



Turkish Continuers

Stage 6 Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction to Turkish in the Stage 6 Curriculum

2.1 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*.

2.2 Description of Target Group

The *Turkish Continuers Stage 6 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 than this will also be able to meet the requirements of the syllabus successfully.

2.3 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.

Turkish is spoken as the official language in the Republic of Turkey and in northern Cyprus by nearly 70 million people. There are about five million Turkish speakers in Europe, including the Balkan regions. In Iraq, Iran, Azerbaijan and Turkmenistan dialects of Turkish are used.

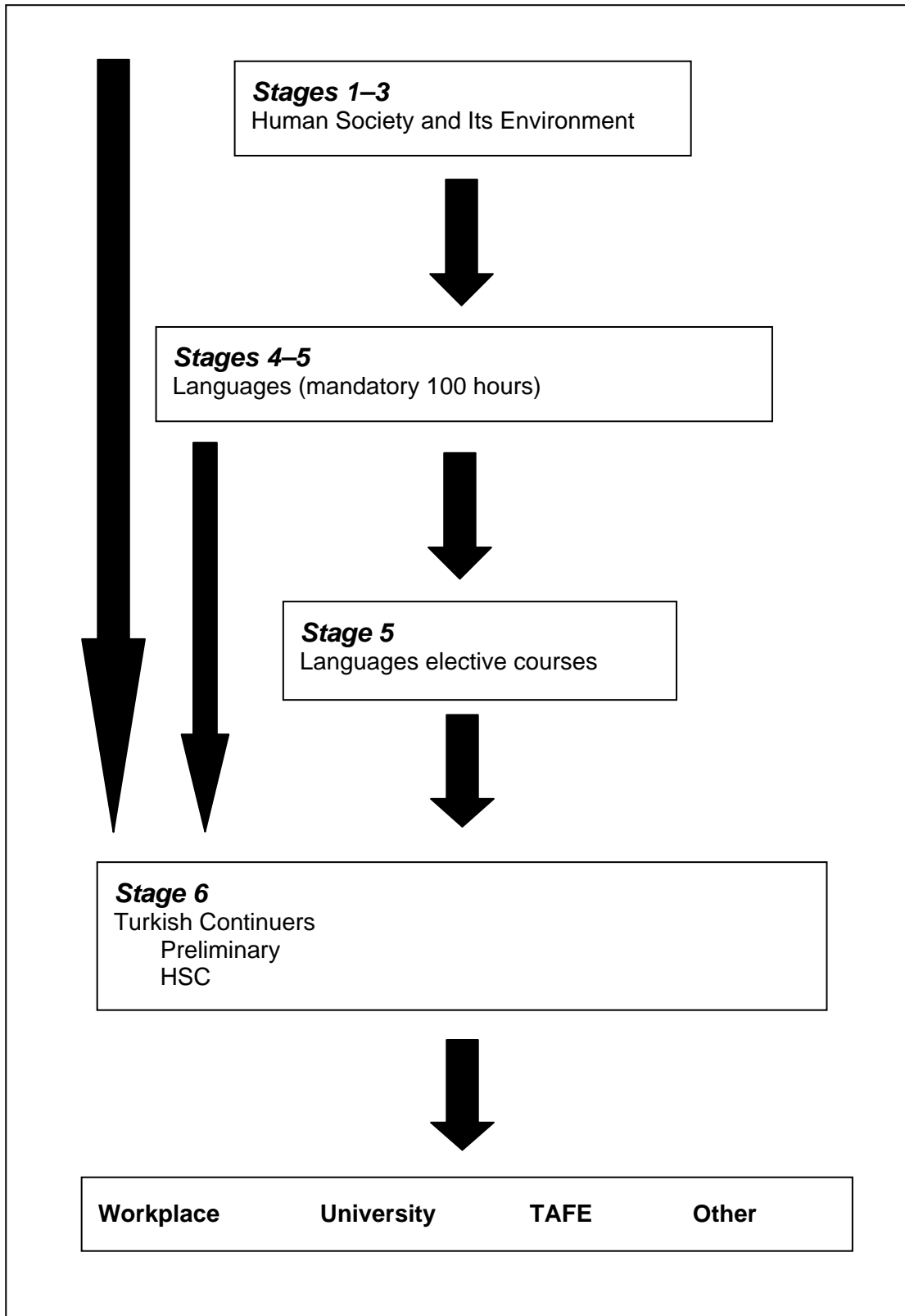
In Australia, Turkish businesses, clubs, educational institutions, travel agents, social and professional associations and radio/TV programs all contribute to the cultural and economic wealth of Australia, and the importance of language.

Australia has trade ties with Turkey, exporting and importing produced or semi-produced goods as well as minerals and agricultural products. Tourism between the two countries is also an important factor in bringing the two cultures together. Student exchanges and business enterprises help improve this relationship.

A knowledge of Turkish will enhance students' opportunities in areas such as tourism, business enterprises, the media, the health care industry, government offices such as ethnic affairs, and in translating and interpreting services.

The ability to communicate in Turkish may, in conjunction with other skills, increase students' vocational opportunities.

