b> cultural diversity, arts and entertainment <b>Text types:</b> narrative account <b>Grammar:</b> range of grammar from the syllabus

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content Themes: 1) the individual; 2) the Turkish-speaking communities; 3) the changing world
<b>Oral examination</b> 12.5%	6.25%	Semester 1 Week 15	<b>Task 4A: Semester 1 Examination</b>	A conversation/discussion about the detailed study based on the external examination specifications
	6.25%	Semester 2 Week 15	<b>Task 9A: Semester 2 Examination</b>	A conversation/discussion about the detailed study based on the external examination specifications
<b>Written examination</b> 37.5%	7.5%	Semester 1 Week 15	<b>Task 4B: Semester 1 Examination</b>	A representative sample of the syllabus content, based on the external examination specifications
	6.25%		Listening and responding	
	5%		Reading and responding Writing	
	7.5%	Semester 2 Week 15	<b>Task 9B: Semester 2 Examination</b>	A representative sample of the syllabus content, based on the external examination specifications
	6.25%		Listening and responding	
	5%		Reading and responding Writing	

## Appendix 2 – Grade descriptions

A	<p><b>Written production</b></p> <p>Competently conveys information and develops ideas that are relevant to the topic. Makes comparisons and relevant cultural and cross-cultural references (where required) across a range of topics and uses examples to illustrate ideas and/or opinions. Uses a broad range of language with a high degree of grammatical accuracy, and appropriately for the audience, context, purpose and/or text type. Produces writing that is fluent and sequenced logically, using a sophisticated vocabulary, complex sentence structures and range of verb tenses. Demonstrates comprehensive understanding of the language features and the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Capably identifies and comments on culturally specific aspects of language, behaviour and/or attitudes. Presents an opinion or information about an aspect of the culture associated with the language, with a range of ideas and/or comparisons effectively supported by relevant evidence from the texts studied. Capably maintains and advances the exchange, using efficient communication and repair strategies. Uses highly accurate, well-structured responses, and a broad range of language and sentence structures. Demonstrates excellent pronunciation, intonation, register, stress and/or tempo.</p>
	<p><b>Comprehension of spoken and written text</b></p> <p>Accurately identifies, extracts and processes information from the text. Effectively infers aspects such as points of view, attitudes and/or emotions and cultural cues from the text. Effectively summarises, interprets, evaluates, compares and/or contrasts relevant information. Presents relevant information in an organised response, using the correct register and stylistic features. Accurately uses an appropriate range of vocabulary and grammar. Misinterprets only minor details in complex texts.</p>
B	<p><b>Written production</b></p> <p>Produces writing that is effective and relevant, and covers a range of aspects within the topic. Conveys information, develops ideas and/or expresses opinions and makes relevant cultural and cross-cultural references (where required) across a range of topics using some examples to illustrate. Uses a range of vocabulary, structures and a variety of verb tenses. Uses language appropriate for the audience, context, purpose and/or text type, with occasional errors. Applies the rules of grammar and punctuation, but not always consistently. Observes most of the conventions of text types and sequences content logically.</p>
	<p><b>Oral production</b></p> <p>Identifies and comments on culturally specific aspects of language, behaviour and/or attitudes. Presents information about an aspect of the culture associated with the language, with particular ideas, opinions and/or comparisons supported by relevant evidence from the texts studied. Maintains and advances the exchange, using communication and repair strategies. Uses a range of relevant and well-structured language, appropriate vocabulary and grammatical structures. Achieves a high level of accuracy. Demonstrates good pronunciation, intonation, register, stress and/or tempo.</p>
	<p><b>Comprehension of spoken and written text</b></p> <p>Identifies, extracts and processes mostly relevant information from the text. Infers some meaning from cultural cues and aspects such as points of view, attitudes and/or emotions. Responds correctly to literal questions and presents relevant information. Provides responses that may lack detail to inferential questions. Accurately and appropriately uses the correct register and stylistic features. Uses a range of vocabulary, grammar and expressions. Summarises, interprets, evaluates, compares and/or contrasts relevant information. Selects the wrong word or phrase occasionally when consulting the dictionary.</p>
	<p><b>Written production</b></p>

C	<p>Produces writing that is generally relevant, but often lacks detail and internal cohesion. Expresses a range of simple ideas, opinions and/or comparisons related to the topic. Covers some aspects and provides some cultural references within the topic, but ideas may lack direction. Uses language that is usually suitable for the audience, context, purpose and text type and includes familiar vocabulary and simple sentence structures. Produces writing where the influence of English syntax, incorrect vocabulary choices and/or illogical sequencing may affect meaning.</p>
	<p><b>Oral production</b> Identifies and comments on some culturally specific aspects of language, behaviour and/or attitudes. Presents a limited range of ideas, opinions and/or comparisons about an aspect of the language culture. Offers evidence from the texts studied for some of the points raised. Occasionally requires some support from the other speaker to sustain the conversation. Uses a range of appropriate vocabulary and simple language structures with a reasonable level of accuracy. Demonstrates minor problems in pronunciation, intonation, register, stress and/or tempo.</p>
	<p><b>Comprehension of spoken and written text</b> Identifies, extracts and processes some relevant information from the text. Identifies some points of view, attitudes and/or emotions from the text, and extracts some meaning from language and cultural cues. Gives occasional idiomatic translations or misinterprets some details in complex texts. Uses a restricted range of familiar vocabulary, simple grammar and stylistic features. Summarises, interprets, evaluates, compares and/or contrasts some relevant information. Presents a response appropriate to the text type.</p>
D	<p><b>Written production</b> Produces writing that expresses simple ideas and provides basic information related to the topic. Produces writing with inaccuracies and/or omissions that affect the ability to convey meaning. Demonstrates minimal awareness of culturally specific aspects of the topic, and makes cultural references that are not always accurate or appropriate. Makes limited use of language appropriate to the audience, context, purpose and/or text type. Uses familiar vocabulary, with frequent errors in spelling, syntax; incorrectly applies the rules of grammar. Produces writing that lacks structure and ideas may be disjointed, disorganised or unsequenced which impedes meaning.</p>
	<p><b>Oral production</b> Identifies some culturally specific aspects of language, behaviour and/or attitudes. Presents limited information about an aspect of the culture associated with the language. Attempts to present ideas, opinions and/or comparisons, but does not support these with evidence from the texts. Requires repetition and rephrasing of questions by the other speaker. Maintains a flow of conversation that is often impeded by hesitation and silences. Uses a limited range of vocabulary and basic language structures with minimal accuracy. Demonstrates significant problems with pronunciation, intonation, register, stress and/or tempo.</p>
	<p><b>Comprehension of spoken and written text</b> Identifies, extracts and processes some information from spoken text with a minimal degree of accuracy. Shows limited ability to identify points of view, attitudes and/or emotions from the text, and extracts little meaning from language or cultural cues. Incorrectly identifies details or identifies only isolated detail and/or single words. Summarises, interprets, evaluates, compares and/or contrasts limited information. Presents a response which may be inappropriately organised and includes limited relevant information. Uses a narrow range of grammar and vocabulary.</p>

**E**

Does not meet the requirements of a D grade.