3 Continuum of Learning for Turkish Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Continuers level. Students may also begin the study of a language in Stage 6.

4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Turkish to communicate with others;
- understanding and appreciation of the cultural contexts in which Turkish is used;
- ability to reflect on their own culture(s) through the study of other cultures;
- understanding of language as a system;
- ability to make connections between Turkish and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Turkish to work, further study, training, or leisure.

5 Objectives

The student should be able to achieve the following objectives:

Objective 1 — exchange information, opinions, and experiences in Turkish

Objective 2 — express ideas through the production of original texts in Turkish

Objective 3 — analyse, process, and respond to texts that are in Turkish

Objective 4 — understand aspects of the language and culture of Turkish-speaking communities

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Turkish and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. The student's skills in, and knowledge and understanding of, Turkish will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. The student will also gain an insight into the culture and the language of Turkish-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. The student will gain a broader and deeper understanding of Turkish and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Turkish-speaking communities will develop further.

7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
The student will: 1. exchange information, opinions, and experiences in Turkish	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas on known topics 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Turkish	2.1 applies knowledge of language structures to create original text 2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future 2.3 organises and sequences ideas and information
3. analyse, process, and respond to texts that are in Turkish	3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information 3.2 infers point of view, attitudes or emotions from language and context 3.3 summarises, interprets and evaluates information 3.4 compares and contrasts aspects of texts
4. understand aspects of the language and culture of Turkish-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

7.2 Key Competencies

The Turkish Stage 6 Continuers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Turkish Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

8 Content of Turkish Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

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

Each theme has a number of prescribed topics and suggested sub-topics. 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.

The theme *the individual* enables the student to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables the student to study topics from the perspective of other individuals.

The theme *the Turkish-speaking communities* explores topics from the perspective of groups within those communities or the communities as a whole, and encourages the student to reflect on their own culture and other cultures.

The theme *the changing world* enables the student to explore change as it affects aspects of the world of work and other topics, for example, the younger generation and, issues now and in the future.

8.1.1 Table of Themes and Topics

<p>Theme: the individual</p>	<p>Theme: the Turkish-speaking communities</p>	<p>Theme: the changing world</p>
<p>Topics:</p> <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – family and friends – home and community – personal values and priorities – life at school • future aspirations, eg: <ul style="list-style-type: none"> – education – career choice – marriage • leisure, eg: <ul style="list-style-type: none"> – entertainment – travel – hobbies and interests – sport and health 	<p>Topics:</p> <ul style="list-style-type: none"> • migration, eg: <ul style="list-style-type: none"> – past and present – cause of immigration – settlement patterns – contributions and achievements – adaptation • cultural diversity, eg: <ul style="list-style-type: none"> – religion – cuisine – celebrations and festivals – traditional values • tourism, eg: <ul style="list-style-type: none"> – geography – historical sites and natural assets – tourism industry – travel/ accommodation • arts and entertainment, eg: <ul style="list-style-type: none"> – traditional and modern art/music/ writing – an artist/writer of significance – leisure activities at home/in the city/in the country 	<p>Topics:</p> <ul style="list-style-type: none"> • the world of work, eg: <ul style="list-style-type: none"> – careers and occupations now and in the future – the impact of technology – work and safety • the younger generation, eg: <ul style="list-style-type: none"> – 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, eg: <ul style="list-style-type: none"> – 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

8.2 In-depth Study

The student will be required to undertake one in-depth study in the HSC course. The in-depth study has been designed to enable the student to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table above, or to explore links between two or more of these topics or sub-topics.

The in-depth study may provide the student with opportunities to make comparisons between their learning and personal experience. It is expected that at least three different texts will form the basis of the in-depth study, so that the student is able to explore their chosen subject in sufficient depth. The student may refer to the Turkish resources list published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

The texts chosen to support the in-depth study will depend upon the availability of appropriate resources. Texts could include, for example, film, newspaper article, documentary, short story, song, or oral history, either in their original form, or adapted.

The in-depth study texts may involve some reference to text in English, such as sub-titled films, or supporting articles and/or information. However, the student will be expected to present and discuss the in-depth study in Turkish. Refer to the HSC External Examination Specifications for further information.

8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.4 Text Types

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

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

8.5 Vocabulary

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

8.6 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist the student to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the resources on the Board of Studies website (www.boardofstudies.nsw.edu.au). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Turkish Continuers Stage 6*.

8.7 Grammar

Grammar can be described as the organisation of, and relationship between, 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 below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Turkish through prior knowledge or study of Turkish.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability to apply and adapt this knowledge.

The following grammatical structures are those that students studying Turkish in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
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 düşmesi</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>şart</i>) subjunctive (<i>dilek-şart</i>)	<i>bakınız, bak</i> <i>görmeli</i> <i>görürse</i> <i>görse</i>
Other forms	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>gördürmek, 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>akşamları, yaza, kışın</i> <i>iyice</i>

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

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes and topics are prescribed for study.

10 Post-school Opportunities

The study of Turkish provides the student with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Turkish Continuers syllabus is contained in *Assessment and Reporting in Turkish Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Turkish Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc